

2022-2023 ICS Senior Member Handbook
Senate approved

Section 1: The gospel's message of renewal shapes our pursuit of wisdom

A statement of the relationship between the ICS Educational Creed, the ICS Academic Policy Criteria, this Handbook, and the contribution of Senior Members to the academic life of the ICS

a. What is this Senior Member Handbook for?

This ICS Senior Member Handbook is one expression—along with our Junior Member Handbook and Senate Handbook—of the rule of life¹ of the Institute for Christian Studies as an interdisciplinary graduate school where the gospel's message of renewal shapes our pursuit of wisdom (as we say in our Mission Statement below) and where you can bring your whole being to bear on your scholarship (as we say in our Academic Policy Criteria, also below). It is written from the perspective and for the use of our Senior Members. As such this handbook is an expression of our common understanding as a community of scholars of what it means, in our particular circumstances and given our particular institutional vocation, to love Lord our God with all our heart, and with all our soul, and with all our mind, and to love our neighbours as we do ourselves, thus responding to the great invitation of Jesus in the account of the evangelist Matthew.

The academic policies that follow in this handbook articulate those scholarly and administrative practices to which we as a community are committing ourselves, at this moment—the academic year 2021-2022—in the history of our school. These policies are an expression of our current understanding of our Mission Statement, Basis, and Educational Creed, formulated with care in annual consultative deliberation within and between our Academic Council and Senate, and evaluated in terms of our Academic Policy Criteria. As such these policies serve as a scaffolding of trust, forged in the crucible of mutually respectful dialogue, that affords our Senior and Junior Members the support and boundaries appropriate to academic life.

b. Mission Statement, Basis, and Educational Creed

Scholarship at ICS is guided by a contemporary Mission Statement, as well as an historical Basis and Educational Creed. The Basis and Educational Creed were adopted in the 1950s by the membership of the Association for the Advancement of Christian Scholarship, the organization that founded ICS. The Basis and Educational Creed are included in ICS's bylaws, and the Educational Creed serves as a confessional statement for ICS.

¹ The paradigmatic example of a rule of life shared by a community is the monastic [Rule of Benedict](#). A contemporary example is the [Praxis Rule of Life for Redemptive Entrepreneurs](#). Some contemporary resources on the articulation of a rule of life are available from [the Habitus Community](#).

Mission Statement

The Institute for Christian Studies is an interdisciplinary graduate school where:

- the gospel's message of renewal shapes our pursuit of wisdom;
- scholars focus on the intersection of Reformational philosophy and contemporary scholarship and society.

Basis

The supreme standard of the Institute shall be the Scriptures of the Old and New Testaments, here confessed to be the Word of God in the sense of the historic creeds of the Protestant Reformation.

Educational Creed

Believing that Scripture reveals certain basic principles intensely relevant to education, we confess:

- *Life*: that human life in its entirety is religion. Consequently, scholarly study unfolds itself as service either of the one true God or of an idol
- *Scripture*: that Scripture, the Word of God written, in instructing us of God, ourselves and the structure of creation, is that integral and active divine Word or Power by which God, through his Spirit, attaches us to and enlightens us in the Truth, which is Christ
- *Christ*: that the Christ of the Scriptures, the Word of God incarnate, is the Redeemer and Renewer of our life in its entirety and therefore also of our theoretical thought.
- *Reality*: that the essence or heart of all created reality is the covenantal communion of human beings with God in Christ
- *Knowledge*: that true knowledge is made possible by true religion and arises from the knowing activity of the human heart enlightened through the Word of God by the Holy Spirit. Thus religion plays its decisive ordering role in the understanding of our everyday experience and our theoretical pursuits
- *Scholarship*:
 1. that the diligent pursuit of theoretical thought in a community of scholars is essential to the obedient and thankful response of God's people to the cultural mandate. The task of the scholar is to give a scientific account of the structure of creation and thereby promote a more effective ordering of the everyday experience of the entire community
 2. that because of God's gracious preservation of creation after the fall, those who reject the Word of God as the ordering principle of life provide many valuable insights into the common structure of reality; nevertheless, the central religious antithesis of direction in life remains. We therefore reject the possibility of the synthesis of scripturally-directed thought with any other system of thought

- *Academic Freedom*: that scholarly pursuits are to be undertaken in the God-given freedom of a complete and voluntary submission to the Word of God and the divine laws that govern human life. The responsible freedom of the scholar must be protected against any constraint or domination of the church, state, industry or other societal structure.
- *Summary*: that all scholarship pursued in faithful obedience to the divine mandate will heed the normative direction of God's Word, will acknowledge his Law to which creation in all its spheres is subject, and will bow before Christ's Kingship over all scientific work

c. Academic Policy Criteria

From 2018-2020, the ICS undertook an internal communal dialogue with the goal of articulating what makes the ICS's brand of pedagogy so unique and effective, and to recommit ourselves to that pedagogy. The result of that discussion is the following 8 academic policy criteria, which we at the ICS now use to evaluate all of our academic programs (primarily within the Educational Policy Committee, the Academic Council, and the Senate).

1. The academic policies of the ICS shall foster a living culture of openness, flexibility, and grace.
2. The academic policies of the ICS shall allow members to bring their whole being to bear on their scholarship.
3. The academic policies of the ICS shall presume Christian faith as the starting point from which members engage the world.
4. The academic policies of the ICS shall prioritize relational pedagogy, and shall enable and encourage one-to-one mentoring and tutoring and collaborative and communal scholarship.
5. The academic policies of the ICS shall enable and encourage projects that involve partnering with like-minded organizations, while requiring regular questioning on the part of our scholarly community of what constitutes like-mindedness for us.
6. The academic policies of the ICS shall enable and encourage creative, integrative, and rigorous interdisciplinary scholarship, while requiring regular questioning on the part of our scholarly community of what constitutes scholarly creativity, integration, and rigour.
7. The academic policies of the ICS shall create a safe and inclusive community, celebrating the uniqueness of each member, persistently increasing the diversity within our community, constituting an academic space in which members are safe to learn, question, and disagree.
8. The academic policies of the ICS shall enable and encourage lasting, ever-renewing scholarship that impacts the wider community, while requiring regular questioning on the part

of our scholarly community of what constitutes that wider community for our members and for us as a school.

Section 2: Who and what is a Senior Member?

- a. A brief description of the meaning of the term Senior Member at ICS.

ICS understands itself to be a community of scholars for whom the gospel's message of renewal shapes our collaborative and communal pursuit of wisdom. The Institute for Christian Studies is committed to creating a collegial academic environment and to this end calls the full-time participants in our community our academic “members”—Junior Members when Junior Members in one of our graduate programs and Senior Members when faculty with a primary appointment at ICS.

The Senior Members of ICS are stewards of the Institute's Reformational tradition of scholarship. As such, Senior Members have demonstrated competency as scholars (evidenced at a minimum by having been awarded a doctoral degree), commitment to the pursuit of Christian scholarship (manifested in affirmation of the Institute's Educational Creed), and an ability and willingness to participate in interdisciplinary work. (See further the criteria for assessing applicants to vacant Senior Member positions in Section 3b.)

The Senior Members of ICS constitute the core of our academic faculty, and as such:

- plan and teach courses
- mentor and advise Junior Members
- plan and execute a research program
- serve the Institute's wider communities
- participate in the administration of the Institute's academic affairs
- contribute to the Institute's efforts to promote Christian higher education

The normal expectation is that Senior Members of ICS invest 40% of their work time in research, 40% in teaching, and 20% in community service (with such service to include participation in the governance and administration of the Institute).

- b. Categories of academic employment and appointment at ICS in addition to Senior Members

Faculty Appointments

In addition to tenured and tenure-track faculty,² who are referred to at ICS as *Senior Members* (a term that is explained in 2a above), ICS recognizes a number of additional faculty appointments, together with the key teaching role played by non-faculty members. There are also several honorary appointments that may involve a teaching contribution. These are described below, beginning with the various categories of appointment to the teaching faculty at ICS.

² The ICS equivalent of “tenure,” professionally speaking, is called “continuing appointment.” See Section 4.

Adjunct Faculty

The Institute for Christian Studies may from time to time invite qualified individuals to be adjunct members of the faculty. Such appointments are for a three-year term, renewable upon review.

1. Qualifications

ICS looks for adjuncts who will strengthen and enrich the intellectual tradition of the Institute, and who are positioned to extend and fortify its connections to the academy and wider community.

Adjunct faculty members will:

- meet the same confessional criteria as senior members (see 2c below)
- be able to integrate faith and learning
- hold a doctorate or equivalent professional designation
- be capable of giving intellectual leadership

2. Duties and Privileges

Adjunct faculty are expected to undertake specified duties at ICS, minimally to include participation as internal appointees to master's and doctoral committees, and normally to include teaching an occasional course.

An adjunct faculty member will not normally serve on the Senate of ICS during the term of their appointment.

Adjunct faculty are invited to participate at will in faculty colloquia, symposia, convocations, and other academic events.

ICS will endeavour to make shared office space available for the convenience of its adjunct (and emerited) faculty.

3. Remuneration

Adjunct faculty members receive a stipend for teaching a course and a fee for supervising a thesis or dissertation, as set from time to time by the President (within limits determined by the Board-approved strategic plan for the Institute, the Board-approved annual budget, and the actual financial situation of the Institute). If a course is cancelled due to lack of enrolment, the Adjunct faculty member (like any other ICS instructor) will be paid a contractually determined stipend to compensate for preparatory work. Such payments are to be made at the time the course was scheduled to begin.

4. Method and Right of Appointment

Proposals for the appointment of Adjunct faculty are submitted to the Academic Council. The Academic Council then forwards its recommendation to the Senate of ICS for approval, and an appointment is made by the Board of Trustees on the advice of the Senate.

The Academic Council will make its decision on the basis of representations made to it by relevant supporting documents, including the nominee's curriculum vitae. Council may in its discretion ask to interview the nominee prior to making any recommendation.

5. Review and Renewal of Appointment

In the third year of an adjunct appointment, the Academic Dean initiates a review ordered either to the renewal of the appointment or its conclusion.

The Academic Council is furnished with:

- a current curriculum vitae
- a summary of the adjunct's involvement with ICS in the period under review, including course evaluations, if any
- a projection of the role the adjunct could play in the Institute's programs over the next three years.

The Academic Dean or Academic Council may opt to interview the adjunct faculty member to receive their assessment of the relationship, and to determine whether they are willing and ready to continue.

The Academic Council adopts a recommendation with grounds, and forwards this to the Senate, for further recommendation to the Board of Trustees.

Cross-appointed Faculty

In light of its ongoing commitment to and pursuit of institutional partnerships, and given its official institutional partnership with The King's University (TKU), Edmonton, evident in the 2017 Memorandum of Understanding, ICS welcomes faculty cross-appointments. (See [Appendix A](#) for the Memorandum.)

At the ICS end, the distinction between institutional Cross-appointments and the appointment of Adjunct Faculty is made in full recognition that a given appointee can (if they meet the appropriate criteria) be a Cross-appointee and an Adjunct faculty Member at the same time. When such a double-appointment is pursued, a candidate's qualifications, the method and right of appointment, their potential remuneration, duties and privileges, together with any future review and renewal of the appointment, are all understood as identical to what pertains to an Adjunct faculty appointment, as described above.

The distinction between institutional Cross-appointments and the appointment of Adjunct Faculty also presupposes that Cross-appointment may happen at the ICS end without the conferring of Adjunct status and without the need for an application for Adjunct status. In such a case, the appointment process and the understanding of Faculty status is identical to that of an Adjunct Faculty member, with the following exceptions:

- Cross-appointed faculty are required to meet different confessional criteria than Adjunct Faculty (see 2c below)
- Cross-appointees may play the same role as Adjuncts with respect to teaching and to membership of ICS MA and PhD supervisory and examining committees. However, whereas an Adjunct may play the role of a sole supervisor of ICS thesis work in the

MA and dissertation work in the PhD programs, a Cross-appointee would require additional Adjunct status to take on such a supervisory or mentoring role. This is consonant with the understanding of confessional criteria for appointments as set out in 2c below.

Non-Faculty Appointments

Sessional Lecturers and Junior Member Instructors

Sessional lecturers or *instructors* are normally appointed to teach a particular ICS course, which is subject to the normal ICS course approval process. Sessional Lecturers may, on occasion, be appointed for a longer period of time. This may be judged appropriate, for example, in the case of a CPRSE *Research Associate*³ who may hold the latter position for a two-year period. Normally, however, appointments are effective for the duration of the course to be offered, though they are, in principle, renewable any number of times. Junior Member evaluations may be brought to bear in any decision to renew an appointment.

The appointment of a Sessional Lecturer is modeled on the appointment process for Adjunct faculty (see Method and Right of Appointment above), although different confessional criteria apply. These are detailed in 2c below. Remuneration for teaching is also modelled on that of Adjunct Faculty (see Remuneration above).

Junior Members who teach a course in an ICS program are considered to be Sessional lecturers/ instructors. Such Junior Members are normally doctoral Junior Members and they normally teach in the MWS program. In any event, while Junior Members may gain teaching experience as Research Assistants within the MA/PhD program (on which see Section 6eiii), they may not function as sole instructors in the same program in which they are Junior Members.

A Junior Member who wishes to propose a course to the Academic Council will work closely with their mentor to clarify and elaborate the proposal and course outline. Attention is paid to pedagogical coaching with respect to course development, teaching skills, and Junior Member assessment. During the course, the Junior Member (hereafter, the Instructor) will meet with the supervising mentor to review the pedagogical development of the course. The mentor will sit in on a class session at least once, preferably early in the semester. After the course is completed, and Junior Member evaluations have been tabulated, the mentor will write a brief pedagogical evaluation of both the course and the Instructor's assessment of Junior Member coursework. This summary is shared with the Instructor and placed in their Junior Member file. This kind of close supervision applies equally to Junior Members teaching a second or third course.

Visiting Instructors

The status of Visiting/Guest Lecturers/Scholars/Instructors has been created to enable ICS to extend invitations to teach to scholars from other faith traditions and to those who acknowledge no adherence to such a tradition. The specific designation selected for an

³ Future iterations of this handbook will elaborate policies with regard to CPRSE Research Associates. For the time being the Director of the CPRSE will apply such policies as were collected for the draft 2013-2014 Senior Member Handbook.

appointment—such as “Visiting Instructor” or “Visiting Professor”—will be determined by the Academic Council on a case-by-case basis.

The appointment process is modeled on that of Sessional Lecturers, as is remuneration, with the understanding that different confessional criteria for the appointment apply. These, along with procedures for working with scholars from faith and perspectival traditions other than those that guide ICS teaching, are set out in 2c below. ICS intends these to be interpreted and applied within an ethos that fosters mutual understanding and respect between ICS and any Visiting Instructor.

Expert Practitioners

Instructors in ICS courses may, with the permission of the Academic Dean, invite expert practitioners (with or without graduate academic qualifications) to contribute to the learning of students. Such expert practitioners shall have appropriate, relevant experience that can be verified by the Academic Dean, and shall be contracted formally if invited to contribute to more than one session in a course. Expert practitioners invited to contribute to a single session need not receive a contract, but shall be offered an honorarium. The amount payable for expert practitioner contracts or honoraria shall be determined annually by the Director of Finance in consultation with the Academic Dean and the Director of the Educational Leadership program.

Honorary Appointments and Fellowships

Distinguished Associates

“Distinguished Associate” is a designation for a spiritually kindred scholar of outstanding competence and reputation who contributes to the work of ICS. Distinguished associates are so named by invitation, and are appointed for a five-year renewable term. The nomination of a distinguished associate is presented to the Senate by the Academic Council. Upon Senate’s approval, the President or Academic Dean seeks the agreement of the nominee, upon whose concurrence the Senate makes the appointment.

Sabbatical Fellowships

From time to time and as circumstances allow, ICS makes available sabbatical fellowships to scholars from other institutions who wish to spend time at ICS working on foundational issues in their own fields. A sabbatical fellowship includes the provision of library access and participation in the academic life of the ICS.

c. The ICS Educational Creed and academic employment and appointment at ICS

One place where the similarities and differences that pertain to the various kinds of academic appointment (and employment) at ICS can be readily seen concerns the confessional expectations that ICS has for Senior Members, Adjunct Faculty, Cross-appointees, Sessional lecturers, and Visiting Instructors/Professors. These expectations are articulated with respect to three confessional criteria documents or statements: the Educational Creed, the ICS

Mission Statement, and the ICS Basis Statement. (These are reproduced in section 1a of this handbook.) Briefly stated, the confessional expectations are as follows:

(i) *Senior Members* are required, as part of their hiring and ongoing employment as Senior Members, to be *in agreement with* and thus *affirm* the Educational Creed, the ICS Mission Statement, and the ICS Basis Statement.⁴ (For ICS’s use and understanding of the term *Senior Member*, see 2a above.)

(ii) *Adjunct Faculty* are also required to be *in agreement with* and thus *affirm* the Educational Creed, the ICS Mission Statement, and the ICS Basis Statement. The main rationale for this expectation is that ICS Adjunct Faculty are required to “meet the same confessional criteria as senior members” (see 2b above).

(iii) *Cross-appointed faculty*, who are currently drawn from the faculty of The King’s University, Edmonton (though such appointments could, in principle, include colleagues from other universities or colleges with whom ICS might develop a similar institutional agreement), are expected to (a) confirm that they *understand* and *support* the Educational Creed (cf. the expectations for Sessionals, below); (b) *affirm* the ICS Basis statement (cf. the expectations for Senior Members and Adjuncts); and (c) *affirm* the ICS Mission statement (cf. the expectations for Senior Members and Adjuncts).

The distinction between the confessional expectations for Adjuncts and Cross-appointees in (ii) and (iii) above (which pertain to the Educational Creed) calls for further explanation. Practically speaking, this allows ICS to cross-appoint those who might not otherwise fully meet the robust criteria that hold for Adjunct faculty. For example, while the

⁴ The language of *agreement* appears as a quotation from the then current version (and all subsequent versions) of the Senior Member Handbook in the “Organizational Review” that ICS submitted to PEQAB in 2004. The immediate context (cited below) captures well a number of core considerations, whilst also succinctly conveying the ethos in which they have been developed. (In the following statement, the terms “faculty” and “faculty member(s)” are intended to refer to “senior member(s)” but have been adjusted for the purpose of communication with an external body.)

At the time of hiring, all faculty members receive a copy of the *Faculty Handbook* . . . which identifies ‘Christian commitment, manifested in agreement with the ICS’s Educational Creed’ as a core criterion for faculty appointments. A faculty member’s position with regard to this requirement is a consideration in the periodic reviews leading to reappointment. However, the ICS does not require faculty members to actually sign a statement of faith; loyalty to the Basis statement and Educational Creed . . . is dealt with as a matter of trust between the faculty member and the institution.

See “Organizational Review,” ICS Submission to PEQAB (February 4, 2004), Appendix 19.2, p. 105. Available at: <http://www.peqab.ca/Archive/ICSORweb.pdf>. (The ellipses above cover where the documents referred to in the text may be found among the Appendices of the submission. “Faculty Handbook” is italicized in the original.)

The language of *agreement*, together with all other key terms used below (such as *affirm*, *understand*, *support*, and *respect*) appears in Motions that were passed by the ICS Senate in its meeting of May 16, 2019. For further background to the present section (and for most of its substantive content), see “EPC Proposals Re: Appropriate Confessional Expectations For Academic Appointees with Respect to the ICS Educational Creed, Mission Statement, and Basis Statement” (Draft of April 8, 2019)—a White Paper included in the dossier for the May 2019 ICS Senate Meeting.

Adjunct/Cross-appointee distinction allows for the cross-appointment of a promising junior faculty member whose published output would not normally qualify them for Adjunct status (yet) on *academic grounds*, the carefully delimited leeway provided with respect to *confessional criteria*, as articulated above, also allows for the cross-appointment of those who do not (yet) have a developed knowledge of the reformational tradition of Christian scholarship—and of the way a particular understanding of a Christian confession plays a guiding role in that scholarship—such that they should not necessarily be expected to affirm those aspects of the Educational Creed that presuppose close familiarity with that tradition. This allowance and recognition does not minimize the importance of candidates for institutional Cross-appointment being recognized as “kindred spirits.” Nor does it preclude that they may be considered for Adjunct status at a later time.

The distinction between Adjunct faculty and Cross-appointed faculty was introduced so that the risk of a *de facto* watering-down of the robust confessional (and academic) criteria for Adjunct faculty appointment might be minimized, thereby allowing ICS to pursue various existing and future institutional partnerships with wisdom, hospitality, and integrity.

(iv) *Sessional Lecturers* are required to confirm that they *support* and *understand* the Educational Creed, the ICS Mission Statement, and the Basis Statement. This same expectation/ requirement is also seen as holding for those Junior Members who teach ICS courses in this capacity. In this context, given the somewhat relaxed terminology (*agreement* and *affirmation* language is not used at all), it should be noted that such expectations are complemented by the understanding that each Sessional will be mentored by a Senior Member (who is expected to have a developed sense of what the aforementioned agreement and affirmation may entail for teaching and scholarship at ICS).

(v) *Visiting Instructors/Professors* are asked that they *respect* and *gain a good understanding* of the ICS mission, including the meaning and significance of the Mission Statement, Basis Statement, and Educational Creed.

Given the fact that some Visiting Instructors may not self-describe as adhering to a Christian faith commitment, a number of aims and procedures have been developed to enable ICS to stay true to the role that faith plays in the scholarship we both pursue and seek to create space for with respect to our Junior Members, even as we seek to extend invitations to teach at ICS to scholars from other faith traditions and from no faith tradition at all.

Important among these aims is that we are intentional about ensuring that those Visiting Instructors responsible for grading Junior Member work are familiar with the ICS’s commitment to faith-oriented scholarship as this relates (a) to the academic freedom of Junior Members and (b) to ICS’s encouragement of the scholarly articulation of faith (commitment) in course assignments. To this end, it is understood that the Academic Dean shall have the primary responsibility of ensuring that the above expectations—with regard to our request for respect towards: ICS’s mission and its understanding of the scholarly articulation of faith—are conveyed to any Visiting Instructors either by the Academic Dean himself/herself,

or by the Dean in conjunction with those who understand our academic mission well (such as the President, Senior Members, and Emeriti).

For the ICS confessional criteria statements referred to in the above discussion, namely the Mission Statement, Basis Statement, and Educational Creed, please see 1a above.

Section 3. How do we welcome new Senior Members at ICS?⁵

Policies and protocols concerning searches (when positions are vacant), appointments, new Senior Member orientation, and inaugural lectures

a. Academic Program Reviews, Field Reviews, and Senior Member positions

As a regular practice of institutional self-study, ICS conducts an Academic Program Review every five years, at the beginning of each decade and again halfway through each decade. The Academic Program Review has as its primary result the determination of ICS's current priorities with regard to its programs of study, including the fields of study in which its Senior Members provide leadership. (For more on fields of study at ICS, please see Section 5.) The Academic Program Review shall be a primary point of reference in the institutional and academic planning of ICS.

Possible outcomes of an Academic Program Review may be the recommendation of new Senior Member and adjunct faculty positions. Academic Program Reviews are conducted by the Academic Program Review Committee of the Academic Council (consisting of the President, the Academic Dean, the Chair of the Academic Council, and the Chair of the Senate), with such staff support as the committee may need. Academic Program Reviews may include consultation with external reviewers. The Academic Program Review Committee files its review with the Academic Council, along with descriptions of any new Senior Member positions that it proposes be created. The Academic Council and Senate must approve proposed new positions on academic grounds and the Board must approve proposed new positions on financial grounds before they are advertised.

When a Senior Member approaches retirement, a field review should take place in the academic year *before* the Senior Member's last year of pre-retirement service, to determine if the Senior Member's position should continue as currently described or be revised (with reference to the most recent Academic Program Review). Field Reviews are done by the Academic Program Review Committee, and include the consideration of a written recommendation from the retiring Senior Member. The Academic Council and Senate must approve the recommended continuation or revision of the Senior Member position on academic grounds and the Board must approve the position on financial grounds before a search for candidates may commence.

Criteria for Determining Field Priorities

The following considerations are taken into account by the Academic Program Review Committee in determining priorities for future Senior Member positions:

- the array of fields best suited to the Institute's mission and programs
- the resources available in the Institute's intellectual tradition with regard to various fields of study
- the existing plans of the Institute

⁵ This section is based on the section titled "Appointment Criteria" and Appendix 4 – Policy on Faculty Appointments and Reappointments in the 2013-2014 draft Senior Member Handbook. The mentioned appendix includes the following note: "The following policy statement was approved by the ICS Senate in two stages, on May 25, 2006 and May 10, 2007. It incorporates, revises, and expands policy statements that had previously appeared in the *Faculty Handbook*."

- the array of fields in which current Senior Members do their research and teaching
- the remaining years to retirement reported by current Senior Members
- broader cultural dynamics and the Institute's commitment to community service

A summary of the most recent Academic Program Review report shall be included as an appendix to the Senior Member Handbook.

b. Search Committee

When the Board approves a search for Senior Member candidates in response to either an Academic Program Review or a Field Review, the Senate (through its Executive Committee) appoints a Search Committee, which is to consist of the President, the Academic Dean, the Chair of the Senate, the Chair of the Academic Council, one of the current Junior Member representatives on the Academic Council, and one external Senator with appropriate academic experience. The Academic Registrar provides administrative support to the Search Committee. The Search Committee screens applications and recommends a candidate to be interviewed by the Senate.

Criteria for Assessing Applicants

In assessing applications for a Senior Member position, the Search Committee shall use the following criteria.

Primary Criteria

The candidate recommended by the Search Committee to the Senate shall:

- hold a PhD
- confirm their Christian commitment, manifested in affirmation of the Institute's Educational Creed
- work within the Institute's intellectual tradition
- be suited to the field for which the vacancy has been advertised
- have an established record of academic competence as both a teacher and a researcher (as evidenced by their curriculum vitae and references)
- be able and willing to participate in interdisciplinary work

Secondary Criteria

In choosing between applicants who compare closely in terms of the primary criteria, the Search committee shall consider:

- diversity

The Institute pursues increased diversity among its Senior Members. As part of its recommendation to the Senate, the Search Committee shall report on any women or persons of colour who apply but are not recommended as the Search Committee's candidate for the vacant Senior Member position, and give its reasons for not recommending these applicants.

- administrative abilities
- citizenship

c. Advertising and recruitment

Once a vacancy is declared, the Academic Dean, with administrative support from the Academic Registrar, collects and pursues suggestions about potential candidates to be recruited, places advertisements in suitable professional venues, and sets up a process for responding to inquiries and applications. An application must include a letter of application, an up-to-date curriculum vitae, a statement on the relationship of Scripture, faith, and scholarship in the applicant's academic practice, reports on teaching experience and assessments, a writing sample, and the contact information of two professional references and one personal reference. The Search Committee evaluates applicants on the basis of these materials. Once the search process is finished, the Academic Dean ensures that the application materials are destroyed.

d. Campus visit

The Academic Dean, with logistical support from the Academic Registrar, arranges and coordinates a campus visit for the applicant selected to be interviewed, which is to take place after the Search Committee identifies the potential candidate on the basis of the applications, but before the Search Committee recommends the candidate to the Senate. The campus visit has five components. Some of these components can take place by means of online video, if circumstances require.

i. A meeting with the President and Academic Dean

The meeting will discuss the potential candidate's understanding of the Mission, Educational Creed, and academic policies of ICS, their sense of calling as a Christian scholar, and specific issues such as cost of living, salary range, etc. The Academic Dean will prepare a confidential written summary of this meeting and will also verbally report on any relevant items to the Search Committee at the beginning of the formal interview.

ii. A sample class and conversation with Junior Members

This encounter will allow Junior Members to evaluate the potential candidate's research interests and approach to teaching and mentoring. Participating Junior Members will individually and expeditiously communicate their impressions to the Academic Dean.

iii. Presentation of an academic paper

The potential candidate will present an academic paper or an appropriate equivalent for discussion. All Senior Members (including emeriti), Junior Members, staff, Senators, and Trustees will be invited to this presentation. The presentation of the paper itself shall be limited to half an hour, and the discussion of the paper to an hour. The event shall be moderated by the Academic Dean.

iv. A formal *in camera* interview with the Search Committee

The Search Committee shall meet with the potential candidate for a formal interview *in camera*. Before the potential candidate joins the meeting the Academic Dean shall report on the meeting of the potential candidate with the President and Academic Dean, the sample class and conversation with Junior Members, and the presentation of an academic paper. The Search Committee shall determine a series of questions ahead of the interview. These questions shall allow the Search Committee to further evaluate the potential candidate in terms of the criteria for assessing applicants listed above at 3b.

v. Dinner with Senior Members

The Campus Visit shall conclude with an informal dinner with the Senior Members, Academic Dean, and President.

e. Deliberation and recommendation

After its formal *in camera* interview of the potential candidate, the Search Committee shall discuss the merits of the potential candidate and vote by secret ballot on a recommendation to the Senate. If the Search Committee decides to recommend the candidate to the Senate, it shall make its recommendation in writing, offering grounds for its recommendation and providing the complete application from the candidate in support of its recommendation, and making a recommendation with regard to academic rank. The Academic Dean shall draft the recommendation no later than 48 hours after the interview, and every member of the Search Committee shall read the draft recommendation and confirm their approval of the recommendation in correspondence with the Academic Dean no later than one week after the interview. If the Search Committee decides not to recommend the potential candidate to the Senate, it shall either select another potential candidate from among the applicants, or advise the Academic Dean to engage in another round of advertisement and recruitment for the vacant position.

In its first regular meeting after receiving the recommendation of the Search Committee, the Senate interviews the candidate and, by secret ballot, votes to recommend the candidate for appointment by the Board. The recommendation of the Senate does not contain further grounds for the appointment beyond those provided by the Search Committee, and is conveyed by the Chair of the Senate to the Chair of the Board by written correspondence, upon which the Board is provided with the full application and Search Committee dossier by the Academic Dean. In its first regular meeting after receiving the recommendation of the Senate, the Board votes to appoint the candidate. The Board bases its vote on the documentation provided to it, and does not further interview the candidate. If the Board votes to appoint the candidate, the President is mandated to advise the candidate of their appointment and to formalize the employment contract. If the Board votes against the appointment of the candidate, the Search Committee is mandated to either select another potential candidate from among the applicants or advise the Academic Dean to engage in another round of advertisement and recruitment for the vacant position.

f. New Senior Member Orientation

The President informs the Academic Dean once an employment contract has been signed for a new Senior Member. The Academic Dean then arranges a process of new Senior Member Orientation, to take place as soon as possible. New Senior Member Orientation shall include familiarization with the academic policies of ICS as contained in the Senate Handbook, Senior Member Handbook, and Junior Member Handbook, familiarization (with the assistance of the Academic Registrar and Director of Finance) with the ICS academic year and administrative protocols, familiarization (with the assistance of the Senior Members) with the ICS community and community life, and familiarization (with the assistance of the Librarian and the staff of the CPRSE) with the research resources and opportunities for contribution available to ICS Senior Members.

g. Inaugural Lecture

Every new Senior Member delivers a formal inaugural lecture at a convocation of the Institute no later than three years after their appointment, but normally not at the first convocation after their appointment. In their inaugural lecture, the new Senior Member shall offer a clear demonstration of their current understanding of integrally Christian scholarship, of their vocation as a scholar, and of their priorities with regard to research, teaching, and community service. After the inaugural lecture the Chancellor presents the new Senior Member with a medallion celebrating their appointment as a Senior Member of the Institute for Christian Studies. The medallion is worn as part of the academic regalia of the Senior Member.

h. ICS email accounts

Senior Members and other ICS instructors are assigned ICS email accounts upon employment or following the signing of a term contract. These accounts are primarily intended for academic purposes, and instructors are encouraged to use private email addresses for other purposes.

Senior Members and other instructors are allowed to create personal email signatures (e.g. title, full name, program).

Note that using inappropriate language (such as racially/culturally insensitive words, or profanities) may result in an account suspension.

Senior Member and other instructor accounts remain active after employment at ICS, unless the account holder requests to have the account deleted.

If a Senior Member or instructor is deceased then the family can request to have the ICS email account deleted.

Section 4: Terms and conditions of employment of Senior Members

a. Terms of Employment

Beginning Senior Members are normally offered an initial three-year appointment, renewable once upon favourable review by the Academic Council and Senate, after which time the Senior Member is expected to seek continuing appointment.

The Senate may in its discretion recommend that a new and experienced Senior Member be hired directly on continuing appointment.

b. Academic rank

ICS faculty proceed through a rigorous series of appraisals and external reviews, the results of which determine eligibility for continuing appointment (which is analogous to tenure), and for movement to the second tier of the Senior Member pay scale. Further, it is recognised that for external purposes, it may be necessary for faculty to employ such nomenclature as is common elsewhere in the academy.

Academic rank for these purposes correlates to professional achievement as follows:

Assistant Professor

Senior Member with up to 6 full years of service. Senior Members hired at the Assistant Professor level must successfully undergo performance reviews every three years in order to maintain their position and employment. The last of these reviews, no later than the sixth year, includes an external review of research (assessed in light of Ernest Boyer's five categories of scholarship: discovery, integration, application, teaching, and community engagement).⁶ This review forms the basis upon which faculty may proceed to continuing or tenured appointment. In no case will faculty proceed to continuing appointment without a favourable external review.

Associate Professor

Any Senior Member with continuing appointment and fewer than 11 full years of service; or who, based on previous experience, has been granted Associate Professor status by the Senate prior to the review for continuing appointment; or who, with more than 11 full years of service, has formally and in writing opted not to seek appointment as a "full Professor." Faculty at the Associate Professor level shall be subject to an internal performance review every five years.

Professor

Faculty will be eligible for a further review of teaching, and an external review of research, five years after achieving continuing appointment. Those who are successful will be considered "full Professors." Senior Members at this level will be subject to an internal performance review every five years.

⁶ See Ernest L. Boyer, et. al., *Scholarship Reconsidered: Priorities of the Professoriate*. Expanded Edition. San Francisco: Wiley, 2016. Also see [Appendix B](#), "The Boyer White Paper."

Newly hired faculty will be eligible to receive credit for comparable previous experience. The Senate of the Institute for Christian Studies, with the advice of the Academic Council, will determine the rank at which new Senior Members will begin their employment.

Continuing Appointment

It is the expectation of the Institute for Christian Studies, and a condition of continued employment, that full-time Senior Members will fulfill the requirements for continuing appointment in a timely manner.

Continuing appointment is contingent upon a favourable review (that includes external reviewers) of Senior Member research, teaching, and community outreach. This review is to be undertaken no earlier than the completion of six years' full-time experience, whether at the Institute for Christian Studies or some other university setting; but in no case later than six years' full-time employment at ICS.

See Section 4h for a detailed description of the different faculty performance review procedures, including committee constitution, for each type of review.

c. Performance Commitments

Senior Members at ICS play a key leadership role in nurturing a safe, healthy, and edifying learning environment, thus supporting the creation of a learning community of joy and solidarity. Senior Members are responsible for practicing caring, effective one-to-one Junior Member mentoring with the Junior Members they are assigned to directly supervise, as well as providing care and encouragement to all the Junior Members they teach in their classes (including Junior Members from the Toronto School of Theology and continuing adult learners who often take individual ICS courses for credit or audit).

Senior Members also commit to pursuing their own academic research. At ICS we understand academic research broadly, following the recommendations laid out by Ernest L. Boyer and his colleagues in *Scholarship Reconsidered: Priorities of the Professoriate*. Boyer and his colleagues broaden the traditional understanding of academic research to include more than published academic articles and books, emphasizing the different kinds of research pursued in and between five scholarly areas: discovery, integration, application, teaching, and community engagement. At its meeting of May 5, 2016, the ICS Senate determined that faculty research reviews refer to Boyer's criteria when assessing faculty research contributions, as well as a White Paper on this topic prepared by the Academic Council. This White Paper is included as [Appendix B](#) of this handbook.

In everything they do, Senior Members commit to upholding ICS's 2004 Code of Ethics (included as [Appendix C](#) of this handbook), and to abiding by ICS's Workplace Anti-Violence and Harassment policy (included as [Appendix D](#) of this handbook), as well as all other human resource policies in effect at ICS. These employment policies are included as appendices in this handbook. The actions of ICS Senior Members in the workplace will at all times display respect for the dignity and humanity of all persons.

ICS asks that any Senior Member who is seriously re-evaluating their employment at the Institute notify the Academic Dean and President as early as possible.

A Senior Member shall normally complete at least one year of full-time service to the Institute following the completion of a full-year sabbatical; or at least sixth months of service after a six-month sabbatical.

d. Salaries

All Senior Members are placed on one of two salary grids in accordance with the following criteria:

- Senior Member 1: Faculty member who has not yet achieved continuing appointment
- Senior Member 2: Faculty member with continuing appointment

Each year, the Board of Trustees sets the base salary for Senior Members. Salary increments are awarded on the basis of accrued experience, at the rate of 1% of the current base salary per year, to a maximum of 15 years. Senior Members are encouraged to ascertain their own position on these grids in conversation with the Director of Finance and Administration.

The starting salary of newly appointed Senior Members varies in accordance with their qualifications and previous experience. In evaluating experience ICS shall take care to ensure gender parity, and future policy shall clarify how such care shall be exercised. The starting level of the experience increment will be determined by the President in consultation with the ICS Executive Leadership Team.

Changes to the base salary, and experience increments, are implemented at the beginning of each fiscal year (July 1).

All ICS employees are paid twice per month, on the 15th and last weekday of the month. If the 15th falls on a holiday or weekend, employees are paid on the closest preceding work day. The Institute for Christian Studies participates in a direct deposit service.

e. Benefits

Ontario Health Insurance Plan (OHIP)

Senior Members receive OHIP health insurance coverage through a combination of the employee health tax (which ICS pays) and their own individual contributions to the provincial tax system.

Registered Retirement Savings Plan (RRSP)

Every full-time (.6 FTE or more) ICS employee is eligible to participate in the CRC-RRSP. ICS matches employee contributions to personal or spousal RRSPs, based on age and years of employment at ICS. This is a taxable benefit, for which the appropriate receipts are issued each year by the CRC-RRSP.

Contributions are calculated as follows:

For full-time employees under the age of 40

After the first year of employment, the Institute will deduct 1% of the employee's salary from each pay cheque, and make a matching contribution, for deposit with the CRC-RRSP. The percentage deducted and matched will be increased by 1% annually, until the maximum of 5% is reached. At this time, an amount equal to 10% of the employee's salary will thus be contributed to the plan. Employees may elect to contribute more than the percentage required by their years of employment. It should be noted that ICS will not match any overage.

For full-time employees aged 40 and over:

Employees aged 40 or above at the time of hiring are enrolled in the CRC-RRSP immediately, and are subject to deductions of 2.5% gross salary per pay, matched by the Institute. After the first year of employment, the level of contribution on both sides will increase to 5%.

Employees who turn 40 before they have completed five (5) years service at ICS will be moved to the 5% level (matched by ICS) at the time of their 40th birthday. While the age distinction above is current policy, it is subject to review by the Board of Trustees during 2021.

Supplementary Insurance Plan

The Institute for Christian Studies provides supplementary insurance for all full-time employees. Senior Members will receive details of the current benefits plan and available options from the Director of Finance and Administration when they apply for coverage.

Benefits for Retired Senior Members

Senior Members who at the time of retirement have been in the continual employ of ICS for a minimum of 20 years will be eligible for continued supplementary insurance benefits at the expense of the Institute. The Institute will also facilitate continued coverage for Senior Members who retire with less than 20 years continual service. The cost of such coverage is to be borne by the retiree.

Retired Senior Members are entitled to the following academic benefits:

- University of Toronto library card
- bibliographic assistance from the ICS Librarian
- a mailbox
- photocopying privileges for research and writing
- use of ICS stationery for academic correspondence
- access to email and voicemail

f. Vacation

Senior Members are entitled to four weeks of vacation per year. It is expected that the office of the Academic Dean will be informed in advance of all vacation dates.

g. Expenses

The Institute for Christian Studies will pay moving costs of new appointees as approved in advance by the Executive of the Board of Trustees. It is the responsibility of the appointee to provide three estimates in writing to the Institute, through the Director of Finance and Administration. Estimates are to cover all aspects of the move as are expected to apply, including packing, insurance, transport, storage, unloading, and taxes. The appointee is welcome to state their preference along with grounds; however, the selection of a mover rests with the Director of Finance and Administration, acting with the approval of the Executive of the Board of Trustees. Upon receipt of the estimates, and at the direction of the Executive, the Director of Finance and Administration will also inform the appointee, in writing, of any limits to the amount the Institute is prepared to pay. The Institute for Christian Studies covers the travel costs of the new appointee to Toronto at a rate equivalent to the most economical means.

An academic allowance is available to assist Senior Members with such professional development expenses as: 1) costs associated with attending academic conferences (including professional society membership fees); 2) publication subventions; 3) journal subscriptions; and 4) book purchases. The amount assigned to each Senior Member is set annually by the Director of Finance and Administration in consultation with the Executive Leadership Team, and is available effective July 1. A Senior Member's entitlement may accumulate up to an amount equal to two years' allowance.

Senior Members may seek reimbursement for eligible expenses at any time by depositing receipts with the Academic Dean. Senior Members whose eligible expenses exceed their personal balance for a given year may apply for additional funding, in writing, to the Academic Dean. The Academic Dean will discuss this request for additional allowance with the Director of Finance and Administration, to determine if there is budgetary room to accommodate such an extraordinary request. In this case, priority will be given to expense items 1 and 2, above. Expenses claimed for any item that will remain in the personal possession of the Senior Member (such as books or journal issues) will be considered a taxable benefit and listed as such on the T4 slip that ICS submits to the Canada Revenue Agency.

h. Performance Reviews

1. Preamble

Regular performance reviews are intended to provide a Senior Member with constructive feedback to enable further growth as a scholar and teacher. The review will identify areas at which they excel, in addition to setting goals for those areas which may be identified as needing attention. Performance expectations include:

- continued commitment to the mission, Basis, and Educational Creed of ICS
- a productive program of research
- an effective program of teaching and supervision
- overall participation in the life of the Institute, including attendance at meetings, and observance of policies and procedures
- active involvement in community service

1.1 Unfavourable Reviews

Should a Senior Member not yet on continuing appointment receive an unfavourable performance appraisal, the review committee may decline to recommend to the ICS Academic Council and Senate that they be offered a further three-year appointment. In such cases, the Senior Member will be offered a one-year terminal appointment.

Senior Members on continuing appointment whose performance appraisal is unfavourable will be asked to meet with the Senate, who will review their work in each of the next two years. If after two years, insufficient improvement is shown, the Senior Member will be notified, and the continuing appointment rescinded. The Senior Member will be offered a one-year terminal appointment.

More detail concerning the consequences of unfavourable reviews is given in Section 7.5, below.

1.2 Review Protocols

The protocols by which performance reviews are conducted shall receive priority attention from the Senate and Academic Council in the annual academic policy review process. Current protocols for performance reviews are included below.

2. Reappointment Prior to Continuing Appointment

- 2.1 Normally the first appointment to a position as Senior Member is at the rank of Assistant Professor and for three years. To qualify for appointment at this rank or above, the candidate must show evidence of ability to undertake independent activity as a scholar and graduate instructor, normally the successful completion of a doctoral program.
- 2.2 Senior Members appointed as Assistant Professors receive a review for possible reappointment no earlier than May 1 of the second year of their initial appointment. The reappointment is for a second three-year term. The review is conducted by a Reappointment Committee appointed by the Academic Dean to advise the Academic Council about an eventual recommendation to the Senate. (See below for the composition of the committee.) This review differs in purpose and procedures from a review for continuing appointment. The committee should consider two questions, both of which concern the candidate as a member of ICS's graduate faculty:
 - Has the appointee's performance been sufficient for a second three-year appointment prior to continuing appointment?
 - If reappointment is recommended, what support should the appointee receive to help improve areas of weakness and maintain areas of strength?
- 2.3 When considering these questions, the committee will use the following benchmarks:
 - Is the candidate on track to build a solid record in research and publication?

- Is the candidate's roster of graduate courses developing well?
- Have Junior Members shown a positive response to the candidate's teaching and mentoring?
- Has the candidate proved to be a willing and effective participant in the life and work of ICS?

2.4 In exceptional circumstances, with the approval of the President, a candidate may be considered for continuing appointment before completing the two three-year terms stipulated above, but only with the candidate's written consent, and in no case prior to serving a minimum of three years (excluding cases where the candidate is initially appointed with continuing status). With the candidate's consent and the President's approval, consideration for continuing appointment may also be delayed for up to two years, to take account of specific personal or family circumstances.

2.5 Senior Members appointed initially at the rank of Associate Professor or full Professor either are considered for continuing appointment when first appointed or receive a three-year appointment and are considered for continuing appointment in the third year of the appointment. Consideration for continuing appointment may occur earlier, but only with the candidate's written consent.

3. Continuing Appointment

3.1 Continuing appointment at ICS indicates the Institute's trust and confidence in the Senior Member's abilities, accomplishments, and future contributions. It obliges the Institute to uphold the Senior Member's academic freedom, and it obliges the Senior Member to be conscientious and caring in the discharge of responsibilities as a teacher, scholar, and member of the academic profession. Continuing appointment is granted only by a definite act under stipulated conditions on the basis of merit.

3.2 Continuing appointments are granted on the basis of four essential criteria, all of them pertaining to the work of a graduate faculty member: achievement in research and publication, effectiveness in teaching and mentoring, clear promise of future intellectual and professional development, and contributions in community service.

3.2.1 Successful research in any of the ways listed in ICS's adaptation of Boyer's research categories (see [Appendix B](#), "The Boyer White Paper") leads to the advancement of knowledge through contributions of an original nature. Achievement in research is evidenced primarily, but not exclusively, by published work in the candidate's field; in this context, published work may include books, monographs, articles, and reviews, and, where appropriate, significant works of art or scholarly research expressed in media other than print. It may also be evidenced by various other types of creative or professional work where such work is comparable in level and

intellectual calibre with scholarly production and relates directly to the candidate's academic field. Research also encompasses unpublished writings and work in progress. Scholarly achievement may be demonstrated by consideration of theses or other material prepared or written under the candidate's direct supervision. In some exceptional cases, weight should be given to "unwritten scholarship" of the type displayed in public lectures, formal colloquia, and informal academic discussions with colleagues. In every case, evidence of originality and importance to the candidate's field is sought.

In general, quality outweighs quantity, and certain types of scholarly activities are more significant than others. But this requires nuanced judgments. For example, although publications usually seem more significant than oral presentations, an important address on a distinguished occasion might outweigh several minor publications. Again, although a book publication usually represents more work and achievement than several articles, one essay of singular quality and significance might outweigh some books. Accordingly, the following descending order of significance provides no algorithm, but merely some rules of thumb:

refereed publications/presentations

- books
- articles
- papers published in conference proceedings
- book reviews
- grant proposals
- oral presentations

nonrefereed publications/presentations

- books
- articles
- invited oral presentations
- other oral presentations
- participation in scholarly seminars and conferences

other scholarly contributions

- serving on editorial boards, refereeing manuscripts and grant applications, etc.

Given the importance of quality, and the diversity of venues and fields in which faculty publish, no precise and detailed quantitative criteria can be given. A standard of competence would be at least one high quality and refereed article published per year on average (or the equivalent), accompanied by other forms of written and oral publication on an annual basis. Excellence would require in addition a monograph sized and peer reviewed publication every five or six years.

- 3.2.2 Effectiveness in teaching is demonstrated in lectures, seminars, and tutorials as well as in more informal situations such as mentoring Junior Members and directing them in the preparation of theses. It is recognized that scholarship must be manifested in the teaching function and that a dogmatic attempt to separate “scholarship” and “teaching” is somewhat artificial. Three major elements should be considered in assessing the quality of a candidate’s teaching: the degree to which they are able to stimulate and challenge the intellectual capacity of Junior Members, to communicate academic materials effectively, and to show mastery of their subject area.
- 3.2.3 An assessment of promise of future intellectual and professional development will inevitably be based on the vitality and progress the candidate has demonstrated as a teacher and scholar prior to consideration for continuing appointment. A positive judgment on this criterion means that the members of the Reappointment Committee are reasonably convinced that, following the granting of continuing appointment and the long-term relationship that it implies, the candidate not only will continue to make a valuable contribution to their field but also will exercise leadership in it.
- 3.2.4 Community service primarily means work on Academic Council, ICS committees, and other aspects of administration, governance, and community life at ICS. Secondly it means contributions to academic, educational, ecclesiastical, and civic organizations beyond ICS that further the mission of ICS. It does not include general service to the community that is unrelated to the candidate’s scholarly or teaching activities however praiseworthy such service may be.
- 3.3 Clear promise of future intellectual and professional development must be affirmed for continuing appointment to be awarded. Demonstrated excellence in one of research and teaching, and clearly established competence in the other, form the second essential requirement for a positive judgment by the Reappointment Committee. Outstanding performance with respect to community service should be given due consideration.

4. Promotion to Associate Professor

- 4.1 Senior Members are promoted to the rank of Associate Professor upon successful completion of a review for continuing appointment. They remain at this rank until they successfully complete a review for promotion to full Professor. In exceptional cases and on the basis of previous experience, faculty may receive Associate Professor status prior to the review for continuing appointment. In all cases, however, receiving this status will be based on

evidence that the candidate can successfully meet the criteria for continuing appointment (see Section 3.2 above).

- 4.2 Professors who are on continuing appointment will be subject to a comprehensive internal reappointment review every five years. A unique schedule of comprehensive internal reappointment reviews will be devised for Professors who have not yet received continuing appointment (see also Section 2.5 above).

5. Promotion to full Professor

- 5.1 Senior Members are eligible to be reviewed for promotion to full Professor five years after they receive continuing appointment. Normally this review coincides with a regularly scheduled five-year reappointment review. Unlike other reappointment reviews, and like a review for continuing appointment, it involves an external review of publications. Promotion to Professor will be granted on the basis of the criteria for research, teaching, and community service outlined in Section 3.2 above. In addition, and having the greatest weight, is the criterion of professional achievement, which replaces the criterion of future promise (Section 3.2.3) used in reviews for continuing appointment.
- 5.2 Professional achievement involves both the quality and the reputation of the candidate's scholarship and teaching. Successful candidates for promotion to Professor exercise leadership in their fields of interest. They are expected to have established a wide reputation, to be deeply engaged in scholarly work, and to have shown themselves to be effective teachers. These are the main criteria, and assessment for them includes an external review of publications. However, either excellent teaching alone or excellent scholarship alone, sustained over many years, could also in itself justify eventual promotion to the rank of Professor. Administrative or other service to ICS and related activities will be taken into account in assessing candidates for promotion, but given less weight than the main criteria: promotion will not be based primarily on such service. Promotion to Professor is not automatic, but it is expected that most full-time faculty on continuing appointment at ICS will attain this rank.

6. General Procedures for Performance Reviews and Reappointment Reviews

- 6.1 Performance reviews are distinct from reviews for reappointment.

Performance reviews occur every year and aim to provide a Senior Member with constructive feedback to enable further growth as a scholar and teacher. The review will identify areas at which they excel, in addition to setting goals for those areas needing attention. In the language of assessment, performance reviews are primarily “formative” (assessment *for* learning) rather than “summative” (assessment *of* learning), although the documentation provided for performance reviews feeds into reviews for reappointment.

Reviews for reappointment are primarily “summative” and not merely “formative”: one’s future standing in the faculty and, more broadly, in the academic profession depends on the outcome of reappointment reviews. Hence distinct procedures are required for the two types of reviews.

- 6.2 Annual performance reviews are based on the Senior Member’s annual Reflective Practice Report. They are collegial occasions undertaken within the Academic Council. (See further Section 8e on the annual Reflective Practice Report, and in particular 8evi.)
- 6.3 There are four main types of review for reappointment: three-year reviews prior to continuing appointment, five-year reviews after continuing appointment, reviews for continuing appointment, and reviews for promotion to full Professor. As is explained below (see Section 7), the first two will be called “non-status” reviews, and the other two will be called “status reviews.” All of these reviews for reappointment take the following pathway: Senior Member -> Academic Dean -> Reappointment Committee -> Academic Council -> Senate. To illustrate, here is the pathway for continuing appointment. The Senior Member submits the materials to be reviewed. The Academic Dean appoints the Reappointment Committee, assembles the materials, and arranges other parts of the review (such as securing external referees and soliciting views from Junior Members and alumni/ae). The Reappointment Committee assesses the candidate’s work and sends a recommendation with grounds to the Academic Council. Academic Council interviews the candidate, approves or modifies the recommendation and grounds, and sends them on, via the Academic Dean, to the Senate and Board. Normally the Senate interviews faculty who are up for continuing appointment or for promotion to full Professor, but not on other occasions.
- 6.4 For status reviews, the Reappointment Committee should have the following composition: 3 ICS Senior Members (or 2 ICS Senior Members and 1 ICS adjunct faculty member); 1 external faculty member; and 1 Junior Member in the PhD program who has completed the pre-dissertation exams. Normally faculty members on the Reappointment Committee should be senior to the candidate under consideration. The Senior Member with the longest tenure at the ICS shall serve as the chair of the committee. The Academic Dean shall not normally serve on a Reappointment Committee.
- 6.5 The dossier of documentation for all reappointment reviews includes:
 - a current curriculum vitae, based on the Ontario Council of Graduate Studies format
 - the annual Reflective Practice Reports (with appendices) for the period under review, accompanied by the related Academic Council and Senate celebratory commendations (with regard to which see Section 8e)
 - an updated academic plan
 - the candidate’s own written self-assessment, incorporating a sabbatical report (if relevant)

- tabulated and digested teaching evaluations prepared by the Academic Dean's office

In addition, documentation for continuing appointment and full Professor reviews includes:

- a digest of written comments received from alumni/ae, Junior Members, Senior Members, and administrators, prepared by the Academic Dean's office
- confidential assessments received from external referees
- copies of the candidate's written scholarly work during the period under review

Documentation provided to external referees includes:

- the current ICS Senior Member Handbook
- the Senior Member's curriculum vitae (based on the Ontario Council of Graduate Studies format)
- the Senior Member's updated academic plan
- copies of the Senior Member's written scholarly work during the period under review (published, in press, submitted)

7. Detailed Procedures for Status and Non-Status Reappointment Reviews

The following procedures aim to combine confidential professional assessments with timely support and encouragement for the candidate. Most of the procedures apply to both status and non-status reappointment reviews. Here "status" means a reappointment review intended to lead to a change in faculty status, either to continuing appointment or to full professorship; "non-status" refers the Academic Dean (or the Academic Dean's designate) lets each candidate know which individuals the Academic Dean intends to ask to serve on the Reappointment Committee. If the candidate has reason to believe that any proposed member of the committee, including the committee chair, cannot make their decision solely on the basis of the evidence available at the time of the Reappointment Committee's deliberations, the candidate should indicate this to the Academic Dean (or the Academic Dean's designate). The Academic Dean will take this information under advisement before striking the Reappointment Committee. The Academic Dean shall then formally notify the candidate of the final composition of the Reappointment Committee, when the process of review, including assembling of documentation, is to begin, and when it will be completed. to other reappointments, such as the first three-year review prior to continuing appointment and five-year reviews after continuing appointment, where no change in status is envisaged. Where additional or modified procedures are required for status reviews, this is made explicit.

7.1 Oversight

Two bodies provide judicial oversight for reappointment reviews: Academic Council and Senate. Formal interviews for status reappointments occur in these bodies. The Academic Dean provides administrative oversight. The Academic Dean maintains a rolling schedule of reappointment reviews and each spring informs Academic Council and Senate of reviews to take place in

the next academic year. The Academic Dean notifies all candidates for reappointment by May 1 in the academic year preceding the year in which they will be reviewed.

By June 1, in consultation with the candidate, the Academic Dean compiles the appropriate reappointment dossier (see Section 6.5 above) and presents it to the Reappointment Committee. For status reviews, the Academic Dean also makes arrangements to prepare digests of written comments from informal assessors and to obtain and distribute confidential assessments from external referees. All of these further documents will be ready for the Reappointment Committee's review by October 1. The Academic Dean prepares a brief summary of the content of all teaching evaluation reports, informal assessments, and external reviews (where applicable), without identifying their source, and provides this to the candidate when the dossier is submitted to the Reappointment Committee.

7.2 Details about Documentation

Many details about documentation can be found elsewhere in the *Senior Member Handbook*, but some additional instructions are warranted.

Curriculum Vitae. The candidate's curriculum vitae should include some information not indicated by the Ontario Council of Graduate Studies format, namely, a list of ICS committees and other relevant community roles, both internal and external, in which the candidate has served.

Self-Assessment. This is a brief reflection (about 750 words) on the candidate's work during the period under review, both in relation to ICS's mission and programs and in relation to the candidate's own Academic Plan. It should highlight significant accomplishments, challenges faced, and hopes for the future.

Teaching Evaluations. These can take four forms: evaluations by Junior Members in courses, evaluations of the candidate's mentoring and supervising by advisees and former advisees, peer evaluations by fellow Senior Members, and evaluations conducted by administrators, members of the Senate, or external evaluators.

Verbal Comments from Junior Members. Prior to submitting the candidate's dossier to the Reappointment Committee, the Academic Dean will convene a meeting of all interested Junior Members to discuss the candidate's contributions and qualifications. The intent of this meeting is to call attention to topics that Junior Members think the reappointment process should address. The Academic Dean's written report to the Reappointment Committee, which the candidate also receives, will include salient points from this meeting, while maintaining the anonymity of Junior Members who made comments in the meeting.

Confidential Written Comments from Informal Assessors (status reviews only). The Academic Dean solicits confidential written comments from

selected alumni/ae, Junior Members, Senior Members, and administrators, as follows. The Academic Dean receives from the candidate names of four current Junior Members and, where applicable, two alumni/ae who could comment on the candidate's qualifications as a classroom instructor, mentor, and supervisor. Of the four current Junior Members, at least two should not be supervised by the candidate. From this list the Academic Dean selects three names (one supervisee, one non-supervisee, and one alumnus/a), adds to it three other names distributed across the same categories, and invites these six persons to provide confidential written comments. The Academic Dean also invites all faculty members and academic administrators who are not on the Reappointment Committee to provide confidential written comments about the candidate's qualifications. All such written comments are then forwarded in confidence to the Reappointment Committee with, if appropriate, the Academic Dean's comments on the status and competence of these informal assessors. A brief digest of the informal assessors' written comments is included in the Academic Dean's summary that the candidate receives when their dossier is submitted to the Reappointment Committee.

Confidential Assessments from External Referees (status reviews only). When the Reappointment Committee is struck (usually in June), the Academic Dean invites the candidate to nominate three scholars from other institutions who are qualified to evaluate the candidate's research and publications. The Academic Dean then secures two external referees, one of whom shall have been nominated by the candidate. The referees should, if possible, be senior to the person under review and should not have close ties to the academic work, administration, or governance of ICS. The external reviews should be available for submission to the Reappointment Committee by October 1, along with any comments from the Academic Dean on the status and competence of the referees. Summaries and brief excerpts from the referees' reports may appear in the Academic Dean's summary that the candidate receives, but the candidate shall not see a full report or know a referee's identity unless the referee has explicitly granted permission, and then only after the Reappointment Committee has completed its review and drafted a recommendation and grounds.

7.3 Approval Procedures for Status Reviews

The Reappointment Committee considers all the evidence put before it, distributing specific reading assignments across the committee to ensure that all of the submitted materials receive due consideration. The quorum of the committee is the full membership. The candidate may be given an opportunity to make a written statement and/or to appear before and make an oral statement to the committee, but is not entitled to be present throughout or otherwise participate in the reappointment consideration. In cases where the committee finds it difficult to reach a clear-cut recommendation on the basis of the evidence available, it may recess for a short period, normally no longer than a month, to obtain additional or supplementary information from the candidate or other sources.

The meetings of the Reappointment Committee are held in camera. Each committee member must agree to treat as confidential all information given to the committee and all matters pertaining to deliberations of the committee. The committee has the power to take only one of two possible decisions: to recommend that reappointment be granted or that reappointment be denied, in either case with written grounds for the recommendation. A recommendation to grant a status reappointment, whether to continuing appointment or to full Professor, must be approved by at least four of the five members of the committee. Voting is by written and signed ballot. When the voting is concluded, the committee chair announces to the committee how each member of the committee voted, and the total number of votes for and against the granting of reappointment. If there are two or more negative votes or abstentions, this constitutes a decision to recommend that reappointment not be granted.

Reasons for a proposed negative recommendation shall be given to the candidate, who shall have an opportunity to respond to them, either orally or in writing, within fifteen days of notification. Thereafter, the committee shall make its final decision on the recommendation and communicate this to the Academic Council, along with a statement of the reasons for the decision, and, in the case of a negative decision, a summary of the evidence. The summary of the evidence should be prepared in sufficient detail to enable the candidate to make a particular response to all of the significant components if they appeal the decision. As soon as practicable after the Reappointment Committee's decision, the Academic Dean should inform both the President and the candidate whether or not tenure has been recommended. At this point, in the event of a negative recommendation, the candidate should be furnished with the statement of reasons for the decision and the summary of evidence.

In the event of a negative recommendation from the Reappointment Committee, Academic Council reviews the evidence considered by the Reappointment Committee. If the Academic Council concurs with the negative recommendation, it advises the President concerning the duration and nature of the candidate's contract. If the Academic Council does not concur with the negative recommendation, it advises the President on the course of action to be taken next.

In the event of a positive recommendation, the Academic Council interviews the candidate in light of the documentation provided to the Reappointment Committee and the Reappointment Committee's recommendation and grounds. Normally the interview is led by the President. It focuses on the candidate's achievements and vocation, with a view to ICS's mission and programs. If the interview is satisfactory, the Academic Council endorses or modifies and endorses the recommendation and grounds. At this point the President notifies the candidate and the Academic Dean forwards the recommendation and grounds to Senate. Senate also receives the Academic Dean's summary, plus any other documentation that the Academic Council deems relevant for Senate deliberation. Senate interviews the candidate, normally at the next regularly scheduled Senate meeting, and takes one of two

actions: either to recommend to the Board the requested reappointment, or to refer the matter back to the Academic Council for further consideration.

7.4 Appeals of Status Review Decisions

7.4.1 Grounds for Appeal

A person who has been denied either continuing appointment or promotion to full professor may appeal this decision on one or more of the following grounds:

- a significant irregularity or unfairness in the procedures followed;
- an improper bias or motive on the part of any member of the Reappointment Committee or Academic Council;
- the unreasonable character of the decision, given the evidence available and the standards generally applied in similar decisions at ICS in recent years.

7.4.2 Appeal Procedures

Appeals concerning status review decisions are heard by an ad hoc Status Review Appeal Committee appointed by the Chair of Senate after consultations with the President, Academic Dean, and Chair of Academic Council. The committee will consist of one ICS faculty member, one external faculty member, and one external Senator who chairs the committee. Normally the ICS faculty member on this committee will not have served on the committees whose decision is under appeal. The external faculty member should be a tenured professor from another university whose field is similar to that of the individual under review.

A candidate must give notice of appeal against a negative status review within thirty working days of being informed of the relevant decision. The Chair of Senate has the power, under exceptional circumstances, to extend this time limit. The notice of appeal should be addressed to the Chair of the ICS Senate, with copies to the President and Academic Dean of ICS, and should specify the grounds on which the appeal is based. Upon receipt of the appeal, and after proper consultation, the Chair of the ICS Senate will determine whether the appointment of an ad hoc Status Review Appeal Committee is warranted. If the Chair of Senate decides to strike a Status Review Appeal Committee, they will so inform the candidate, the President, and the Academic Dean. If the candidate wishes to protest the inclusion of any member on the Status Review Appeal Committee, it is their responsibility to present to the Chair of Senate evidence that this individual's previous involvement in the contested decision would justify disqualification.

The Status Review Appeal Committee will have the following two options open to it, and its decision concerning these two options will be final. It may either (1) dismiss the appeal or, if it finds that any grounds in Section 7.4.1 above are substantiated, (2) take up the case and reach a further recommendation. This recommendation will not be subject to further review.

The Status Review Appeal Committee will be empowered to obtain such information and to interview such persons as it deems useful to reach a judgement concerning the case. The appellant has the right to make representation to the committee (either orally or in writing as the committee may direct). Information about the appellant to be considered should pertain to the appellant's performance for the period up to the time of the original status review. No contributions to teaching and research made subsequent to the contested decision will be admissible for consideration.

The quorum of the Status Review Appeal Committee is its full membership. All members of this committee including the chair have a vote. A recommendation to reverse the contested decision and to grant continuing appointment or full professorship must be unanimous. One negative vote or abstention will constitute a decision to recommend that continuing appointment or full professorship not be granted.

Meetings of the Status Review Appeal Committee are held in camera, and each person accepting appointment to the committee agrees to treat as confidential all information given to the committee and all matters pertaining to deliberations of the committee.

The chair of the Status Review Appeal Committee will report the committee's recommendation to the Chair of Senate. The Chair of Senate will inform the candidate, President, and Academic Dean of the decision with a statement of reasons supporting that decision.

In matters of procedure not provided for in this subsection, the procedures prescribed for the original Reappointment Committee will apply.

7.4.3 Rights of Successful Appellants

If a faculty member is granted continuing appointment or full professorship by the Status Review Appeal Committee, that person shall immediately be considered for any promotion and be eligible for any salary increases that may have been denied him or her by reason of the original denial. In the event of undue delay or similar circumstances, a faculty member who has been granted continuing appointment or full professorship by the Status Review Appeal Committee may apply to the President of ICS for reimbursement of expenses responsibly incurred in their status review appeal.

7.5 Terms of Employment after Unsuccessful Status Reviews

7.5.1 Without Appeal

When a candidate is denied continuing appointment and does not appeal this decision, ICS normally will offer a one-year terminal appointment. By exception, ICS may decide to offer a probationary three-year appointment, at the end of which the candidate will have a second review for continuing appointment. The second review will commence no earlier than May 1 of the second year in this probationary three-year appointment, and it will follow the usual guidelines for continuing appointment reviews. ICS will not offer a probationary appointment unless two conditions are met: (a) the candidate shows sufficient potential for a successful second continuing appointment review; and (b) there are other substantial reasons to keep the candidate on ICS's regular faculty for more than one terminal year.

A candidate who is denied promotion to full professor and does not appeal this decision will be eligible for renewed consideration three years after the unsuccessful review. The request for renewed consideration may come from either the faculty member or PSC.

7.5.2 After Appeal

A faculty member who unsuccessfully appeals a negative continuing appointment review will normally be offered a one-year terminal appointment, unless there is cause for immediate termination.⁷

⁷ Note from 2013-2014: These formulations do not address questions concerning the termination of continuing appointments. The current formulation on this topic in the *Faculty Handbook* (FH 17) is inadequate and needs additional work.

Sources Consulted for the 2013-2014 Draft Faculty Handbook with regard to the 2021-2022 Draft Section 4h:

The following documents were consulted, and in some cases liberally employed, in the writing of this document. Passages taken directly from these documents are not attributed, but their usefulness is hereby gratefully acknowledged.

Calvin College. *Handbook for Teaching Faculty*, Chapter 3: Faculty Personnel Policies.

Calvin College. Statements on scholarship and research from the Departments of Education, History, Philosophy, Political Science, and Religion and Theology. 1997-1998.
Institute for Christian Studies. *Faculty Handbook*. Revision of June 2005. (Cited as FH.)

Queen's University. *Regulations Governing Appointment, Renewal of Appointment, Tenure and Termination for Academic Staff*. Last amended March 2, 1995.

Redeemer University College. *Faculty Handbook*, Sections 8 and 9. Received in August 2005.

Toronto School of Theology. "Criteria for Advanced Degree Appointment approved by Advanced Degree Council June 7, 2005." Memo from the Office for Advanced Degree Studies, May 31, 2005.

University of Toronto Governing Council. *Policy and Procedures Governing Promotions*. April 20, 1980.

i. Retirement (including post-retirement mentoring and teaching)

Upon retirement, a Senior Member will continue to be listed on the ICS website, with the designation “emeritus.”

Retired Senior Members will normally be expected to complete the supervision of master’s and doctoral theses already in progress, unless alternative arrangements satisfactory to the Junior Member(s) involved have been made. Appropriate remuneration for this supervisory work will be negotiated with the President. It should be noted that the supervisory role of retired faculty undertaken in conjunction with the Vrije Universiteit’s doctoral program is limited to five years after retirement.

Retired Senior Members may be asked to teach an occasional course, to supervise guided readings, or to lead a senior seminar. Remuneration is calculated on the same basis as that for Adjunct Faculty.

j. Termination

ICS may terminate with cause the employment of any Senior Member who receives an unfavourable performance review, as outlined above. In these cases, the Senior Member will be offered a one-year terminal contract. In addition, ICS may terminate with cause the employment of any Senior Member who, after investigation and exhaustion of any appeal, is found guilty of serious misconduct under the terms of [ICS’s Grievance Policy](#) and/or [ICS’s Workplace Anti-Violence and Harassment Policy](#). In these cases, the termination of employment will be effective immediately.

University of Toronto Governing Council. *Policy and Procedures on Academic Appointments*. October 30, 2003.

Wycliffe College (University of Toronto). *Faculty Handbook*. November 6, 2001.

Section 5. How do we teach?

Introduction to the MA (Philosophy) and PhD (Philosophy) Programs of Study

ICS's MA and PhD programs are designed to guide Junior Members who wish to explore and equip themselves for a vocation in integrally Christian scholarship whether because they wish to pursue that calling in the university environment as a professor or researcher, or because they are called to a career in which post-graduate training in disciplined Christian thought and writing is a valuable component. The MA is designed to guide Junior Members to a beginning competence in which they acquire a significant field awareness and proficiency, including the development of their own scholarly voice. The PhD is designed to further train Junior Members whose vocation to integral Christian scholarship has been confirmed at the master's level. The doctoral program is specifically designed to guide Junior Members to that level of expertise that equips them above all for an academic life as professor or researcher.

Components of MA and PhD program

Both programs of study are divided into four distinct components:

1. Foundation Courses that provide an overarching, biblically-directed philosophical and spiritual frame with transdisciplinary import for the scholarly questions and concerns that are pursued at the Institute for Christian Studies and for the requisite scholarly competences such investigations require.
2. Elective Courses through which a Junior Member, in consultation with their mentor, will build up a coherent disciplinary and interdisciplinary competence in the field in which they will also write a thesis.
3. Interdisciplinary Seminars in which Junior Members are to contribute their growing field competence in communal exploration of "hinge-issues"⁸ at play in contemporary culture and society.
4. A structured opportunity to develop a thesis proposal, and subsequently to write and formally defend the proposed thesis.

Fields of Study

In this program overview, the term "field" refers to an area of study that has disciplinary as well as interdisciplinary foci. One might think of such fields as overlapping neighbourhoods

⁸ Attending to "hinge-issues" has long been part of how ICS has articulated its aims. The *Academic Calendar* of 1995/97 states: "ICS strives to make a strategic contribution to this reintegration [of human life, culture, and learning] by concentrating its scholarly efforts on *issues which are the hinges on which understandings of reality turn*" (p. 19, emphasis added; cf. the reference to "issues upon which the doors of understanding hinge" in the *Academic Calendar* of 2001–2002, p. 16). The *Graduate Bulletin* of 2004–2005, in its section on "Our Convictions," further elaborates as follows: "ICS promotes an interdisciplinary approach. In order to attend to the trace of spiritual struggle, we work to identify the *hinge* issues in and across the humanities and the social sciences. *These hinge issues and ideas are the pivotal questions from which the doors of our understanding hang, swinging open and shut.* When exploring these issues in conversation with the leading figures and movements, both contemporary and historical, we can see clearly what ideas shape life in conformity with the Christ revealed in scripture" (p. 9, second emphasis added). Also see Section 10, An ICS Lexicon.

that are home to a particular academic discipline that informs and inflects, even as it is enriched by, the multidimensional meaning of existence as also attended to by neighbouring disciplines. Fields of study that currently receive special attention in ICS course offerings are:

- Aesthetics, Hermeneutics, and Philosophy of Discourse
- Anthropology and Ethics
- History and Historiography of Philosophy
- Knowledge, Truth, and Learning
- Philosophy of Religion and Philosophical Theology
- Social and Political Thought
- Theology and Biblical Studies

Within these foci Junior Members will encounter and make their way among pertinent disciplinary approaches represented in the respective competences of the ICS faculty. At present, Senior Members who do their primary teaching within this program have expertise in: theology, philosophy (in the disciplinary sense), aesthetics and art history, religious studies, the history of ideas, biblical studies, and philosophical historiography.

Together, the combination of interdisciplinary attention and pertinent disciplinary focus will constitute the field of study of a Junior Member in either the MA or PhD program. This field will connect to the fields of other Junior Members and the Senior Members in and through the framing of scholarly life and endeavour provided by the Foundations courses required in both the MA and the PhD program.

Sources of Program Coursework

Courses that fulfill Program requirements can come from several sources. Foundations Courses and the Interdisciplinary Seminar will almost always be supplied by ICS itself. Elective Courses will also normally be identified from ICS course offerings. Elective Courses can also be drawn from Toronto School of Theology offerings if they prove to be apropos a Junior Members field of study. At present, a Junior Member can fit two TST courses within their program of study in both the MA and PhD. In addition, a Junior Member can transfer graduate credits equivalent to two semester-long courses into a MA or PhD program of study with the approval of their mentor, the Registrar, and the Academic Dean. No credits may be transferred from any degree program already completed.

Modes of Delivery

The weekly graduate seminar constituting 13 three-hour seminar classes in a semester has been the central mode of delivery (or the “signature pedagogy”) for ICS courses in its MA and PhD programs. These courses have historically been held on-campus and in person, but will increasingly be made available on-line synchronously using Zoom as well as asynchronously using the resources provided by Google Classroom. In addition, some course options are available via Spring and Summer intensives that use a hybrid delivery model using both synchronous and asynchronous modes of delivery, and course credit can be arranged where appropriate via Guided Readings of varying lengths to be given varying amounts of course credit. Guided Readings can take the form of a tutorial version of courses that a Senior Member has in their teaching cycle but which would otherwise not be available during the Junior Member’s program years, or can be tailored to Junior Member need whether with the Junior Member’s thesis project in mind, or to address gaps that become

apparent in the Junior Member's background formation (this is often important for Junior Members who come to ICS with disciplinary training that is outside of philosophy and theology).

Mentors and Advisers

The Institute for Christian Studies strives to establish an individual mentoring relationship for each Junior Member with a Senior Member in their field of study. Mentors at ICS are more than faculty advisors. In addition to guiding Junior Members through their program requirements, an ICS mentor assists their Junior Members fully to develop their abilities as emerging scholars.

In view of the curricular changes noted above, the role of mentors in course selection for MA and PhD Junior Members has acquired enhanced significance, as is detailed below under the relevant program descriptions.

a. MA in Philosophy

1. Description

The Institute for Christian Studies awards an MA (Philosophy) to Junior Members who, having been accepted into the MA (Philosophy) program, successfully complete a program of 14 units,⁹ constituting the equivalent of two years of full-time study,¹⁰ as follows:

- Biblical Foundations: Narrative, Wisdom, and the Art of Interpretation (one unit)
- Religion, Life, and Society: Reformational Philosophy (one unit)
- Meaning/Being/Knowing: The Disciplinary and Interdisciplinary Implications of a Christian Ontology (one unit)
- Field Electives (six units)¹¹
- Interdisciplinary Seminar (one unit)
- Guided Reading in Thesis Area/Thesis Proposal (one unit)
- Thesis and Defense (three units)

Components	Units
Foundation courses	<i>Biblical Foundations</i> (1 unit) <i>Reformational Philosophy</i> (1 unit) <i>Meaning/Being/Knowing</i> (1 unit)
Elective courses	Field electives (6 units)
Interdisciplinary Seminar	<i>IDS</i> (1 unit)
Guided Reading	<i>GR</i> in thesis area (1 unit)
Thesis & Defense	The JM completes and defends thesis (3 units)

For information about grading, please refer to Section 5h in this handbook, the ICS Grading Template.

⁹ One “unit” equals one semester course of 13 three-hour sessions or its workload equivalent. In a calculation of “credit hours” which is based on the number of hours of class-time per week in a semester-length course, one “unit” equals three “credit hours” and the entire program encompasses 42 “credit hours”.

¹⁰ Normally, Junior Members will need to allow for a period of about 26 months to fulfill all pre-convocation program requirements, inclusive of the thesis defense. See “List of Deadlines” below.

¹¹ In the event that a Junior Member must start from scratch to acquire a foreign language to fulfill ICS’s foreign language requirement (see section 5 below), Junior Members may, with the approval of their mentors, substitute a foreign language course, ordinarily one aimed at graduate students who need to meet a foreign language requirement such as those put on by the Toronto School of Theology.

2. Course Sequencing

Foundations Courses: Biblical Foundations; Religion, Life, and Society; and Meaning/Being/Knowing constitute the foundations courses within the MA program. Biblical Foundations and Religion, Life, and Society will normally be taken in the Fall term of the Junior Member's first year. Meaning/Being/Knowing will normally be taken in the Winter term of the Junior Member's first year. This ensures that each MA candidate will have a formal grounding in an orientation to Scripture that can inform and energize their engagement with the Reformational philosophical tradition, and a thorough introduction to that tradition in two passes, so to speak, one that works to place its critical and systematic proposals in an historical context, and a second that explores its development of an integral ontology that flows from a spiritual openness to the Scriptures and that can frame Junior Member study of their chosen field.

Field Electives: Field electives are to be chosen by Junior Members under the guidance of their mentors in such a way that the combination of disciplinary knowledge and skills combines with interdisciplinary concern such as those listed in the Introduction to form a coherent field of research and scholarship. They should be spread throughout the Junior Member's two years of study, normally three per academic year and in such a way as to protect the Winter Term of the second year for thesis research and writing. This should be worked out with the guidance of the Junior Member's mentor in a way that best serves the program of the Junior Member in question. Normally, at least four of the six electives will fall within one's field (as listed above), while courses not classified as such will provide topical or textual relevance to a JM's thesis research, or will fill out their foundational (field-informing) philosophical competence, historical knowledge, and perspectival awareness.

Interdisciplinary Seminar: ICS will put on one Interdisciplinary Seminar in the Winter Term of each academic year. Junior Members can choose to take the IDS in the Winter Term of their first or second year with the guidance of their mentors. A Junior Member can always elect to take the IDS in each year if the topic or required texts fit well with their identified field of study or thesis research.

Guided Reading in Thesis Area: This Guided Reading is normally to be taken in the Fall term of the second year of a Junior Member's program and shall culminate in the production and approval of a formal thesis proposal.

3. Program Selection and Course Planning

The development of the Junior Member's field of study with its interdisciplinary focus and disciplinary approach in choosing the electives that provide a context for beginning competence within that field will be done by the Junior Member in close consultation with and on the recommendation of the mentor. The intent will be to balance the depth that a disciplinary approach provides with the breadth of one's interdisciplinary focus. Coherence will flow from the spiritual and philosophical framing of the enterprise provided by the program's Foundations courses.

The role of the mentor in course selection can be specified as follows: the mentor will assist the Junior Member to identify a field with interdisciplinary focus and disciplinary approach, and courses that would serve best to develop the Junior Member's beginning competence in the field. The criteria that will be used in this work will be two-fold: what course choices will best prepare the Junior Member for professional academic work and wider service, and what will best energize the Junior Member and support the eventual thesis project as soon as this is known.

4. General Course Requirements

Reading: Junior Members are normally assigned between 30 and 60 pages (or four hours) of required reading per course, per week. Depending upon the degree of difficulty and other considerations, the number of pages assigned may vary upward or downward.

The standard total amount of reading normally expected for a MA semester course is 1250 pages, inclusive of course paper research. Thus, in addition to weekly class readings, Junior Members are expected to complete further reading of up to 850 pages per course (depending on how much weekly reading has been assigned), related specifically to the course theme or essay. Normally, most of this will be oriented toward their course papers.

Guided Readings: As stated above, Guided Readings can directly support Junior Member thesis projects or can be used to fill in gaps in background, especially with respect to the disciplinary components of the field in which they are located. Guided Readings can be taken for credit as a full unit as is the case with the Guided Reading in Thesis Area. Such a Guided Reading will require 1250 pages of readings supplemented by other writing in preparation for a number of tutorials to be determined by Junior Members, their mentors, and the Senior Member in question (if other than the mentor).

Guided Readings can also be taken for less credit, particularly when filling background *lacunae*. This is a way of reading major works within the canon of the discipline most central to one's field and eventual thesis project. Such Guided Readings would typically have about a third of the reading of a one-unit course, and a proportionate level of other work including tutorial sessions. Three such Guided Readings would be equivalent to one unit of the MA program. Longer Guided Readings may be arranged, governed by the same principle. Requirements for a maximum of two (of the six) elective units may be fulfilled in this way (one if a Junior Member requests program credit for learning a foreign language from scratch, on which see the subsection on language requirements below at page 44).

Papers: The normal requirements for a course often include an essay of 4,000–6,000 words. Instructors may at their discretion supplement the essay with other modes of learning, or substitute other modes of assessment.

Each year, at the discretion of the instructor(s), the essay requirements for two seminars in a Junior Member's program may be combined into a single research paper of 8000 words.

Guided Reading in Thesis Area: This course is supervised by the Junior Member's mentor, and is designed to produce a formal thesis proposal of 10-15 pages of text

and bibliography, to include:

- the identification and justification of the problem or topic to be treated
- a proposed chapter organization, and rationale
- a basic bibliography, identifying principal target texts, and a range of materials that illumine both the texts and issues to be taken up in the thesis.

5. Language Requirement

Junior Members in the MA program are required to demonstrate reading knowledge of a foreign language germane to their field, to their thesis, or subsequent life ambitions.¹²

The selection of a foreign language is made in consultation with, and requires the approval of, the Junior Member's mentor.

A Junior Member must fulfill their foreign language requirements prior to the thesis examination. A standard form is available from the Academic Office. The mentor will consult with the Junior Member to decide upon a method to assess the Junior Member's proficiency. Ordinarily this will involve passing a language course such as those offered at the Toronto School of Theology, aimed at graduate students. In exceptional circumstances assessment will occur in another way, for example, the demonstrated ability to make use of a text in this language which has been set as a required reading for a course.

If Junior Members come to their MA program at ICS needing to acquire their foreign language 'from scratch,' they may apply to receive one unit of credit for following an appropriate language course and passing with a B- or better (70 and up). Unlike other units of credit in this program, this will appear on the Junior Member's Academic Transcript as a "Pass" (rather than via a letter grade).

6. Thesis

Length: The MA thesis should fall between 17,000–25,000 words, inclusive of notes and bibliography. The Junior Member and mentor are together responsible for the observation of these limits. Any expected deviation must be approved by the Academic Dean well in advance of the completion of the thesis. The Junior Member and mentor are to submit the grounds for their request in writing.

Research: Thesis research requires approximately 1300 pages of new reading. The thesis may be partly based on research and writing completed for seminars in the Junior Member's field of emphasis. At least half the thesis should be based on new research.

Thesis Committee: The thesis committee usually consists of the mentor and one other Senior Member who serves as the internal reader of the thesis. Ordinarily the internal reader must approve both the thesis proposal and an acceptable draft of the thesis prior to its submission to an external examiner.

It may be that a Junior Member develops interest in a thesis project that falls

¹² The latter clause is written with ESL Junior Members in mind. If their hope is to pursue their careers in their natal language for example, then English may count as their language requirement as it is a foreign language for them, and the language of instruction at the Institute for Christian Studies. However, ESL Junior Members hoping to move from the MA to a PhD program at ICS (or elsewhere) are strongly advised to acquire an appropriate language beyond English or their native tongue.

outside their mentor's field of competence. In such a case it is possible for a Junior Member to request that a different faculty member serve as their thesis supervisor. Normally that suggestion should be raised, in the first instance, with the Junior Member's mentor. It would then be the mentor's role to identify an appropriate supervisor and inform the Academic Office of the change.

Timing and Deadlines

The deadline for formal submission of the MA thesis is ordinarily **July 31 of the second year of the program**. The thesis examination is ordinarily held **by the following October 15**. Extensions to the deadline for thesis submission may be requested, with grounds. Thus, Junior Members must either submit an acceptable draft of their MA thesis **by July 31 of their second year**, or submit an extension request to the Academic Dean (over the signature of their mentor) **by July 31**.

Mentors are responsible for tracking Junior Members' progress toward the completion of the MA thesis and identifying a likely date of completion. To this end, mentors must have met with junior members whose MA theses they are supervising by the same date on which course work for spring semester courses is due (i.e., around May 24). Mentors will submit a standard form (available from the Academic Office) recording the meeting and its outcome to the Registrar **by May 31**.

Any deviation from this pattern requires the written approval of the Academic Dean prior to the relevant deadline(s). The scheduling of first and subsequent drafts of the thesis is, within these parameters, at the discretion of the mentor in consultation with the junior member.

Additional Supervision Fees

Junior Members in the ICS MA and PhD programs shall usually be supervised in their thesis or dissertation work by an ICS Senior Member, in which case the cost of supervision shall be included in the usual degree tuition fees for their program. Junior Members may, in their application for submission to the program or in a separate application up to the end of the Summer term of their first year in the program (in the case of the MA) or up to the end of the Summer term of their second year in the program (in the case of the PhD), apply to the Academic Dean for permission to be supervised by a Senior Member emeritus, an adjunct faculty member, or a cross-appointed faculty member of ICS. Should such an application be approved, the Junior Member shall be charged an additional thesis or dissertation supervision fee, at a rate to be determined annually by the Academic Office in consultation with the President and the Director of Finances.

List of Deadlines (for complete details see the 2022-2023 Junior Member Handbook, starting at p. 82)

January 31 of second year—Deadline for consulting with mentor about appropriate external examiner

May 24 of second year—Approximate deadline for meeting with mentor about progress on thesis

May 31 of second year—Deadline for mentor to submit record of this meeting to the Registrar

July 31 of second year—Junior Member's deadline for submitting an acceptable draft of the MA thesis

August 31 of second year—Usual deadline by which mentor must send a final draft to external examiner

October 15 of second year—Usual deadline by which the oral exam should be completed

External Examiner

Six months prior to the projected completion date of the thesis, the mentor and Junior Member will consult about the selection of an external examiner. The mentor is responsible for inviting the external examiner, and for seeing that they receive a copy of the completed thesis, and the relevant protocol, at least 4 weeks prior to the oral examination. Upon agreeing to serve, the external examiner will send the mentor his/her current *curriculum vitae*, which will be filed with the Registrar in the Junior Member's thesis examination file. The Junior Member should not contact the external examiner personally about the thesis.

External examiners should be well-qualified, impartial, and experienced individuals, and have an arm's length relationship with the Junior Member. They should have established reputations in the area of the thesis research. If there is any question about the competence or suitability of a proposed external examiner, the mentor should consult with the Academic Dean before extending an invitation.

The external examiner submits a written evaluation of the thesis at the time of the oral examination. The content of the report is confidential and should not be discussed with the Junior Member prior to the oral examination. After the exam is completed and a grade has been decided, the mentor will distribute copies of the report to the members of the examination committee. After the examination, this evaluation is shared with the Junior Member and with the Academic Dean. The chair of the examining committee ensures that a copy is sent to the Registrar and is placed in the Junior Member's file.

For the examination to go forward, both the mentor and the external examiner must agree, *ten days prior* to the scheduled examination date, that the thesis is defensible and worthy, on its own merits, to receive a passing grade. Should the external examiner identify possible significant problems with the thesis, the Academic Dean will meet with the mentor and the chair of the examining committee to determine the seriousness of the concerns, and to prescribe a course of action.

The external examiner will be paid an appropriate honorarium (\$150.00) plus approved travel expenses, compensation that the mentor will present at the end of the oral examination. *One week prior* to the oral examination, the mentor will contact the Registrar to process the honorarium, as well as a cheque to cover approved travel expenses. Funds for external examiners are budgeted by the Academic Office.

Logistical arrangements

Logistical arrangements for the oral examination of MA theses and PhD

dissertations shall as of the Fall term of 2022 be made by the Academic Office (in particular, by the Academic Registrar) rather than by the thesis or dissertation supervisor, but only after the examination committee has been chosen.

Committee Preparation

The oral thesis examination committee consists of the mentor, the internal reader, and the external reader. Oral examinations for the MA and PhD shall as of the Fall term of 2022 be chaired by the Academic Dean or by a Senior Member appointed by the Academic Dean in consultation with the thesis or dissertation supervisor. This does not apply to the PhD pre-dissertation examination, as this examination is normally chaired by the thesis supervisor.

The Academic Office shall annually issue a guide to ICS exams for each of the MA and the PhD that can be shared with external examiners and used as a shared reference by everyone involved in a thesis or dissertation exam, in which the protocols for such exams are explained clearly, simply, and in accordance with current policies.

Examinations are closed to guests. Tape recording of the examination is not permitted. Before the candidate is invited in, the examiners exchange information and comment on the thesis. Each examiner writes down (but does not yet report) a letter grade for the thesis (A+, A, A-, B+, B, B-, No Pass). The examiners determine the format of the examination, including: the order in which participants will ask questions; the time available to each examiner in the first round of questions; the number of rounds; whether each examiner will take a turn alone or whether other examiners may join in on someone else's turn.

The Examination

The candidate is invited in, and the chair leads in prayer. The examination proceeds for about 60 to 90 minutes, after which the candidate is excused.

Post-examination Evaluation

The examiners, each in turn, reveal their previously assigned thesis mark, and indicate their assessment of the impact of the examination on the final grade. The chair records the examiners' comments on the academic quality of the thesis, and the candidate's supporting knowledge as demonstrated in the examination. If the external examiner is not present, the chair shares their written report at this time.

The examiners decide whether or not to recommend or require revisions prior to the submission of bound copies of the thesis. They may also recommend that the thesis be made available as an ICS publication, and whether changes need to be made for these purposes. The chair then reads a draft report to the examiners, and receives further comments and suggestions.

Communication of Results to Candidate

The candidate is invited back into the room, and the chair communicates the grade and the elements of the report. The examiners are given an opportunity to add remarks, and the candidate is given an opportunity to respond. All examiners are encouraged to give a written copy of their comments on the thesis, and their key examination questions, to the candidate after the examination. Following a successful defense, the junior member will make any corrections and revisions requested by the examiners.

Records

The chair prepares a summary evaluation, including the grade, and submits it to the Registrar for inclusion in the Junior Member's file. The report of the external examiner is also placed in the candidate's file.

The chair also provides to the Editor of *Perspective* basic information on the thesis (title, a 25–30 word summary of the contents) and, if appropriate, a few comments drawn from the summary evaluation indicating key aspects of the examiners' assessment.

Thesis Distribution

Three unbound copies of each master's thesis are to be placed on deposit with the Library of the Institute, two to be added to the ICS collection, and one for the Canada Thesis Portal of the Library and Archives of Canada. A brief abstract of the thesis should also be provided for use by UMI's Dissertation Abstracts Index. The cost of production, binding and submission to the Canada Thesis Portal is borne by the Junior Member.

Copyright and any permission to reproduce Junior Member theses are subject to the provisions of the Institute's Policy on Intellectual Property. In addition, the National Library of Canada requires the author to sign a "Non-exclusive License to Reproduce Theses," at the time the thesis is submitted.

Grading Scale

For information about grading, please see page 71 below for the ICS Grading Template.

MA External Status Policy: MA Junior Members are allowed three years (or equivalent if the JM is part-time). When Junior Members have not completed and defended their thesis within the 3-year limit (or its equivalent) of the MA program, they will assume "External" status, until they are prepared to defend their thesis.

External status is regarded as an inactive term in relation to tuition costs. External status means that annual tuition and registration fees will not be required of the Junior Member. The Junior Member may, however, work to complete their thesis and then petition for reinstatement. This means that, upon submission of a Mentor-approved draft of the thesis, payment of a Reinstatement Review Fee of \$150 (equivalent to an External Examiner honorarium) and at the discretion of the Academic Dean, a Junior Member can be reinstated for the purpose of establishing a thesis defence. Academic support during the external status period is available to Junior Members at the discretion of their respective Mentors.

The Junior Member will be required to pay appropriate tuition/registration fees for the academic year in which reinstatement is granted and will be registered as a full-time student for that academic year (although at our post-program rate).

Since a reinstatement can be awarded only once, the Academic Dean will only consider a request when the thesis is submitted as stated above.

b. PhD in Philosophy

1. Program Description

The Institute for Christian Studies PhD program is organized along two tracks. It runs a conjoint PhD with the Vrije Universiteit Amsterdam (henceforth VUA) and an ICS-only track. The conjoint program with the VUA is administered on the VUA side by the Philosophy Department within the Faculty of the Humanities (*Geesteswetenschappen*), and admittance to this track (at the dissertation-writing stage) is subject to securing both a VUA promotor or co-promotor as well as separate admittance to the VUA PhD program. The ICS/VU track is most appropriate for PhD candidates who aim to prepare themselves as university scholars and professors of Philosophy. The ICS-only track is most appropriate for those scholarly callings in fields that centre on other disciplines viewed within the philosophically primed frame provided by ICS's biblically-directed integral ontology and consequent understanding of the coherence of the encyclopedia of the scholarly disciplines. Both programs are mixed programs with a coursework and examination component designed to further develop the competences acquired at the Master's level to the point where the candidate is able to demonstrate an appropriate expertise to write the dissertation the candidate will have proposed. Consequently, both the conjoint ICS/VUA and the ICS-only program track require the equivalent of two years of full-time study to complete nine courses, formal dissertation, and a culminating pre-dissertation examination. Junior members should expect to commit the equivalent of an additional three years of full-time work to the preparation for and writing of the dissertation itself.

ICS Foundations Courses provide a biblically-directed spiritual and philosophical frame for the PhD program as a whole. If Junior Member candidates have received their MA elsewhere, they will be required to take these courses as program requirements. Junior Member candidates with an ICS MA will have taken at least two of the three Foundations courses as part of their MA program of study. They do not have to take these courses again. The entirety of the program is designed to ensure that Junior Member candidates have the requisite field expertise to write the dissertation they will come to propose, and that they have an appropriate breadth of knowledge to equip them for a career as a university-level researcher, lecturer or professor. For example, Junior Member candidates in the ICS/VUA conjoint track will make sure to use their coursework to round out an appropriate philosophical competence covering dissertation-appropriate themes and figures, on the one hand, and texts from the different historical eras of the philosophical tradition, on the other. The coursework component of both tracks of the program appears as follows:

- Foundations Courses (three units):¹³
 - Biblical Foundations
 - Religion, Life and Society: Reformational Philosophy

¹³ For Junior Member candidates who did not take the Foundations courses at the MA level.

Meaning/Being/Knowing: The Disciplinary and Interdisciplinary Implications of an Integral Christian Ontology

- Electives Courses (four to eight units)¹⁴
- Language Course (one unit)¹⁵
- Interdisciplinary Seminar (one unit)
- Pre-dissertation Literature Review in the proposed dissertation area (one unit)

Components	Units
Foundation courses	<i>Biblical Foundations</i> (1 unit) <i>Reformational Philosophy</i> (1 unit) <i>Meaning/Being/Knowing</i> (1 unit)
Elective courses	Field electives (4-8 units) ²
Interdisciplinary Seminar	<i>IDS</i> (1 unit)
Pre-dissertation Literature Review	<i>PDLR</i> in proposed dissertation area (1 unit)
Language Requirement	Language course (1 unit)
Thesis & Defence	The JM completes and defends thesis

Junior members whose previous work does not provide sufficient preparation for aspects of the ICS doctoral program may be required to complete additional units.

For information about grading, please refer to p. 70 in this handbook for the ICS Grading Template.

2. General Course Requirements

Reading

Junior Members are normally assigned between 30-60 pages (or four hours) of required reading per course, per week. Depending upon the degree of difficulty and other considerations, the number of pages assigned may vary upward or downward.

The standard total amount of reading normally expected for a doctoral semester course is 1500 pages, inclusive of course paper research. Thus, in addition to weekly class readings, Junior Members are expected to complete further reading of up to 1100 pages per course (depending on how much weekly reading has

¹⁴ All programs should end up with the same number of units. Therefore, Junior Member candidates whose MA was taken at ICS will take two-to-three elective courses (see “Year One” under “Sequencing” below) as a substitute for the program units taken up by Foundations courses in the case of candidates whose MA was from elsewhere. Moreover, if any Junior Member already has two appropriate languages other than English, they may substitute another Elective Course for the Language course.

¹⁵ See further under Language Requirement below on p. 53.

been assigned), related specifically to the course theme or essay. Normally, most of this will be oriented toward their course papers.

Papers

The normal requirements for a course often include an essay of 5000-7000 words.

At the discretion of the instructor(s) and the Junior Member's mentor, the essay requirements for two courses may be combined into a single research paper of 10,000-12,000 words, the total additional reading for which must satisfy the requirements for two full courses.

Pre-Dissertation Literature Review and Formal Thesis Proposal

This literature review is undertaken in the area of concentration, usually in the Spring term of the second year, and is supervised by the mentor. Its objective is the production of a viable thesis proposal.

Toward this end, the normal requirements include:

- 1500 page review of the literature, including at least two (2) book-length works
- thesis proposal of at least 15 pages (4500 words) plus bibliography, to contain the following rubrics:
 - Title of Project
 - Thesis Statement
 - Abstract of Argument
 - Aim of Project
 - Location in Conversation
 - Tentative Chapter Outline
 - Working Bibliography

3. Sequencing

The normal sequencing for completing program requirements, whether in the conjoint ICS/VUA or the ICS-only stream, is as follows:

Year One:

- Prerequisite 1: Biblical Foundations (for candidates who are not graduates of the ICS MA program)
- Prerequisite 2: Religion, Life and Society: Reformational Philosophy (for candidates who are not graduates of the ICS MA program)
- Prerequisite 3: Meaning/Being/Knowing: The Disciplinary and Interdisciplinary Implications of an Integral Christian Ontology (for candidates who are not graduates of the ICS MA program and for those graduates for whom this was not a part of their ICS MA program)
- 3 Electives (for candidates who are not graduates of the ICS MA program)/5–6 Electives for candidates who are graduates from the ICS MA program

Year Two:

- Interdisciplinary Seminar
- Elective
- Language Course (if necessary)/Elective (if not)

- Pre-thesis Literature Review in Dissertation Area culminating in Formal Dissertation Proposal

Pre-Dissertation Exam and Program Years Three, Four, and Five

- Pre-Dissertation Exam
- Dissertation and Defense

4. Program Mentoring and Thesis Direction

Junior Members are assigned a faculty adviser upon admission into the doctoral program. The Junior Member together with their faculty adviser constructs an individual program of study in line with the doctoral candidate's interest and goals. Part and parcel of that construction is the identification of which doctoral stream best fits the interests and goals of the Junior Member candidate. This decision will normally be taken in the first year of the candidate's residency requirement. If a Junior Member candidate has decided on an ICS-only PhD they will be provided a supervisory committee in the Fall of the candidate's second year. This committee is to be made up of three Senior Members, the mentor/dissertation supervisor and two other Senior Members whose areas of competence dovetail best with the dissertation interests of the candidate in question. This committee will be responsible 1) to approve the candidate's formal dissertation proposal; 2) to constitute the ICS members of the candidate's pre-dissertation examination committee; and 3) ordinarily, to function as the dissertation committee of the candidate upon successful completion of the pre-dissertation examination. Whenever warranted, thesis committee membership can be extended beyond the Senior Member ranks to include willing scholars whose involvement with ICS constitutes the equivalent of faculty status—Adjunct faculty, emeriti Senior Members, current Senators and Distinguished Associates, or any TST faculty with AD status.

In the event that a Junior Member doctoral candidate chooses the conjoint ICS/VUA track, the candidate will work with her/his ICS mentor/dissertation supervisor to attract a VUA faculty member with appropriate competence and interest to serve as the candidate's eventual VUA *promotor* or dissertation supervisor. Ideally ICS and VUA supervisors will work with the Junior Member candidate to produce their formal dissertation proposal and to establish the themes and reading lists for the pre-dissertation examination process. If it takes time to attract a VUA *promotor*, this work will be done by the candidate and her/his ICS supervisor supplemented when advantageous by another faculty member with appropriate status and expertise, until a VUA *promotor* has been secured. Finalization of the candidate's dissertation proposal will only occur when the VUA supervisor concurs with the ICS supervisor's judgment (made prior to the organization of the pre-dissertation exam) that the proposal is acceptable.

In both the ICS-only and the conjoint ICS/VUA stream, progress in fulfilling program requirements and stages will be monitored annually at the end of the Spring term of each academic year, using a form developed for this meeting to be signed by the ICS mentor in the case of the conjoint ICS/VUA stream or by the members of the supervisory committee in the case of the ICS-only stream. Once

the Junior Member candidate is enrolled at the VUA, the VUA will arrange for all requisite VUA monitoring from its side. The ICS monitoring meeting is to occur annually until the thesis is formally submitted for defence. The forms used to document these meetings are to be placed in the Junior Member file.

5. Doctoral Language Requirements

Each Junior Member in either doctoral stream is required to demonstrate reading proficiency in at least two languages, other than English, which are relevant to their field research, dissertation work, or life aims. Junior Members are to consult with their mentor in the selection of languages for this purpose.

A Junior Member must fulfil their foreign language requirements prior to undergoing the pre-dissertation examination. A standard form is available from the Academic Office. The mentor will consult with the Junior Member to decide upon a method to assess the Junior Member's proficiency. Ordinarily this will involve passing a language course such as those offered at the Toronto School of Theology, aimed at graduate students. In exceptional circumstances assessment will occur in another way, for example, the demonstrated ability to make use of a text in the chosen language which has been set as a required reading for a course or by passing a language exam such as those provided by the Toronto School of Theology. Unlike other units of credit in this program, this will appear on the Junior Member's Academic Transcript as a "Pass" (rather than via a letter grade).

6. Doctoral Pre-Dissertation Examination

Formal preparation for the pre-dissertation examination takes place upon completion of the pre-dissertation literature review, and begins with the identification of an extensive bibliography for review.¹⁶ Normally, Junior Members are to complete the entire pre-dissertation examination process within six months.¹⁷

The pre-thesis examination includes both a written and an oral component, which together cover the agreed bibliography and the materials included within the formal thesis proposal. As noted above, the candidate's foreign language competence can also be assessed in this context.

Candidates must successfully complete the written component before continuing on to the oral examination. Successful completion of both components is a prerequisite for admission to the dissertation phase of both doctoral streams.

¹⁶ A detailed description of the process for the pre-thesis work and examination is found in the ICS Protocol for the Doctoral Program Pre-Dissertation Examination—see the 2021-2022 ICS Junior Member Handbook, pp. 87-90.

¹⁷ The text of the Framework Agreement Between the Vrije Universiteit Amsterdam and the Institute for Christian Studies (see [Appendix E](#)) sets out the procedures for admission to the dissertation stage under the conjoint ICS/VUA stream of the doctoral program. In the ICS-only stream, PhD candidates, who have successfully negotiated the pre-dissertation examination process, continue to work on the research and writing of their proposed dissertation under the direction of their mentor/thesis supervisor with the help of the other members of the thesis supervisory committee.

7. Admission to Dissertation Stage of the Program

Once a Junior Member has successfully completed the pre-dissertation examination, the procedure for admission to the dissertation stage of the program is as follows. If the Junior Member is on the ICS-only track, they are automatically admitted to the dissertation stage of their program. If, on the other hand, the Junior Member in question is on the conjoint ICS/VUA track, upon successful conclusion of the pre-dissertation examination process the ICS and VUA supervisors will arrange to have the Junior Member candidate presented to the Chair of the Department of Philosophy of the VUA (or the VUA liaison if that person is different from the Philosophy Chair) for formal registration at the VUA and formal assignment of a VUA supervisor as VUA *promotor*, a registration prepared for by the filling of a co-tutelage agreement and by provision of other information by the two institutions and the candidate in question as stipulated in the Framework Agreement Between the Vrije Universiteit Amsterdam and the Institute for Christian Studies. Normally the VUA promotor will be a member of the faculty of the Department of Philosophy, but if the proposed dissertation topic and the qualifications of the interested VUA promotor recommend it, the ICS supervisor and the VUA faculty who is interested in serving as the VUA *promotor* will propose that the VUA faculty in question be appointed as the VUA promotor even if they are from a department other than Philosophy.

Inscription into the VUA's Hora Finita system marks the candidate's official registration at the VUA. For further details of policy and procedure, regarding the establishment of a Thesis Committee (*leescommissie*) and other matters, both ICS mentors and Junior Members should consult the full text of the Framework Agreement between the Vrije Universiteit in Amsterdam and the Institute for Christian Studies in [Appendix E](#) of this handbook.

8. Dissertation

The dissertation is the focal point of doctoral studies. It must demonstrate advanced competence in the topic researched and the areas germane to it, and show promise of the author's ability to make an articulate and independent contribution to the relevant field of academic study.

In the ICS-only stream of the doctoral program, the members of the thesis supervisory committee will consult with each other and the candidate regarding the dissertation proposal already prior to the pre-dissertation examination. After the examination they will continue to consult about the development of a schedule for the submission, reading, and return of chapters. The schedule then functions as a guideline for the actual production of the thesis to be used in the context of the annual thesis committee meetings with the candidate.

In the conjoint ICS/VUA track, the ICS and VUA supervisor will consult with each other and the candidate to confirm the final form of the thesis proposal and to develop a schedule for the submission, reading, and return of chapters. When the dissertation proposal and schedule have been approved, the two supervisors will inform the Academic Dean of ICS and include the schedule in the dossier of

materials that accompany the co-tutelage agreement that allows for the Junior Member candidate's registration at the VUA.¹⁸

Either the candidate or one of the supervisors (ICS/VUA) or supervisory committee (ICS-only) may propose that the thesis proposal and/or schedule be changed. Such changes require the mutual agreement of the candidate and supervisors (ICS/VUA) or committee (ICS-only).

The dissertation must meet formal criteria (length, style, etc.) set by the examining institution.

9. Compensation for Thesis Production and Defense by Junior Members on the ICS/VUA track

In the case of Junior Member candidates in the ICS/VUA track, a modest financial compensation is paid by the VUA, following the thesis defense and once the degree has been awarded, to assist with the cost of printing and reproducing the dissertation, and assist with the cost of a return trip to Amsterdam for the defense as stipulated in the co-tutelage agreement and in the Agreement for a Joint Doctoral Degree Under the Framework Agreement Between the Vrije Universiteit Amsterdam and the Institute for Christian Studies (see [Appendix F](#) of this handbook).

PhD External Status: PhD Junior Members are allowed seven years of full-time study. When Junior Members have not completed and defended their dissertation within the 7-year limit of the PhD program, they will assume "External" status, until they are prepared to defend their thesis.

External status is regarded as an inactive term in relation to tuition costs. External status means that annual tuition and registration fees will not be required of the Junior Member. The Junior Member may, however, work to complete their dissertation and then petition for "reinstatement". This means that, upon submission of a Mentor-approved draft of the dissertation, payment of a Reinstatement Review Fee of \$150 (equivalent to an External Examiner honorarium) and at the discretion of the Dean, a Junior Member can be reinstated for the purpose of establishing a thesis defense. Academic support during the external status period is available to the Junior Members at the discretion of their respective Mentor.

The Junior Member will be required to pay appropriate tuition/registration fees for the academic year in which reinstatement is granted and will be registered as a full-time student for that academic year.

Since a reinstatement can be awarded only once, the Dean will only consider a request when the dissertation is submitted as stated above.

¹⁸ Cf. the Agreement for a Joint Doctoral Degree Under the Framework Agreement Between the Vrije Universiteit Amsterdam and the Institute for Christian Studies in [Appendix F](#) of this handbook

c. The ICS MA (Phil) in Educational Leadership (MA-EL)

The MA (Phil) in Educational Leadership (MA-EL) is a graduate program rooted in the Christian faith for K-12 teachers and school administrators. We equip educational leaders to create innovative, challenging, and just learning environments through classroom instruction, professional coaching, and peer-supported projects that contribute to God's redemptive work. It builds the capacity of Christian educators to grow in their roles and be influencers within the contexts of their schools, school jurisdictions, and education networks. Combining ICS's rich history in integrally Christian scholarship with the commitment to inquiry-based learning, this program inspires and equips educators to create innovative, challenging, and just learning environments that contribute to God's redemptive work in the world.

We welcome diversity. We are relational and collaborative as we design and teach courses that are deeply contextualized and relevant to educators. We provide multiple options for educators to respond to their learning in the form of projects that are relevant to their practice. We allow Junior Members to take courses when it is most suitable for their schedule, providing multiple courses during both the summer term and during the fall and winter terms.

PROGRAM DESCRIPTION

This program is a typical 42-credit hour (14 units) course of study offered part-time and building on one's current work as an educational leader. Our program is delivered through mostly as asynchronous online courses with two being offered as synchronous online courses. Each Junior Member receives individualized mentoring throughout their time in the program. All courses involve some live, interactive online events that will be recorded for those who are unable to attend an event. Communication with instructors is done through discussion boards on Google Classroom and/or email.

The following two specializations are possible in this program:

- **INSTRUCTIONAL LEADERSHIP STREAM** — An instructional leadership specialization for K-12 teachers
- **SCHOOL ADMINISTRATION STREAM** — An organizational specialization for current and prospective school administrators

This program includes 10 term courses that are offered on a regular basis once a year based on a two-year rotating schedule. It can be completed in one of the following ways:

3 + 1:	<i>This program can be completed in three years and one month with one course being taken each term for a total of ten terms.</i>
At Your Own Pace:	<i>This program can be completed at your own pace with courses being taken when it best suits your schedule.</i>

COURSE REQUIREMENTS

The courses laid out in the table below make up the MA-EL program. Most courses are offered on a two year rotation with five courses being offered in the summer term and five being offered during either the fall or winter term. The following year, courses that were offered in the summer will move to the fall or winter term and the courses offered in the fall and winter will be offered during the summer. The exception to this is in regards to the courses with titles that begin with “How to...” which will be rotated on a three year basis. mostly asynchronously unless stated otherwise. All asynchronous courses include some online events with more online events scheduled during summer courses to allow for more online interaction between class participants. Fuller descriptions for current and upcoming MA-EL courses, including specifics about course format, can be found in our [Course Catalogue](#).

MA-EL COMPONENTS	UNITS
Foundations Courses	(2 total)
Biblical Foundations: Narrative, Wisdom, and the Art of Interpretation	1 unit
Leadership in Context: Reformational Philosophy	1 unit
Immersive Courses	(5 total)
Finding Joy in Learning	1 unit
Lead From Where You Are	1 unit
The Observant Participant	1 unit
Cultivating Learning Communities of Grace*	1 unit
Celebrating Joyful Learning*	1 unit
Project and Praxis	(4 total)
Project	2 units
Praxis	2 units

Stream-Specific: Instructional Leadership	(3 total)
Deeper Learning	<i>1 unit</i>
Transforming the World	<i>1 unit</i>
Guided Study on Project Question	<i>1 unit</i>
Stream-Specific: School Administration	(3 total)
How to Coach a Strong Team	<i>1 unit</i>
How to Finance a Vision	<i>1 unit</i>
How to Govern a School*	<i>1 unit</i>

*subject to Senate approval

GRADING

For information about grading, please refer to p. 70 of this handbook, the [*ICS Grading Template*](#).

COURSE FORMATS

Courses in the MA-EL program take on, for the most part, one of the following two formats:

1. ONLINE ASYNCHRONOUS WITH THREE TO SIX ZOOM SESSIONS

During these courses Junior Membersstudents will:

- ✓ Write reflective responses to the the assigned readings
- ✓ Participate in weekly forum discussions
- ✓ Complete a project that applies their understanding of the course
- ✓ Respond to the projects of other course participants
- ✓ Share their project with an authentic audience
- ✓ Post their project in an e-portfolio

In addition, three to six online, interactive Zoom sessions will be scheduled by the instructor based on students' time zones and availability.

2. INTENSIVE SYNCHRONOUS WITH SOME WORK COMPLETED ASYNCHRONOUSLY

During these courses students will attend one day of introductory sessions on a Saturday in May and an intensive session during a 45-day span during one of the weeks in August either through an online forum or in-person at an allocated location.

Throughout the course, Prior to and following the 5-day intensive, students will be responsible for completing assigned readings and projects.

Courses offered during the Fall and Winter terms will typically be offered as online asynchronous with three to six scheduled Zoom sessions. Courses offered during the Summer term will typically be offered as an intensive synchronous course with some work completed asynchronously prior to and following the 5-day intensive sessions. The Biblical Foundations course is the exception to these formats as it is offered as an online synchronous course over 13 weeks.

Participation in The Christian Teacher Academy or Residency

Junior Members taking one of the following courses, Finding Joy in Learning, Deeper Learning, and Transforming the World will have the opportunity to choose participation in taking a course with either [The Christian Teacher Academy](#) or [Residency](#). Junior Members who choose this project option will not receive their final grade until they have completed their project which typically takes place at the end of August. Please note that it is not necessary to apply for an extension as outlined in the Junior Handbook.

PROGRAM TRACKER AND PROGRAM COMPLETION PLAN

A MA-EL Program Tracker is completed by the Junior Member and their Mentor each term. It is shared with the Registrar as a formal record of the completion of course requirements (see the [MA-EL Program Tracker Template](#) on pp. 72-74 of this handbook). The Program Tracker is filed in Junior Member's records by the Academic Registrar.

Junior Members are responsible for completing a Program Completion Plan, with the guidance of their Mentor (see the [Program Completion Plan Template](#) on p. 68 of the 2022-2023 Junior Member Handbook). Program Completion Plans should be reviewed with one's Mentor at the end of each term.

Mentors in the MA-EL program will review mentoring sessions at the MA-EL Quarterly Review Meetings with the MA-EL Leadership Team.

Celebration of Learning

Many of the courses you will take in the MA-EL program will ask you to end with a Celebration of Learning. The purpose of this is to share your learning with an authentic audience. It is recommended that you clarify with your instructor who that authentic audience is prior to planning your event

THE PROJECT AND PRAXIS

Another unique feature of the MA-EL program is the completion of a Project and Praxis which together serves as the equivalent of a MA literature review and thesis.

The Project is an opportunity for MA-EL Junior Members to **contribute to the innovation of educational leadership practice**—drawing on the deeper learning they are doing, as

facilitated by the MA-EL, as people of God's story engaged in real work that shapes the world.

The intention is that Junior Members in the Instructional Leadership Stream will draw in particular on the courses Deeper Learning and Transforming the World, as well as the Guided Study on Project Question, in working on their Project.

To embark on the work for the Project, you will work with your MA-EL Mentor to develop first a **250-word Project Interest Statement** that will describe broadly what you want to accomplish by means of the Project. In collaboration with your Mentor you will then develop a **1,500-word Project Proposal** for review and approval by a Project Proposal Committee consisting of your Mentor, another ICS faculty member who teaches in the MA-EL program, and an expert practitioner with significant experience relevant to your Project.

The format of research, documentation, and presentation of the Project is negotiable. At a minimum the Project product should include a document or presentation for an authentic audience (as that term is used in the MA-EL program) and a theoretical paper that explains the document or presentation (for consideration by your Project Examination Committee). Some possibilities for the document or presentation include a professional development workshop, a podcast series, a video documentation, a curriculum, an extensive playbook, a conference paper, or a journal article.

The project prerequisite for the Instructional Leadership stream is the Deeper Learning course. The project prerequisite for the School Administration stream is the Lead From Where You Are course.

The Praxis is an opportunity for MA-EL Junior Members to **engage in theoretically-informed reflection on their practice as an educational leader**—drawing on the deeper learning they are doing, as facilitated by the MA-EL, as people of God's story engaged in real work that forms self.

The intention is that Junior Members will draw on what they learned in The Observant Participant course for this purpose, which will include reading Deborah Britzman's *Practice Makes Practice: A Critical Study of Learning to Teach* (SUNY Press, revised edition, 2003), and a selection of articles intended to illuminate the connection between qualitative research methods for professional practice and the Praxis.

To embark on the work for the Praxis, you will work with your MA-EL Mentor to develop first a **250-word Praxis Interest Statement** that will describe broadly what you want to accomplish by means of the Praxis. In collaboration with your Mentor you will then develop a **1,500-word Praxis Proposal** for review and approval by a Praxis Proposal Committee consisting of your Mentor, another ICS faculty member who teaches in the MA-EL program, and an expert practitioner with significant experience relevant to your Praxis.

The research for the Praxis will consist of three parts:

1. You will develop an **initial piece of reflective writing** that can take the form of a term's worth of journaling of a key practice of your work as an administrator, or the form of an autoethnography of such a key practice, or of a life narrative of your development as an educational leader. This reflective writing will already be informed by your reading for The Observant Participant course.
2. You will **select theoretical readings** that will inform your further reflection on this first piece of reflective writing. The readings required or recommended for The Observant Participant course would be a good place to start, but you will need to develop a bibliography that goes beyond these readings and that is of more direct significance to the key practice on which you will reflect. This bibliography will be negotiated and then approved by your MA-EL Mentor, with the number of pages to be determined early in the process.
3. You will, in consultation with your Mentor, **produce a documentation of your further reflection on your initial piece of reflective writing, and plan and deliver a presentation of this documentation to an authentic audience** (as that term is used in the MA-EL program) in the company of a Praxis Examination Committee, consisting of your Mentor, another ICS faculty member who teaches in the MA-EL program, and an expert practitioner with significant experience relevant to your Praxis.

The format of documentation and presentation of the Praxis is negotiable.

The Praxis prerequisite for the Instructional Leadership stream is the Transforming the World course. The Praxis prerequisite for the School Administration stream is The Observant Participant course.

Together the Praxis and Project will serve as the equivalent of a thesis in other versions of the ICS MA. At present an ICS MA thesis is required to be 17,000 to 25,000 words in length. At present this means that the Praxis should, somehow, in both content and length, be the equivalent of half of an MA thesis. In terms of length, that means the equivalent of 8,500 to 12,500 words. Your Project Proposal should articulate how you propose to accomplish this equivalency.

Committee Members for Project and Praxis

MA-EL committees are made up of two internal members and one external member. The internal members will include the Director of the MA-EL program and one instructor. The external member on an MA-EL committee need not have a PhD but must have a specified and adequate level of experience as either a practitioner or a scholar that is appropriate to the project of the Junior Member.

The Junior Member's committee will meet virtually during the following three stages for approval and to offer advice:

1. Proposal Approval
 - a. 1,500-word project proposal presented to the committee

- b. 1,500-word praxis proposal presented to the committee
2. Draft Feedback Conference
 - a. Praxis documentation
 - b. Project documentation
3. Final Presentation and Assessment
 - a. Project & Praxis documentation (e.g., playbook, curriculum, podcast series)
 - b. Project & Praxis Celebrations of Learning
 - c. 1,000-word theoretical paper about Project
 - d. Conversation with committee about how to apply Project and Praxis to professional life

Committee members should anticipate a 90-minute to 3-hour meeting commitment for each of the three phases, with preparatory reading of any related writing (i.e., interest statements, proposals, bibliographies, and eventual papers or other project documentations) being shared by the Junior Member prior to the agreed upon meeting time.

Serving on the committee of an MA-EL Junior Member would be similar to serving on the thesis committee of an MA Junior Member. The ICS pays a small honorarium to committee members of \$150 for their services.

MENTORING

Each Junior Member in the MA-EL program will be mentored by one of the Senior Members in the program and will receive a mentoring agreement from their Mentor. Junior Members will be expected to check in with their Mentor during a one-to-one session at least once a month. If Junior Members are having difficulties with the mentorship, please refer to the ***Mentorship Policy*** as outlined in **Section 6** on p. 73 of the 2022-2023 Junior Member Handbook.

Each January, all Junior Members in the MA-EL program will gather together, either online or in person, for a retreat. During this annual retreat, Junior Members will participate in community building activities as well as share projects and give feedback to each other's work.

Sample MA-EL Mentoring Agreement

This is an example of a set of basic expectations for the working relationship between MA-EL Junior Members and their Senior Member Mentors.

1. **You as a graduate Junior Member will own the process of graduate study.** Be familiar with the formal requirements and best practices for graduate study, and for working on your MA-EL at the Institute for Christian Studies (ICS) in particular, and meet or exceed these requirements at your own initiative. These requirements include, but are not limited to, the relevant ICS policies and protocols.
2. Graduate study is full of wonder and delight, and very hard. **Please take care of yourself, and in particular of your health,** in the face of the demands that your studies will make of you. Maintain or develop habits of adequate sleep and exercise and a

healthy diet. Maintain nourishing relationships with friends, family, fellow scholars, and people in your faith community. Consider working with a therapist and/or a spiritual director.

3. During your first course, and with reference to the MA-EL Program Tracker, you will develop a rough draft of a **written MA-EL Completion Plan**.

During your first Fall term as an MA-EL Junior Member, and no later than the end of *November*, please elaborate your Completion Plan so that it shows in some detail and with clear milestones **what your learning goals are for your MA-EL, as well as how and when you intend to meet these goals over the course of your time in the program**. Completion includes doing all of your course work, doing the necessary reading, research, and writing for your MA-EL Praxis and Project, and designing, delivering, and presenting your Project.

We recommend conversations with current and former ICS MA-EL Junior Members for advice as you work on this plan, and your MA-EL Mentor will gladly make introductions to this purpose at your request.

4. At a minimum **check in with your MA-EL Mentor monthly** for 50 minutes, starting in the first month of your first term of study.

Schedule these MA-EL Check-in meetings with your MA-EL Mentor in advance for your whole program (using Google Calendar and your ICS Google account), and subsequently review and adjust the dates for each term with your Mentor in your first meeting of that term.

The key purposes for these meetings are to ensure that your Mentor gives you adequate academic support, to build momentum toward the timely completion of your praxis and project, and to provide opportunities to discuss new learning.

5. Please **provide your program Mentor with a written learning report at least seven days in advance of each scheduled monthly meeting**.

Write the report as a Word or Google document, and forward or share it by email. In your report please evaluate what you have learned since our previous monthly meeting, measured against the learning milestones identified in your MA-EL Completion Plan (once we've agreed on that plan). This part of your report will usually be 250-500 words in length, and written clearly and concisely.

In each monthly report (except for the first monthly report of each term, when you will possibly not have enough reading done to meet this expectation) please further include a section of 100-250 words on each major assignment in your current course, as well as on the present state of your work for your MA-EL Praxis and MA-EL Project, in which you very succinctly answer the following four questions (which we borrow from Harris, 2017, mentioned below, see page 100) with regard to the current state of your work on each: (a) What do you want to accomplish with this assignment? (b) How can you build on the strengths of your current draft? (c) How might you acknowledge other points of view and possibilities with regard to your position or argument? (d) What are the implications of what you have to say?

These reports are the backbone of our learning collaboration and over time become a concise record of your development as a reflective practitioner.

6. By no later than three months after beginning the MA-EL program as an MA student, please **read Joseph Harris's book *Rewriting: How to Do Things with Texts*** (Utah State University Press, second edition, 2017). Harris describes the approach we will expect you to take in turning your reading into writing during this MA-EL program.

We also recommend that you read Francis-Noël Thomas and Mark Turner's book *Clear and Simple as the Truth: Writing Classic Prose* (Princeton University Press, second edition, 2011). Thomas and Turner will help you reflect on your own style as a reflective practitioner who writes about your practice. The style they recommend is particularly appropriate for a leadership practice playbook, if you are a student in the MA-EL School Administrator stream.

7. At least seven days in advance of our scheduled monthly meetings every *December* and *May* please also **provide your Mentor with a 1,000-word written reflection on your growth as a reflective practitioner**, with an emphasis on your understanding of the interaction of faith, Scripture, and professional practice in your own life and work.

WRITING WORKSHOPS

Writing is an important skill to both a teacher and practitioner. Through the use of writing workshops we will be educating people so that they can be more thoughtful practitioners and scholarly practitioners. Specifically, the learning goals for the writing workshops are include the following:

1. To mentor Junior Members in academic writing at a graduate level To help students think and pull together/integrate their learning
2. To ensure that Junior Members are familiar with APA 7 style requirements To provide profound means towards building a reflective practice
3. To introduce Junior Members to opportunities for academic publication To communicate to others through both course work (e.g., playbooks, papers) and one's profession (e.g., journals)

All students in the MA-EL program are encouraged to participate in the writing workshops even though they may not be submitting their own work in progress. The first writing workshop will be offered the week after the fall term reading week. The second writing workshop will be offered the week after the March break. Specific dates for these workshops will be noted in the ICS calendar.

ACADEMIC CALENDAR

During the Fall and Winter terms, the MA-EL program will follow the ICS Academic Calendar with the exception of the Winter Reading Week. Since most MA-EL Junior Members are classroom teachers, a March Break will be scheduled within courses rather than the Winter Reading Week break. The Summer term for the MA-EL program starts with a one-day session in May and continues with a four-day session in August, with all

assignments due by the end of August.

Welcome to the Program

Junior Members admitted into the program will receive a welcome letter from the Academic Registrar. Welcome letters come in one of the following three forms:

1. Welcome into the MA-EL program (sample [welcome letter](#))
2. Welcome into the Christian Educator's Certification (CEC) program
3. Welcome into a course

For Junior Members who have committed to the MA-EL program or CEC program, an individualized orientation will be organized by the Director of the MA-EL program with invitations extended to the Academic Registrar and Academic Dean.

In addition, Junior Members will be given a verbal welcome at one of the following events depending on their time of enrollment:

- ICS fall retreat in September
- MA-EL winter retreat in January
- ICS spring retreat in April

Online Zoom Session Evaluations

Instructors are encouraged to ask Junior Members to complete a short [Zoom session evaluation/exit card](#) at the end of each session. The responses from Junior Members will provide valuable feedback that will continue to inform the instructor of where their Junior Members are in their learning journey and give ideas on how the instructor can better meet their learning needs.

Course Evaluations

Course evaluations will be given to Junior Members by the Academic Registrar at the end of each course. Evaluations will be shared with the instructor who will present them for discussion at a MA-EL Quarterly Review meeting.

d. MWS-ART

Master of Worldview Studies in Art, Religion, and Theology

Master of Worldview Studies

The Master of Worldview Studies (MWS) is an academic program with an action focus. Designed for those who want to enhance their understanding of how to serve Christ in their professional lives and other areas of socio-cultural engagement, it fosters a personal and communal "philosophy of life" rather than academic, philosophical understanding. The wisdom it seeks is revealed in Jesus Christ, Scripture and our daily experience of God's voice in the created world. While this is a way of seeing, it is more fundamentally a way of being, permeating the whole of life.

The MWS and ICS's Mission:

ICS intends to be a self-consciously Christian environment where hard and honest questions are welcome. It supports inquiry that takes underlying religious convictions into account, working from within the Reformational tradition, and presuming that academic work should be an integral expression of the deepest intellectual and religious impulses. Within this perspective, the MWS also embodies other priorities: a commitment to cultural engagement and social justice, [international accessibility through distance studies], and a direct engagement by on-campus Junior Members with the Institute's urban setting, drawing not only on the city's scholarly resources, but on its many cultural, professional, charitable, financial and other institutions (for the city, and all it contains, is part of God's creation).

Currently, there is one concentration available within the MWS program: [Art, Religion, and Theology](#).

In this MWS concentration, Junior Members will participate in the critical study of the long, sometimes alienated, relationship among art, religion and theology. What it means to be Christians who are aesthetically engaged, whether as artists or in other fields of endeavour, will be considered alongside the points of intersection among art, religion and theology across histories, cultures, philosophies, denominations, and disciplines. This concentration aims to develop a philosophically and religiously attuned awareness of art's character and capacities as well as offer a framework for the ways art might engage with religion and theology today.

A special feature of this program is a required 3-week residency in Orvieto, Italy where the core foundational course for the program, *Art, Religion, and Theology*, is routinely taught.

The concentration is for artists, teachers, researchers, journalists, media professionals, workers in the art and culture sector, church workers and workers in other religious institutions. It especially supports Junior Member exploration of the possible role of religion and theology in arts related vocations.

Program Design

Junior Members will complete a total of eight units. Up to three units may be electives taken in the Toronto School of Theology (TST).

The eight units include:

- three core courses:
 - o Biblical Foundations
 - o World-Viewing or Reformational Philosophy
 - o Art, Religion, and Theology (in Orvieto, Italy)
- one recommended elective:
 - o Theology, Spirituality, and the Arts (in Toronto School of Theology)

- two arts-related electives (in ICS or TST):
 - o From an approved list of eligible courses
- an Action Project equivalent to two courses:
 - o e.g. Artist Workshop (in Orvieto, Italy) or Arts Internship (in Toronto or other approved location), together with a final Summative Paper
 - or
 - o a Junior Member may substitute an integrative Major Research Paper worth two courses for the Action Project with the approval of the MWS-ART director

Components	Units
Foundation courses	<i>Biblical Foundations</i> (1 unit) <i>World-Viewing or Reformational Philosophy</i> (1 unit) <i>Art, Religion, and Theology</i> (in Orvieto, Italy) (1 unit) <i>Theology, Spirituality, and the Arts</i> (in TST) (1 unit)
Elective courses	Arts-related electives (from approved list of eligible courses in ICS or TST) (2-4 units)
Action Project*	E.g. Artist Workshop (in Orvieto, Italy) or Arts Internship (in Toronto or other approved location), together with a final Summative Paper (2 units)

NOTE: A Junior Member may substitute an integrative Major Research Paper worth two courses for the Action Project with the approval of the MWS-ART director.

The core courses offer coherence and breadth and help build community among ICS Junior Members. The recommended elective course helps Junior Members engage with the community of TST graduate Junior Members. The two additional electives allow Junior Members to give special shape to their program. The Action Project serves to unify the program. At the start of their studies, and in consultation with the MWS-ART director, Junior Members identify an action-oriented project which they pursue throughout the duration of their program and which helps give focus and direction to their studies.

The MWS-ART may be taken either full or part-time. The duration of the program for full-time Junior Members is one year, September to September.

A typical course schedule for a fulltime Junior Member, arranged by terms, is as follows:

Fall term

Required: *Biblical Foundations*

Required: *World-Viewing or Reformational Philosophy*

Recommended Elective: *Theology, Spirituality, and the Arts in TST*

Elective: in ICS or TST

Winter term

Elective: in ICS or TST

Required/either Option 1: Arts Internship

Summer term

Required: Art, Religion, and Theology: Theologies of Art in the Christian Tradition (in Orvieto)

Required/or Option 2: Artist Workshop (in Orvieto)

Required: Summative Reflection on Action Project or Major Research Paper

For information about grading, please refer to Section 5h in this handbook, the ICS Grading Template.

e. MWS online

The ICS intends to extend its MWS offerings beyond the MWS-ART in the years ahead, depending on emerging opportunities and priorities. During the academic year 2022-2023, however, the ICS will only offer those MWS courses that are part of the MWS-ART. Junior Members in the MWS also have access to applicable MA and MA-EL courses.

f. Continuing Education

The ICS intends to extend its educational offerings beyond courses that are part of its MWS, MA (including the MA-EL), and PhD programs in the years ahead, depending on emerging opportunities and priorities. During the academic year 2022-2023, however, the ICS will only offer continuing education opportunities that consist of auditing a part or the whole of existing ICS courses in its degree programs, or taking such courses (individually or as part of an ICS certificate program) for credit as a professional development opportunity.

g. Special Studies

The Special Studies option is designed for those who wish to undertake graduate studies without having to meet degree or certificate requirements. Special Studies students have to submit a registration form for each course in which they want to enrol. The prerequisite for enrolling in an ICS course for graduate credit is a four-year baccalaureate degree (or its equivalent). Special Studies students must provide official transcripts, unless the student is taking the course for audit.

Special Studies students may apply to enter a certificate or degree program. Applicants must meet the admission requirements of the program in question, following the normal application procedure, and paying the regular application fee. If admitted, they must structure the balance of their program so as to adhere as closely as possible to the course sequencing prescribed for their program of study.

h. Grading Template

ICS Grading Template				
<i>Numerical Grade</i>	<i>Grade Point</i>	<i>Letter Grade</i>	<i>Grasp of Subject Matter</i>	<i>Furthermore...</i>
A+ to A-	EXCELLENT – Junior Member shows original thinking, analytic and synthetic ability, critical evaluation, broad basis of knowledge			
90 - 100	4.0	A+	Profound and Creative	Strong evidence of original thought, of analytic and synthetic ability; sound and penetrating critical evaluations which identify assumptions of those they study as well as their own; master of an extensive knowledge base.
85 - 89	4.0	A	Outstanding	As above
80 - 84	3.7	A-	Excellent	Clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations; broad knowledge base.
B+ to B-	GOOD – Junior Member shows critical capacity and analytic ability, understanding of relevant issues, familiarity with the literature			
77 - 79	3.3	B+	Very good	Good critical capacity and analytic ability; reasonable understanding of relevant issues; Good familiarity with the literature.
73 - 76	3.0	B	Good	As above
70 - 72	2.7	B-	Satisfactory as a post-baccalaureate level	Adequate critical capacity and analytic ability; some understanding of relevant issues; some familiarity with the literature.
Other				
0 - 69	0	NP	No Pass	Failure to meet above criteria
	0	INC	Incomplete	Junior Member failed to complete work by stated/extended deadline
		EXT	Extension	Extension granted for incomplete coursework
	0	WDL	Withdrawal	Junior Member withdrew from the course

(This grading template follows that used by the Toronto School of Theology.)

Incomplete Work and Extensions

Junior Members and other students who do not complete their coursework by the prescribed deadline will automatically receive a grade of Incomplete. This grade can be reversed if the student negotiates an extension, and submits their work by the annual “final deadline”. Otherwise the grade of Incomplete becomes a permanent part of the student’s academic record, and its corresponding grade point of zero (0) is worked into their grade point average (GPA).

Extensions may be granted at the discretion of the instructor. It is the responsibility of the student to seek the written approval of the instructor and the Academic Dean for a new deadline. “Request for Extension” forms are available from the Academic Office, and must be returned to the Registrar at least two weeks before the deadline for final coursework submission.

Junior Members who complete their work before the annual “final deadline,” but who have not negotiated an extension in advance, and in writing, will have their grade docked by one notch¹⁹ for each week, or part thereof, the paper is late.

¹⁹ That is, A+ work will receive an A; A work an A-, and so on. For grade notches, see *Grading Scale* on p. 77 of this handbook.

i. MA-EL Program Tracker



MA-EL PROGRAM TRACKER

Junior Member: _____ Mentor: _____

MA-EL Stream: _____

I. Foundation Courses (2)

SM	Course	Term	Grade
	Biblical Foundations		
	Leadership in Context (Reformational Philosophy Applied)		

IIA. Instructional Leadership Stream Courses (3)

SM	Course	Term	Grade
	Deeper Learning: From Wonder to Inquiry to Practise		
	Transforming the World: The Role of a Christian Educator		
	Guided Reading on Project Question		

IIB. School Administration Stream Courses (3)

SM	Course	Term	Grade
	How to Coach a Strong Team: Leading People, Building Instructional Capacity, and Securing Accountability		
	How to Finance a Vision: Setting Direction and Managing Change within Financial Limitations		
	How to Govern a School: Board Governance, Decision-Making, and Community Engagement		

III. Immersive Courses (5)

SM	Course	Term	Grade
	Finding Joy in Learning		
	Lead From Where You Are		
	The Observant Participant		
	Cultivating Learning Communities of Grace		
	Celebrating Joyful Learning		

(over)

S

MA-EL PROGRAM TRACKER

IV. Praxis and Project (2)			
SM		Term	Grade
	Praxis		
	Project Title:		

V. Comments

FOR REGISTRAR'S OFFICE USE

Signature: _____

Date Filed in Junior Member Folder: _____

Section 6: How do we do research?

a. Ethical research practices

The policies below were approved by the ICS Senate in June 2020. The ICS Research Ethics Board (REB) is established by the ICS Senate in terms of the ethical research practices policies contained in the Senate Handbook. The following policies should be read alongside the policies with regard to ethical research practices contained in the Senate Handbook and the Junior Member Handbook.

- i. Research ethics at ICS is governed by the Tri-Council Policy Statement Ethical Conduct for Research Involving Humans (TCPS2 2018). ICS Senior Members intent on conducting or supervising research involving living human participants shall familiarize themselves with TCPS2 2018 and shall ensure that the research meets the standards established therein.
- ii. Senior Members embarking on any research on living subjects or any research involving living human participants with the intention of dissemination of the results (by formal or informal publication in any medium or by use in teaching or public speaking) shall submit a brief statement of research interest for review by the ICS REB, using the ICS Research Interest Submission Form (to be developed by the REB). The REB shall notify the Senior Member if a research proposal must be submitted for review by the REB. If the Senior Member is unsure whether their proposed research would fall under this stipulation or not, it is their responsibility to familiarize themselves with the relevant sections of TCPS2 2018 and to speak with a current ICS member of the REB. If any doubt remains, the aforementioned “brief statement of research interest” must be submitted to the REB.
- iii. Senior Members intent on conducting research involving living human participants, in which the participants have a reasonable expectation of privacy, in which the researcher(s) is/are in direct contact with participants and/or stage(s) an intervention in participant behaviour, and/or in which participants may be identified in the dissemination of results, shall submit a research proposal for review by the REB, using the ICS Ethics Review Submission Form (to be developed by the REB). Senior Members may also submit research proposals with regard to research to be done by Junior Members as part of a course, using the same form.
- iv. When required in terms of TCPS2 2018 to obtain consent from research participants, Senior Members shall use the ICS Informed Consent Letter template and Consent Form (to be developed by the REB).
- v. Senior Members may appeal decisions of the REB to the Chair of the ICS Senate. The Chair of the Senate shall appoint an ad hoc Appeal Committee as stipulated in the Senate Handbook.

b. The CPRSE

The Institute for Christian Studies provides Senior and Junior Members with many opportunities to conduct unique research projects that integrate faith and learning, tackling big questions through inquiry animated by academic, existential, and social motivations. Through their research, Senior and Junior Members contribute to their disciplines, to interdisciplinary scholarship, to the Reformational tradition, to the ICS scholarly community, and to their own careers. ICS’s Centre for Philosophy, Religion, and Social Ethics (CPRSE) strives to promote Senior and Junior Member presentations, publications, and public outreach projects through a number of avenues such as the *Critical Faith* podcast, the *Ground Motive* blog, *Perspective* magazine, the *Currents in Reformational Thought* book series, the

Scripture, Faith, and Scholarship symposia, and the many workshops and colloquia organized and sponsored by the CPRSE during the academic year.

Through its research and public outreach, the CPRSE aims to provide Senior Members with opportunities to explore, develop, and disseminate scholarship of relevance to the ICS scholarly community. As drivers of ICS's communal scholarship, Senior Members are invited to seek the support of the CPRSE in their research, publications, and public outreach. In addition, they are encouraged to participate in any of the concrete initiatives listed above (*Critical Faith, Ground Motive, Currents in Reformational Thought*, etc.), as well as any other CPRSE-led projects.

In seeking to establish campus-community connections, the CPRSE undertakes collaborative research that emerges out of the ICS scholarly community and aims to reach the wider community. This is why the CPRSE responds attentively to ICS's scholarly pursuits—as embodied in the research and publication projects undertaken by Senior and Junior Members—and makes research outcomes available beyond the walls of our academic institution. If any Senior Member has questions about more specific ways in which their research might assist or be assisted by the CPRSE team, please reach out to the CPRSE office and we will promptly respond!

- c. A detailed description of the generic commitments of Senior Members with regard to research
 - i. ICS treats the commitments of Senior Members in 2a, above (rubric = What is a Senior Member). There are listed general and specific responsibilities to which Senior Members at ICS commit themselves. Among these are listed:
 - A general commitment to the pursuit of Christian scholarship;
 - A specific commitment to plan and execute a program of research in their respective discipline, leading to presentations and publications which advance the ICS's mission in Christian scholarship.
 - ii. Toward the fulfilment of these commitments Senior Members are required to develop and maintain an Academic Plan outlining their teaching, research and publication priorities for the following several years. The initial Academic Plan should cover a five-year period. It is subject to regular updating in the context of the annual Reflective Practice Report (see below at 8e), and is to be substantially revised and extended at the time of each performance review. The structure of this plan is outlined immediately below:

Structure of the Academic Plan

(a) *Mission Statement*

Comment on the ICS Mission Statement in relation to your appointment at ICS.

(b) *Field Assessment*

Keeping in mind the Institute's emphasis in scholarship (i.e. reformational, foundational, interdisciplinary), identify the issues and concerns in your academic field which need urgent attention. Indicate how the needs, interests, and concerns of (i) the academy, (ii) Christian students, and (iii) the Christian community, relate to these academic issues. How can/should ICS strategically engage each of these, and with what priority? What benefits or problems for ICS can you anticipate in these engagements?

(c) *Self-Assessment*

Assess your current preparedness through academic training and research for the task to which ICS has appointed you (including research, teaching, and community service). Indicate the strengths and interests you want to continue to develop, and suggest how these can/do contribute to the Institute's mission. Identify areas of scholarship, pedagogy, or service you feel you need to strengthen.

(d) *Development Goals*

On the basis of (a) – (c), outline research goals and professional development goals (e.g. writing or teaching abilities) for the next several years. Indicate how these goals maintain and improve our ability to generate a creative and effective intersection between self-assessment and field-assessment.

(e) *Implementation Plan*

Describe how you plan to meet your development goals, attending to both activities and timelines. Indicate the priority of these activities and how they relate to the broad scheme.

(f) *Resources*

Indicate the resources needed to carry out your plans (e.g. time, money, books, experts, computer facilities), and to what extent these are currently available to you. How can ICS mobilize resources to support your plans? What outside funding agencies could be interested in your plan?

The Academic Plan is submitted to the Academic Council and Senate for approval. The Academic Plan serves as a reference point for assessing annual activity reports, and is an important component of the documentation used in performance reviews.

It is the intention of the Academic Plan to assist Senior Members in taking on the general and specific commitments around research and publication that are part and parcel of every Senior Member's position description.

Two instruments have been developed subsequent to 2012 to help us understand a proper evaluation of research expectations at ICS. In the first instance, there is a document produced by then Academic Dean Doug Blomberg introducing how Boyer research criteria might be used to reconceptualize Senior Member research at ICS. (See [Appendix B](#), "The Boyer White Paper.") A further document has been produced (for the 2017 Senate) that can be used to illustrate what the document immediately above called for. This second document evaluates the relative weight to be given to the research of discovery as opposed to other forms and intents for research to be found in the position of Senior Member in the Philosophy of Arts and Culture. This document made an argument for readjusting the workload division with respect to this position in recognition of what we were at the time expecting of the Senior Member in question (Rebekah Smick). The document tried to identify what types of research were required of the position, where they were to be found within the three workload divisions--teaching/research/community service, and what might be benchmarks of adequacy and excellence with respect to community service and the research it demanded. The hope at the time was that each of the Senior Member positions would undergo a similar review so that Senior Members would be evaluated for what was actually required of them rather than in terms of a default understanding no longer germane to a majority of positions at ICS. The need for such review has only increased in the interim. The document is attached to this Senior Member Handbook as [Appendix G](#), "The 2017 Evaluative Criteria."

- iii. The basic commitment all Senior Members are asked to make is to construct and carry out an Academic Plan that integrates teaching, research (including publication), and community service intentions. These plans and the policies available in the current version of the Senior Member Handbook shall be used, carefully and generously, in any faculty reviews that may be conducted during the academic years 2021-2022 and 2022-2023.

In their next Reflective Practice Report (see Section 8e) each Senior Member shall comment on:

- the most appropriate proportion of their time to be committed to (respectively) teaching, research, and community service
- how they understand their own research responsibilities
- the policies that they would recommend for this section in the next draft of this Senior Member Handbook

In doing so, Senior Members shall refer to the two appendices mentioned in Section 6ciii above, as well as more recent scholarship on faculty evaluation in general and research evaluation in particular.

With reference to these Senior Member comments, the Academic Council shall recommend a further revision of Section 6c (Senior Member research responsibilities) to the ICS Senate, for consideration at the Senate's May/June 2022 meeting for inclusion in the 2023-2024 Senior Member Handbook.

d. How to use the library

The Library Collection

The ICS Library is a 60,000-volume collection centred on reformational and foundational studies, philosophy, philosophy of the disciplines, biblical studies, and the Calvinian tradition, e.g. Groen van Prinsterer, Kuyper, Dooyeweerd, Vollenhoven, and Rookmaaker. It includes the collections of Herman Dooyeweerd, M.C. Smit, Bernard Zysstra and George Vandeveld. There are Dutch materials, dissertations from the Free University in Amsterdam, student papers, theses and papers, and faculty publications.

The library acts as a central repository for ICS Senior and Junior Member publications and presentations. Senior and Junior Members are encouraged to submit their journal articles and presentations into the ICS Institutional Repository (<https://ir.icscanada.edu>). The ICS catalogue is now entirely integrated into the University of Toronto Library catalogue (<https://onsearch.library.utoronto.ca>). Senior and Junior Members, both on-campus and distance, with valid University of Toronto credentials may use the University's libraries, borrow books, and access e-resource indexes and journals.

Due to space restrictions, the library collections are currently housed in two locations. Monographs and journals pertaining to ICS courses are located in the main library at 59 St. George Street, in the basement of Knox College. The majority of the library collections—including older journal titles, monographs, rare books, and archival materials—are located at 625 Concession Street, Hamilton, ON. It is recommended that you make an appointment with the librarian if you need to do research at the Hamilton location.

Mission Statement

The mission of the ICS Library is to serve the research needs of ICS Senior and Junior Members and staff by acquiring materials in appropriate and sufficient quantity, depth and diversity to support teaching and research in the subject areas of the curriculum. Because of the uniqueness of the Institute's focus on foundational and interdisciplinary studies in a

Christian perspective, we also recognize the importance of maintaining an archive of relevant materials for use by those outside our community.

Loan Categories

The ICS Library supports ICS Senior and Junior Members, adjunct faculty, Toronto School of Theology Junior Members taking ICS courses, and other Junior Members at the University of Toronto. In order to maximize access to information resources, the following loan categories and loan periods are in place. These are harmonized with the University of Toronto system so patrons may have slightly different privileges depending on their relationship with U of T:

CATEGORY	LOAN PERIOD
Regular Materials <i>(such as books)</i>	2 weeks (14 days) with two renewals (14 days each)
Reserve Materials <i>(usually for courses currently in session; they can be found on a reserve shelf towards the front of the library)</i>	Required reading materials may be borrowed for 24 hours; Recommended reading materials may be borrowed for 5 days
Reference Materials <i>(journals, special collection items, including non-catalogued materials and tapes)</i>	Not available for loan; can be consulted in the library
Long-Term Loans	Requests for long-term loans should be negotiated with the librarian

Borrowing Policy

All materials leaving the ICS Library for any reason must be checked out by library staff, or in their absence by an available ICS staff member.

Priority is given to ICS Senior and Junior Members or staff. Faculty members and Junior Members from the Toronto School of Theology and the University of Toronto may also borrow ICS library materials, at the discretion of ICS staff. Special borrowing privileges may be extended to other clients. If an item is available at a University of Toronto library, staff may recommend that library to outside users, since larger libraries have more resources to accommodate outside users.

Borrowed materials must be returned directly to the library. In the event the Library is closed, materials may be left in the administration area of ICS.

Note: If requested by another user (after the initial 14 days), the item must be returned to the ICS library.

Overdue Policy

The prompt return of all materials is strongly encouraged, in order to ensure that all members of the ICS community have equal access to materials. Borrowers are responsible for returning loan items by closing time on the due date. Since ICS integrated its catalogue with the University of Toronto, fines will automatically be applied by the U of T system. ICS users will be notified via the U of T email address associated with their UTORid account.

Fines

ICS items are subject to the University of Toronto Libraries fine scale. Library privileges are withheld when an item on your account is more than 14 days overdue or your fines and/or fees reach \$25.00 or greater.

Should you fail to return your items on time, fines will be incurred as follows:

Type	Fine
Regular books or media	\$0.50 per day per item
Course reserves & short-term loans	\$0.50 per hour per items
Recalled items	\$2.00 per day per item

Lost Items

Fees for lost and damaged items are charged to cover the cost of replacing or repairing the item. Additional fees could be charged depending on the situation.

Items which are not returned within 42 days of the due date will be deemed lost, and a lost fee will be assigned.

Returning items in a damaged condition will result in damaged item fees.

Fees	Cost
Lost book or media	\$145.00 per item
Lost bound journal	\$245.00 per item
Damaged item repair fee	\$45.00 per item

To dispute fees, contact the library from which the item originated.

Bibliographic Instruction

The librarian will introduce the library collections, policies and guidelines to new Junior Members during orientation week. Each course syllabus (located online on the ICS website) will indicate library resources pertaining to the course, unless materials are supplied via Google Classroom. Junior Members are encouraged to seek the assistance of the librarian when they have difficulties in locating pertinent resource materials or in formulating their research strategy for electronic or print indexes.

Inter-library Loans

In the event that a resource is not available through the ICS or U of T libraries, you may request inter-library loans through the librarian. Inter-library loan costs generated by the loaning libraries may be charged to you. It may take up to 2 to 3 weeks for books to arrive, however periodical articles are normally received within 1 week. The period may be longer if material is requested from another country.

Internet Access

The library has a computer available for Junior Member use, with access to the internet and printing. Junior Members can use the library computer to access library catalogues or any other Internet resources related to research. There is also study space for Junior Members to bring their own devices.

Junior Member Theses

Upon completion of their thesis defense:

Each Junior Member will deposit two paper copies and one electronic copy (.pdf) of their thesis with the Librarian. Two copies will be bound for the library thesis collection, while the electronic copy will be uploaded to the ICS Institutional Repository. Once the thesis is in the repository it will be harvested by the Library and Archives Canada (LAC) for the Theses Canada Portal.

An abstract must accompany each thesis. An abstract for a Master's thesis should be no more than 150 words, and an abstract for a Doctoral dissertation should be no more than 350 words.

Junior Members must also sign the LAC Theses Non-Exclusive License and the ICS Theses Non-Exclusive License Form to grant permission for their thesis to be archived. These documents should be deposited with the Librarian.

e. Research funding

ICS supports Senior Member research and publication in a number of ways.

- i. ICS is committed in principle to providing sabbatical support for Senior Member research, subject to financial and other constraints.

Sabbaticals

Eligibility and Timing

Senior Members are eligible for a full year's sabbatical after six years of service, or a half-year sabbatical after three years of service.

Year-long sabbaticals normally coincide with the academic year, but may be arranged to coincide with the calendar year if this is preferable. In addition, a Senior Member may request approval from the Academic Council to be excused from their normal administrative and community service responsibilities during the summer months immediately preceding or following the sabbatical period.

Notwithstanding chronological eligibility for sabbatical leaves, no more than two Senior Members may be on sabbatical at any one time. Ordinarily, full-year sabbaticals will have priority.

Approvals Procedure

Sabbatical proposals must be approved by the Senate no less than nine months prior to the academic year in which the sabbatical is to commence. Proposals must first be vetted by the Academic Council. The deadline for the submission of sabbatical proposals is October 1.

The sabbatical proposal should be consistent with the Senior Member's foundational teaching and research assignment, and should build on the Senior Member's ongoing research as outlined in their academic plan.

Structure of Sabbatical Proposals

The sabbatical proposal must attend both to the work envisaged, and adequate provision for the needs of Junior Members during the sabbatical period:

A. Work Proposal

An outline of what is to be undertaken during the sabbatical. Sabbatical projects may include the completion of work already begun, beginning research into a new area, a new initiative or basic reading within one's current area, or any combination thereof. This part of the proposal includes:

- a short description of the proposed work (2-3 sentences)
- background
- main objective(s)
- preparation for the proposed work (a move into a completely new area of research must be identified and justified)
- research strategy
- relationship and relevance to ICS's mission and programs
- relevance to the Christian community at large
- probable location
- grant applications
- expected publication of results

B. Staffing Implications

This part of the proposal addresses plans for attending to the needs of Junior Members during one's absence, and includes:

- an assessment of the needs of the Senior Member's own Junior Members
- an assessment of the needs of other Junior Members for whom the Senior Member has curricular responsibility. (The desire of a Junior Member to take a particular course during the sabbatical year will only be elevated to "need" if their program would be delayed by not doing so.)
- the extent to which the needs enumerated above can be satisfied in the year prior to the proposed sabbatical
- the extent to which papers and theses can be arranged so that the bulk of related supervision falls in the summers immediately preceding or following the proposed sabbatical
- the nomination, with grounds, of another Senior Member who can address any unmet needs of one's Junior Members

Institutional Provision for Junior Member Needs during Sabbatical Leaves

ICS recognizes that Junior Members need ready access to supervision and advice during a mentor's sabbatical. Senior Members shall continue to bear thesis and dissertation supervisory responsibility during their sabbaticals.

Sabbatical Report

A report detailing sabbatical activities and accomplishments must be submitted to the Academic Council and Senate, not more than six months after completion of the sabbatical leave.

The report should include the Senior Member's assessment of the degree to which their sabbatical goals were fulfilled. It is also to include an assessment of the sabbatical project in relation to the Senior Member's academic plan, with emergent proposals for its revision.

- ii. ICS also supports Senior Member Research by granting Academic Leave of Absence in appropriate circumstances. The current policy on Academic Leave of Absence is provided immediately below:

Academic Leaves of Absence

Senior Members who are offered a paid temporary appointment at another academic institution, or a paid temporary position directly related to their field of teaching and research, may apply for an unpaid leave of absence from the Institute. Application is made to the Academic Dean, who will forward the request with their recommendations to the Academic Council and Senate for approval.

The Institute recognizes that an academic leave may provide an important avenue for the development of a Senior Member's research/teaching, and for the enhancement of ICS's contribution to and recognition in the wider academic community. In granting an academic leave, the Institute must balance these benefits against the challenges of accommodating the normal cycle of sabbaticals, and the need to provide a full and credible academic program.

The following considerations will apply:

Length of Academic Leaves

Academic leaves are normally not to exceed one academic year (September through August).

Provision for ICS Program during the Leave

A strong consideration in granting the leave will be the availability of a qualified replacement for the Senior Member in question during the leave period. The replacement will normally not be paid more than the Senior Member's regular salary for the leave period.

Mutual Impact of Academic Leaves and Sabbatical Eligibility

The period of leave will not necessarily be counted toward the Senior Member's eligibility for an ICS sabbatical.

Normally a Senior Member will not be eligible for a year-long leave in the two years before or after a full-year sabbatical. This period of non-eligibility will be halved in the case of half-year leaves and half-year sabbaticals.

Where the conditions of a leave duplicate the purposes of a Senior Member's sabbatical, the Academic Dean may recommend to the Academic Council that the academic leave be deemed to take the place of all or part of the sabbatical.

- iii. ICS also supports Senior Member research by funding Research Assistantships for pedagogical reasons, to be sure, but also as a support to the Senior Member supervisor's research. The requisite policy is included below:

Research Assistantships

Each full time Senior Member is entitled to one ICS-funded graduate Research Assistant annually, subject to the availability of funding in the Board-approved budget. Additional assistance may be available for those with heavy mentoring loads or major manuscripts nearing completion. External research grants which provide for research assistance will be used to fund additional positions.

Position Description

Research Assistants work closely with the Senior Member to whom they are assigned. They may work a maximum of 85 hours per academic year (no more than 10 hours per week), and their duties may include:

- research related to a section or aspect of a course or publication
- suggestions for and review of readings for a course or Senior Member publication
- compilation of bibliographies
- preparation of course materials
- presentation to a class based on the research
- participation in class sessions

Research Assistantships are to promote a Junior Member's academic development, and ought not to be purely clerical in nature.

Senior Member Project Proposals

Senior Members who want a Research Assistant must submit a proposal to the office of the Academic Dean no later than April 1 of the preceding academic year. Project proposals should include:

- the name of the Senior Member
- the nature of project to be undertaken
- the total number of hours and time frame for completion
- required qualifications

Selection Procedure

The Academic Registrar administers the selection process.

Approved projects are posted no later than September 15, with a deadline for Junior Member applications. Senior Members meet by the end September to review applications and award positions. In addition to an applicant's special qualifications, the following criteria come into play:

- any full time Junior Member in the required phase of their program is eligible for appointment
- the research interests of the applicant ought ideally to match the project
- when there is a surfeit of applicants, priority is given to Junior Members at the most advanced level of study.

All candidates are informed in writing by the Academic Registrar of the decision of the faculty.

Remuneration

Each Research Assistant is to keep a timesheet, available from the Academic Registrar, and to submit their hours to the supervising Senior Member for verification.

- iv. Faculty are encouraged to pursue research and publication grants, and to support one another with respect to publication projects and strategies.
- v. A Senior Member who has an important piece of work in near or full manuscript form may seek release-time from some or most other duties in order to bring the work to completion. they may also request additional research assistance for this purpose. This policy may be invoked by the Senior Member in question.
- vi. ICS also supports Senior Member research and the dissemination of research results by means of an annual Academic Allowance. (See Section 4g above.)

f. Research evaluation

ICS includes research and the dissemination of research results as an integral part of Senior Member performance review.

- i. In all performance reviews Senior Members will be asked to demonstrate “a productive program of research” (see Section 4h1 above).
- ii. In Re-appointments before Continuing Appointment a Senior Member must be “on track to build a solid record in research and publication” (see Section 4h2 above).
- iii. The Continuing Appointment Review shifts the focus of research and publication from promise to an appropriate level of achievement mixed with a deepening of promise, involving research that “leads to the advancement of knowledge through contributions of an original nature ... evidenced primarily, but not exclusively, by published work.” This leads to a benchmark for competent production of scholarly research and publications: “Given the importance of quality, and the diversity of venues and fields in which faculty publish, no precise and detailed quantitative criteria can be given. A standard of competence would be at least one high quality and refereed article published per year on average (or the equivalent), accompanied by other forms of written and oral publication on an annual basis. Excellence would require in addition a monograph sized and peer reviewed publication every five or six years.” (See Section 4h3 above).
- iv. Promotion to the status of full Professor involves a review in which the accent falls wholly on the side of professional achievement. Achievement is further defined as involving “both the quality and the reputation of the candidate’s scholarship and teaching. Successful candidates for promotion to Professor exercise leadership in their fields of interest. They are expected to have established a wide reputation, to be deeply engaged in scholarly work, and to have shown themselves to be effective teachers. These are the main criteria, and assessment for them includes an external review of publications.” (See Section 4h5 above).
- v. Senior Members undergo an annual performance review in addition to the periodic performance reviews from which information on evaluating Senior Member research has been excerpted above. “Annual performance reviews are based on the Senior Member’s annual Reflective Practice Report. They are collegial occasions undertaken within the Academic Council.” (See Section 4h6 above and 8e below).

Section 7: How do we do community service?

Senior Members are expected to contribute their time and effort to community service, especially in ways which relate to their service to ICS, and its ministry to the Christian and wider community.

Community service first of all means work on Academic Council, ICS committees, and other aspects of administration, governance, and community life at ICS. Secondly it means contributions to academic, educational, ecclesiastical, and civic organizations beyond the walls of ICS that further the scholarly goals and educational mission of ICS. In terms of ICS's formal expectations of Senior Members, it does not include general service to the community that is unrelated to the candidate's scholarly or teaching activities, however praiseworthy such service may be.

In particular, Senior Members are expected to attend major academic conferences sponsored by ICS whose themes cross disciplinary boundaries. Participation in conferences and seminars with a narrower focus is required only if such participation will benefit a Senior Member's teaching and research. All Senior Members are expected to attend the Scripture, Faith, and Scholarship Symposium, and to participate in related activities.

Senior Members are also strongly encouraged to attend part or all of major community events sponsored by ICS, and to participate in either administrative tasks or contribute with a workshop or similar assignment. Such community events are an integral part of the public outreach of ICS, and the participation of faculty is understood to belong to the community service they are expected to render as part of their employment. Faculty are not eligible for additional remuneration for their participation or leadership in ICS-sponsored events.

In addition, it is recognized that ICS's understanding of itself as an academic institution includes a much more robust notion of community service than would normally be expected of graduate educators, as well as a broadened conception of the scholarly calling and thus of scholarship (including teaching). It is appreciated, for example, that different kinds of academic writing such as that published in venues with a broader audience than scholarly journals and books deserve adequate acknowledgment. Efforts at public outreach merit appropriate recognition, with contributions to the ICS CPRSE podcast Critical Faith as a prioritized instance.

Community service activities (as defined above) merit consideration in the annual Reflective Practice Report (see Section 8e below).

Section 8: Senior Members, Academic Administration, and Academic Governance

a. The Academic Council

- i. The Academic Council recommends academic policy to the ICS Senate by means of an annual review of the Senior Member Handbook and the Junior Member Handbook by the end of the Fall term, in response to motions on academic policy from members and committees of the Academic Council, and otherwise at the request of the Senate. All motions shall be brought to the Academic Council in writing, with grounds, and shall require a seconder unless brought by a committee. Motions shall be provided to the Academic Dean (as Secretary of the Academic Council) by no later than ten days before the Academic Council meets, for inclusion in the agenda and dossier for the meeting.
- ii. The Academic Council monitors the application of academic policy by means of an annual review of a compliance report from the Academic Dean with regard to the previous academic year by the end of the Winter term and with reference to the Senior Member Handbook and the Junior Member Handbook, and by receiving occasional reports from the President, Academic Dean, Academic Registrar, Librarian, and the Director of the Centre for Philosophy, Religion, and Social Ethics, or their delegates.
- iii. The Academic Council recommends candidates for academic appointment to the Senate, following the procedures specified in the Senior Member Handbook and Senate Handbook (with regard to which, see Sections 2b, 2c, and 3 above).
- iv. The Academic Council recommends courses and certificates for approval by the Senate, on the advice of the Academic Council's Educational Policy Committee. Any instructor may propose a course to the Academic Council, using a template provided by the Academic Registrar. Certificates shall be proposed by the Academic Dean or by the director of a program of instruction (for the time being, the MA-EL and the MWS-ART).
- v. The Academic Council elects Senior Member and Junior Member representatives to the Senate, as specified below (Section 8d).
- vi. The Academic Council serves as a forum for mutual encouragement in the scholarly life by means of an annual review of Reflective Practice Reports from Senior Members with regard to the previous academic year by the end of the Winter term, as specified below (Section 8evi).
- vii. The voting members of the Academic Council are the President, the Academic Dean, the Senior Members of ICS, two Junior Member representatives (as specified in the Junior Member Handbook), the Academic Registrar, the Librarian, and the Director of the Centre for Philosophy, Religion, and Social Ethics. The meetings of the Academic Council are open for observation to all the Junior Members, instructors, and staff of the ICS, as well as to the ICS Senate and Board of Trustees, by prior arrangement with the Chair. However, other than at the invitation of the Chair or as a reporting delegate (as mentioned in Section 8aⁱⁱ above), only members of the Academic Council are to speak in its meetings.
- viii. A quorum requires the presence of the Chair of the Academic Council, the President, the Academic Dean, at least one other Senior Member, and at least one Junior Member representative.
- ix. At its first meeting during the Fall term the Academic Council shall elect a Chair for the following twelve months from among the Senior Members (excluding the President and Academic Dean). The Academic Dean shall serve as the Secretary of the Academic Council and in that capacity shall draft an agenda and assemble a dossier of documents for distribution to members of the Academic Council at least one week ahead of each meeting. The Academic Dean shall maintain an online archive of Academic Council documents, open for reference to all the Junior Members, instructors, and staff of the ICS, as well as to the ICS Senate and Board of Trustees. Voting members of the

Academic Council (with the exception of the Chair) shall take turns to serve as the Scribe of the Academic Council on a rota that shall carry over from year to year, with the addition of new members at the end of the rota.

- x. The Academic Council shall meet on the fourth Monday of each month during the Fall and Winter terms of the Academic Year and more often (as convened by the Chair at the advice of the Academic Dean) if required for the timely completion of its work.

b. The Educational Policy Committee

- i. The Educational Policy Committee is a standing committee of the Academic Council and advises the Academic Council with regard to curricular and pedagogical policy by means of an annual review of the sections of the Senior Member Handbook and the Junior Member Handbook devoted to these matters by the end of the Winter term, after which its chair shall deliver a written report to the Academic Dean for inclusion in the September dossier of the Academic Council. For the purpose of this review the EPC shall annually survey all current Junior Members and instructors of the ICS (with the assistance of the Academic Office) with particular reference to the extent to which curricular and pedagogical policy is experienced as being aligned with the Mission Statement, Basis, Educational Creed, and Academic Policy Criteria, and invite further comment on the experience of academic life at the ICS.
- ii. The EPC assists the Academic Council in its recommendation of courses and certificates for approval by the Senate. The Academic Council shall refer all course and certificate proposals to the EPC for review in terms of the academic policies established in the Junior Member Handbook and Senior Member Handbook, and with particular reference to the Mission Statement, Basis, Educational Creed, and Academic Policy Criteria. The EPC shall recommend courses and certificates for approval by means of motions to the Academic Council recorded in the Minutes of the EPC.
- iii. The voting members of the EPC are the Chair of the Academic Council (who shall serve as the Chair of the EPC), the Academic Dean, the Academic Registrar, the Librarian, the Director of the MA-EL Program, one other Senior Member (other than the President), and one Junior Member (as specified in the Junior Member Handbook). A quorum requires the presence of the Chair, the Academic Dean, and at least two other voting members of the EPC.
- iv. The Academic Dean shall serve as the Secretary of the EPC and in that capacity shall draft an agenda and assemble a dossier of documents for distribution to members of the EPC at least one week ahead of each meeting. The Academic Dean shall maintain an online archive of EPC documents, open for reference to all members of the EPC and Academic Council. Voting members of the EPC (with the exception of the Chair) shall take turns to serve as the Scribe of the EPC on a rota that shall carry over from year to year, with the addition of new members at the end of the rota.
- v. The EPC shall meet on the second Monday of each month during the Fall and Winter terms of the Academic Year and more often (at the request of the Chair and at the advice of the Academic Dean) if required for the timely completion of its work.

c. Other Committees

The other standing committees of the Academic Council are the Academic Program Review Committee (with regard to which see Section 3a above) and the Library and Scholarship Committee (LSC). The LSC consists of the Librarian, the Academic Dean, one Senior Member representative, and one Junior Member representative. The representatives each serve for a term of one year, with their election taking place annually (and no later than ten days before the first Fall term meeting of the Academic

Council), as organized by the Academic Dean. The LSC advises the Academic Council on matters of policy having to do with access to library (and other research) resources, and is convened by the Librarian as needed (but no less often than once a year). The Librarian serves as the Chair of the LSC, and the representatives take turns to serve as the committee's Scribe.

Also see Section 4 on Reappointment Committees.

From time to time, as needed, the Chair of the Academic Council may establish ad hoc committees to advise the Academic Council on matters within the mandate of the Academic Council but outside the mandate of the EPC, LSC, Academic Program Review Committee, or Reappointment Committee. Such committees shall be guided by the academic policies of ICS and shall furthermore be constituted and operate on terms established by the Chair with the approval of the Academic Council as indicated by a vote.

Note that Search Committees and Status Review Appeal Committees are Senate committees, not committees of the Academic Council.

d. The Senate

The President and Academic Dean serve as voting members of the ICS Senate by virtue of their offices. In addition, two Senior Members other than the President and Academic Dean are elected to serve as voting members of the ICS Senate every year. All Senior Members are eligible both to serve in these positions and to vote in the election of these representatives. The election is conducted annually by the Chair of the Academic Council at the start of the Fall term in a meeting of all Senior Members. The term for these two Senior Member Senators is for the twelve months from their election.

e. The annual Reflective Practice Report

- i. As mentioned in 8avi above, the Academic Council serves as a forum for mutual encouragement in the scholarly life by means of an annual review of Reflective Practice Reports from Senior Members with regard to the previous academic year by the end of the Winter term. These Reflective Practice Reports replace the former faculty activity reports.
- ii. Senior Members shall take time during the Summer of each academic year to reflect on their practice as scholars. At the start of the Fall term of each academic year, and no later than ten days before the first Fall meeting of the Academic Council, every Senior Member shall submit a report on these reflections to the Academic Dean for inclusion in the dossier of the meeting.
- iii. The key concern of the Reflective Practice Report shall be what the Senior Member has learned and/or how the Senior Member has developed in their practice of integrally Christian scholarship during the previous academic year, with particular reference (although not necessarily limited) to their teaching, research, and community service. Beyond this requirement the content, format, scope, and length of the report shall be at the discretion of the Senior Member.
- iv. Each Senior Member shall attach three appendices to their Reflective Practice Report: an updated curriculum vitae (based on the Ontario Council of Graduate Studies format), an annual activity report, and an academic plan (with regard to which, see Section 6cii).
- v. Senior Members who want to maintain or pursue approval by the Toronto School of Theology for the purposes of teaching cross-listed courses and/or participation in graduate supervisory committees, must include in their plan a self-assessment of the

extent to which they will maintain a research profile and secure peer reception adequate to the requirements of the TST during the period of their plan, with explicit reference to these requirements as stated in the TST Assessment of Graduate Status Form (included as [Appendix I](#) of this handbook) and the Request for TST Approval of Cross-listing of Faculty (included as [Appendix J](#) of this handbook).

- vi. The Academic Council shall allow generous time during its meetings in the Fall and Winter terms for the affirming reception, critical evaluation, and collegial celebration of the Reflective Practice Report of each Senior Member (preferably at the pace of one report per meeting), and shall use these as occasions for communal reflection on the practice of integrally Christian scholarship at ICS. These conversations constitute the annual performance review mentioned in Section 4h (6.2). The Chair of the Academic Council shall write, or shall ask the Academic Dean to write, a celebratory commendation of each Senior Member after the discussion of their Reflective Practice Report, for attachment to the Minutes of the Academic Council.
- vii. The Senate shall receive the Reflective Practice Reports of Senior Members, along with their appendices and celebratory commendations, as part of the proceedings of the Academic Council, for consideration and celebration by the Senate in its May/June meeting. As specified by the Senate Handbook, the Chair of Senate shall designate an external Senator to write a further celebratory commendation of each Senior Member in response to their Reflective Practice Report, for attachment to the Minutes of the Senate.

f. The Academic Dean

The primary responsibility of the Academic Dean, as Chief Academic Officer of ICS, is to ensure the administrative maintenance of an institutional ethos of academic hospitality in accordance with the academic policies articulated in the Senate Handbook, Senior Member Handbook, and Junior Member Handbook. With this responsibility in mind the Academic Dean has the authority to ensure that Senior Members and Junior Members are afforded the institutional support needed to respond to their vocation as scholars, in accordance with these policies, in alignment with the institutional strategic plan proposed by the President and approved by the Board of Trustees and the academic plan proposed by the Academic Dean and approved by the Senate, and within the constraints established by the policies, budgets, and other decisions of the Board of Trustees, in addition to such responsibilities and authority as are further specified in these policies or afforded to the Academic Dean by the President.

Section 9: Where do I find the rest of ICS's policies?

The academic policies of ICS are contained in this Senior Member Handbook, read together with the Junior Member Handbook and the Senate Handbook. Starting in the academic year 2020-2021, each of these handbooks is reviewed and updated annually by the ICS Senate on the advice of the ICS Academic Council. The Senate-approved versions of all three academic policy handbooks are maintained by the Academic Office and are available in the Google Drive folders of the Academic Dean to anyone with an ICS email address. The version of the Junior Member Handbook most recently approved by the ICS Senate is published on the ICS website.

a. The Junior Member Handbook

The ICS Junior Member Handbook is one expression—along with this Senior Member Handbook and the Senate Handbook—of the rule of life of the Institute for Christian Studies as an interdisciplinary graduate school where the gospel's message of renewal shapes our pursuit of wisdom (as we say in our Mission Statement) and where Members can bring their whole being to bear on their scholarship (as we say in our Academic Policy Criteria). The Junior Member Handbook is written to welcome Junior Members into the life of our school and to guide them in their contributions to our life as an academic community.

b. The Senate Handbook

The Senate Handbook includes the Acts of the Ontario Legislative Assembly in terms of which ICS has its charter to grant degrees, the By-laws of ICS (which include the ICS Educational Creed), and the ICS Academic Policy Criteria, as well as the policies in terms of which the Senate conducts its own business.

c. What do we do when we don't have a policy for something?

i. Discretion

In the absence of a policy (documented in the most recently Senate-approved versions of the Senate Handbook, Senior Member Handbook, or Junior Member Handbook) concerning an academic matter, Senior Members are invited to exercise their own good judgment in accordance with the Mission Statement, Basis, Educational Creed, and Academic Policy Criteria of ICS.

ii. Exceptions

The Academic Dean may allow exceptions to academic policy with the agreement of the parties concerned and in accordance with the Mission Statement, Basis, Educational Creed, and Academic Policy Criteria of ICS. Such exceptions shall be communicated by the Academic Dean in writing by email to the parties concerned and the latter shall confirm their agreement to the exception by return email to the Academic Dean, with all of the correspondence copied by email to the Academic Registrar.

iii. Disagreement

In the event of a disagreement on an academic matter, in the absence of a policy (documented in the most recently Senate-approved versions of the Senate Handbook, Senior Member

Handbook, or Junior Member Handbook), and in a situation where a decision cannot be deferred until after the next revision of academic policy, the Academic Dean (in consultation with the Chair of Senate) shall issue a decision. The Dean's decision shall be conveyed in writing by email to the parties concerned and shall also be reported to the Academic Council in writing (by inclusion in the agenda and dossier for the next regular meeting of the Academic Council). The Academic Council shall consider if and how to revise academic policy with regard to the matter concerned, while the Dean's decision shall stand until the Senate approves any related revision in academic policy recommended by the Academic Council. The parties to the disagreement may address the Academic Council on the matter in writing by email (submitted to the Academic Dean for inclusion in the relevant Academic Council meeting dossier).

iv. New policy and policy revision

Any voting member or committee of the Academic Council may propose a new policy or a policy revision for inclusion in the Senior Member Handbook and/or Junior Member Handbook by means of a written motion with grounds to the Academic Council, with a view to eventual consideration by the Senate. Junior Members not currently serving on the Academic Council shall make such proposals through the Junior Member representatives on the Academic Council.

Section 10: Dooyewords²⁰: An ICS Lexicon

59 St. George: the street address of the ICS

Academic Council: the Academic Council (AC) is a representative body of Senior Members, Junior Members, and academic officers that works on the academic policies of the ICS

ad hoc committee: you will at some point during your time at the ICS be drafted by the Academic Council to serve on an ad hoc committee to help address an issue that is not in the remit of the EPC

Bib Found: Biblical Foundations, one of the foundational courses required of all ICS Junior Members

Course Reserve: library items that are required or recommended reading for current ICS courses and to which, as a result, limited lending rules apply; Course Reserve items can be found in the front stack in the ICS library

CPRSE: the Centre for Philosophy, Religion, and Social Ethics enables and supports research at the ICS

Critical Faith: the weekly podcast of the CPRSE

CSL: The Canada Junior Member Loans Program provides repayable loans and non-repayable grants to help Canadian Junior Members pay for their post-secondary education

EPC: the Educational Policy Committee is a committee of the Academic Council with particular responsibility for the drafting of academic policy and the review of curriculum

FAFSA: the Free Application for Federal Junior Member Aid form used by American Junior Members to apply for federal financial aid for graduate school

FAO: financial aid officer; this can refer to either the Director of Finance or the Registrar

FICS: Friends of ICS, and independent non-profit in the USA that has as part of its mandate financial support to the ICS

foundations course: While most courses at ICS will attend to foundational issues in relation to their subject matter, a foundations course is foundational for a program of study (such as the ICS MA, MWS, PhD). Consequently, such courses are program requirements.

grade notch: A grade notch is the difference between, for example, an A and an A+, or between a B- and a B.

Ground Motive: the blog of the CPRSE

hinge-issues: Attending to “hinge-issues” has long been part of how ICS has articulated its aims. The *Academic Calendar* of 1995/97 states: “ICS strives to make a strategic contribution to this reintegration [of human life, culture, and learning] by concentrating its scholarly efforts on *issues which are the hinges on which understandings of reality turn*” (p. 19, emphasis added; cf. the reference to “issues upon which the doors of understanding hinge” in the *Academic Calendar* of 2001–2002, p. 16). The *Graduate Bulletin* of 2004–2005, in its section on “Our Convictions,” further elaborates as follows: “ICS promotes an interdisciplinary approach. In order to attend to the trace of spiritual struggle, we work to identify the *hinge* issues in and across the humanities and the social sciences. *These hinge issues and ideas are the pivotal questions from which the doors of our understanding hang, swinging open and shut.* When exploring these issues in conversation with the leading figures and movements, both contemporary and historical, we can see clearly what ideas shape life in conformity with the Christ revealed in scripture” (p. 9, second emphasis added). Also see Section 5, above, in the footnotes to the introduction to the MA and PhD programs.

IDS: the interdisciplinary seminar, a communal element of scholarly life at ICS

IR: the Institutional Repository, the digital collections of the ICS

ISP: the International Junior Member Program of the Ontario Ministry of Colleges and Universities grants postsecondary institutions the status as a Designated Learning Institution for the purposes of the Immigration and Refugee Protection Act 2001 and Regulations

²⁰ hapax legomenon (Ronald A. Kuipers, personal communication, March 5, 2020)

Junior Member: A Junior Member is an MA, MA-EL, MWS-ART, or PhD Junior Member at the ICS who pursues Christian scholarship in conjunction with Senior Members. Also see Section 1, above.

Knox: a seminary of The Presbyterian Church in Canada, Knox College is a federated college of the University of Toronto, a founding member of the Toronto School of Theology, and the hosts of the ICS at 59 St. George

LSC: the Library and Scholarship Committee is a committee of the Academic Council with particular responsibility for drafting policies with regard to library and archival collections

MA-EL: the educational leadership stream in the ICS MA (philosophy) program

Mentor: the Senior Member assigned to assist a particular Junior Member through their program at ICS

MWS: the Masters in Worldview Studies, a degree program ICS offers in terms of its charter from the Legislative Assembly of Ontario

MWS-ART: the Art, Religion, and Theology stream in the ICS MWS

NSLDS: the National Junior Member Loan Data System (NSLDS) is the United States Department of Education's central database for Junior Member aid

OSAP: the Ontario Junior Member Assistance Program (OSAP) is a financial aid program of the Canadian province of Ontario

REB: the Research Ethics Board of the ICS

Ref Phil: Reformational Philosophy, one of the foundational courses required of all ICS Junior Members

Senior Member: an ICS faculty member

SFS: the CPRSE's biennial Scripture, Faith, and Scholarship Symposium

SSHRC: the Social Sciences and Humanities Research Council of Canada is a Canadian federal research-funding agency that promotes and supports post-secondary research and training in the humanities and social sciences; it is one of three major federal granting agencies that together are referred to as 'the tri-council'

The Academic Office: the Academic Dean and the Registrar

The Breezeway: the most beautiful part of Knox

The Common Lounge: the Knox kitchen and lounge, open for use to the ICS

The ICS: the Institute for Christian Studies

The Learning Studio: a small space in the Lower Level of the academic wing of Knox, used by the ICS for classes and meetings

The Lower Level: the part of Knox in which the ICS is situated

The Rotunda: the entrance atrium of the academic wing of Knox

The Undergraduate Workshop: an annual academic workshop ICS offers to undergraduate Junior Members

TST: the Toronto School of Theology is an ecumenical centre for graduate-level theological education affiliated with the University of Toronto, comprised of seven member colleges in the Roman Catholic, Anglican, and Reformed traditions and four other affiliated institutions

Unit: One "unit" equals one semester course of 13 three-hour sessions or its workload equivalent. In a calculation of "credit hours" which is based on the number of hours of class-time per week in a semester-length course, one "unit" equals three "credit hours" and the entire program encompasses 42 "credit hours". Also see Section 5, above, in the footnotes to the introduction to the MA and PhD programs.

UofT: the University of Toronto

Section 11: Appendices

Appendices still to be included. Here is a link to [the appendices in the 2021-2022 Senior Member Handbook](#).