

FACULTY RESEARCH ASSESSMENT AND PROFESSIONAL DEVELOPMENT FUNDS POLICY

Execution by	Deans Council
Responsibility of	Faculty Senate
Approved by	Faculty Senate (May 9, 2014)
Revision History	August 17, 2018; November 24, 2023
Next Review	2030

POLICY OVERVIEW

This policy outlines the policy and process for faculty Professional Development funds.

PRINCIPLES

This policy is guided by the principles of integrity and transparency. Assessment of faculty research is based on a model of support and peer accountability. The institution supports faculty efforts toward professional and career development through financial resourcing and consulting. Faculty research should simultaneously serve the professional development of each faculty member and the vision and mission of the institution.

SCOPE

The policy applies to all persons holding full faculty status in the College and Seminary.

POLICY STATEMENT

Assessment of Faculty Research

Each year faculty members will determine their goals for professional development and research in consultation with their respective dean. It is acknowledged that each faculty member is on their own path of growth with changing and cyclical interests such that flexibility in longer term planning is to be assumed. While discipline specific external peer review is the ultimate goal, faculty research is best conducted in a collegial environment where faculty regularly share and discuss their research with other faculty, privately and publicly, with the spirit of support and encouragement.

The Dean's role is to advise and consult in this formative phase. Once the plan has been submitted, the Dean will award professional development funds to assist in completing the task. The Dean will also help direct the peer review process. Further, it will be necessary for faculty to perform a self-assessment at the end of the process to consider strengths and weaknesses as well as the next steps of professional development.

Individual faculty members will be awarded Professional Development funds annually based on submitted Professional Development Plans (PDP). The allotted amount for full-time faculty is \$1000. Faculty members who are presenting a paper at a conference are eligible to receive up to \$200 in additional funds.

PROCEDURES

5.1 The Professional Development Plan Process

Each year individual faculty members will be asked to develop a Professional Development Plan (PDP) for the following year (July 1-June 30). **These will be submitted to the relevant Faculty Dean by May 15.** The Deans will review the plans and respond in writing, indicating the amount of Professional Development funds allotted to individual faculty members for the coming year.

The plan will be reviewed with the Dean in an attempt to provide initial feedback and to align the plan with the missions of the division and of the institution. Professional development allotments will be linked both to the strength of the growth plan and to the level of achievement of the goals established in previous plans. Of the PDP allotment faculty should not spend more than \$400 on books, which become the property of the faculty member, though contributions to the library are always appreciated. Likewise, subscriptions, memberships and publishing expenses should each be kept under \$400.

Opportunities for formative evaluation should be identified within the plan. Summative evaluation will occur each May and may serve as a basis for the development of an updated plan.

Proposals to defer up to 50% of any year's Professional Development allotment to the immediately following year **must be submitted by May 15** and should be accompanied with a clear statement of rationale.

5.2 Parts of a Professional Development Plan

Part I: Curriculum Vitae

Please attach an updated copy of your curriculum vitae. You should include:

- Formal Education
- Professional Experience
- Memberships and Societies
- Research/Publishing
- Teaching Portfolio
- Other ministry/Volunteer Experience

Part II: Professional Growth Plan

Professional assessment areas:

- Identifications of strengths and weaknesses, particularly related to the previous year’s research project
- Identification of current learning/research interests
- Identification of goals for the next three years in each of the following areas: teaching; discovery and integration (research); service
- Identification of planned activities/engagements for this current summer
- Identification of external commitments for the coming year

Professional growth plan:

- Identify your goals for the next 12 months (in relationship teaching, discovery and integration, and service).
- Identify the strategy (both activities or initiatives you will undertake and the support available/needed) by which you will aim to realize each goal. Initiatives may include participation in: professional reading, academic conferences, teaching workshops, formal studies, independent research and writing, artistic projects, peer coaching, professional societies, case studies, visits to other institutions, ministry teams, church consultation and/or leadership, pulpit supply, etc.
- Identify a timeline (the key dates around when the action will be taken) for each goal.
- Identify the indicators of outcome (completion of project, change in student learning, classroom environment, etc.) for each goal.

Goals	Strategy		Timeline	Indicators
	Activities	Supportive Resource		



Part III: Professional Growth Progress

A brief, written evaluation of your professional growth over the course of the preceding year (with special attention to the objectives outlined in your plan) should be submitted annually with your growth plan each May.

APPENDIX A

Related Forms/Policies	Teaching and Learning Funds Competitive Research Funds Course Relief
Where is this policy published	Faculty Handbook; Website
Contact Information	Deans of the College, Dean of the Seminary

