FACULTY EVALUATION, PROMOTION & TRANSITION

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God’s Bible School & College

2020 ABHE Annual Meeting
CAO Forum
CENTRALITY OF CORE FACULTY

● Getting people already on the bus into the right seats
● Helping people thrive
● “The most important decisions of your career”

FACULTY IN BIBLICAL HIGHER EDUCATION

Recruiters ● Future-shapers ● Ministers ● Collaborators
FACULTY AND THE CHIEF ACADEMIC OFFICER

- Faculty as future administrators
- Faculty as our “front line”
- CAOs responsible for faculty quality, qualifications, development
- CAO as pastor-leader for faculty

22%

Percentage of provosts who view their institutions as “very effective” in recruiting and retaining talented faculty
DEVELOPING AN APPOINTMENT PROCESS THAT REFLECTS INSTITUTIONAL CULTURE AND PROMOTES CONTINUOUS IMPROVEMENT

- Practice vs. documented process
- Create and maintain
- Build a system that (out)lasts
- Tension: clear enough on its own, minimal enough for institutional evolution

PROCESSES
SAMPLE FACULTY APPOINTMENT POLICIES

- George Fox University
- Cornell University (massive)
- U of Washington Human Centered Design & Engineering (for part-time lecturers)
- Calvary University (ABHE institution)
- SUM Bible College and Theological Seminary (ABHE institution)

GUIDING QUESTIONS FOR PROCESS DEVELOPMENT

Who?  What?  How?
CRAFTING AND EXECUTING A GOOD FACULTY DEVELOPMENTAL EVALUATION PROCESS

CRAFTING: EVALUATION

- Evaluation includes judgment, not just assessment
- Faculty culture and evaluation
POSSIBLE EVALUATION TENSIONS

<table>
<thead>
<tr>
<th>Organizational Element</th>
<th>Collegium</th>
<th>Bureaucracy</th>
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</thead>
<tbody>
<tr>
<td>Authority</td>
<td>Expert, decentralized, emanates from discipline and expertise</td>
<td>Legitimate, centralized, emanates from the position</td>
</tr>
<tr>
<td>Goals</td>
<td>Ambiguous, changing, and contested</td>
<td>Unified</td>
</tr>
<tr>
<td>Purpose</td>
<td>Teaching, research, and service</td>
<td>Achieve organizational goals and maintain standards of performance</td>
</tr>
<tr>
<td>Change</td>
<td>Change adverse</td>
<td>Use change as a way to achieve institutional goals</td>
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</tbody>
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Manning, 2013, p. 36

EVALUATION: STRUCTURE

- Supervisor, 360 degree, combination
- Self-evaluation: always present
- SurveyMonkey 360-degree template
  (360-degree criticism and praise)
EVALUATION: METRICS

- Prairie College’s 4Cs Performance Review
- Teaching, research, service
- Enlow’s 5 key areas: “self-awareness, scholarly currency, interdisciplinary engagement, teaching and learning proficiency, and biblical/theological worldview integration”
- Enlow on inquiry-based faculty evaluation

EVALUATION: DEVELOPMENTAL

- Direction and flavor
- Coaching approach to evaluation
- Primacy of individual over institution
- Power and authority
- Standards, gaps, vision, formation
EVALUATION: CYCLES AND PROCESS

- Development implies cycles
- Coaching and frequency
- Process: philosophy, modeling, training, documentation

IMPLEMENTATION

When?

Who?

How?
EXECUTION AND CULTURE

Moving toward a relational culture

Group meetings ● Shared food ● 1:1 meetings

FACULTY DEVELOPMENT
BEYOND EVALUATIONS

● Committee service
● Assigned presentations/workshops
● Administrative service
● Accreditation service
**CHOOSING A GOOD MATRIX FOR FACULTY PROMOTION – INCLUDING EVALUATION INSIGHT**

**Traditional Ranks and Categories**

<table>
<thead>
<tr>
<th>Ranks</th>
<th>Categories</th>
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</thead>
<tbody>
<tr>
<td>Assistant</td>
<td>1. Graduate teaching assistants</td>
</tr>
<tr>
<td>Associate</td>
<td>2. Instructors or lecturers</td>
</tr>
<tr>
<td>Professor</td>
<td>3. Adjuncts</td>
</tr>
<tr>
<td></td>
<td>4. Research, service, clinical</td>
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<tr>
<td></td>
<td>5. Visiting</td>
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<tr>
<td></td>
<td>6. Distinguished/endowed titles</td>
</tr>
<tr>
<td></td>
<td>7. Emeritus titles</td>
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</tbody>
</table>
PROMOTION AND INSTITUTIONAL CULTURE

Mission → Vision → Promotion criteria

PROMOTION MATRIX

Promotion Criteria

What kind?

How much?
PROMOTION

Promotion and evaluation

Achievable and realistic

PREPARING WELL FOR INEVITABLE TRANSITIONS – THE ART AND SCIENCE
IMPORTANCE OF TRANSITIONS

- Vision vs. implementation
- Faculty change = curriculum change
- Generational transition
- Transition in a heterarchy

THE SCIENCE OF TRANSITIONS

- Monitor demographics
- Leverage hinge points
- Frame transition expectations in policy
- Maintain succession plan documents
THE ART OF TRANSITIONS

- Sculpt the faculty — and the institution
- Help senior faculty think ahead
- Plan for the transition process
- Assess the exit and entrance

ESTABLISHING POLICIES AND PROTOCOLS FOR GUIDANCE TO ALL OF THESE IMPORTANT PROCESSES
POLICY FOR POLICIES, PROCESS FOR PROCESSES

- Document appointment, evaluation and transition processes
- Document how you do policy and process
- Open up policymaking and revision

REFERENCES


