

## NEW METHOD OF FACULTY EVALUATION

Itamar Sittenfeld, Western International University  
9215 N. Black Canyon Road, Phoenix, AZ 85021  
(602) 996-7979

### ABSTRACT

This article introduces a simple screening tool that can help school administrators select, retain and compensate faculty. This tool is the grid model. The grid model is not new. It is a gauge that measures together two different qualifying dimensions, such as academic credentials and business accomplishments. The model draws its strengths from its simplicity.

This article is driven by an example that assesses the relative merits of a person's academic credentials and his or her business accomplishments. The model weighs the two against a norm (which depicts an ideal candidate) that supports the school's mission.

### HOW THE MODEL WORKS

Conventional screening models test qualifications in just one dimension, usually academic credentials. A balanced outcome of multiple selection criteria can be a better predictor for successful screening.

The model has other advantages. First, it produces a picture that clearly identifies faculty who best match the school's desired credentials. Second, it is simple, quick, and straightforward. The grid model makes it easy to shift the focus of credentials from academic to business and back. It also makes it easy to shift the norm when the school's mission changes. Next, it is easy to build the model without a computer, although you can use a spreadsheet or a data base if you so desire.

To top it all off, the model is an excellent communication tool. You can use it as a graphic aid when discussing faculty credentials and compensation.

#### How To Build The Model

Your first step is to prepare an evaluation work paper. In the work paper you select up to four factors to measure academic credentials and up to four more factors to test business accomplishments. You then place the factors as headings in a table. To complete this step, you define the universe of all your

faculty (please see figure 1).

The reason to select few factors is to keep the model simple and manageable. A small number of factors, well thought out, will give you the results you want. The predictive value of the model rests entirely on your choice of factors. In my example each group of factors contains three objective factors and one subjective factor. The latter lets you add a subjective dimension to the screening process.

If the faculty universe is so large that handling it all on one model is not convenient, you can divide the faculty into groups. For example, you can build one model for your engineering school, and another for your business school. You can also use a different set of factors in each model.

In the second step you rate the faculty. Always use a simple scale of just 0 to 5 and no fractions to keep the model simple and manageable. After rating the faculty, you compute two totals (weighted averages) for each person. One total is for the Academic Factors and the other one for the Business Factors. To compute each total, multiply each score by its appropriate weight shown in the headings, then sum for a total.

#### The Results

The last step is to plot the results on a five-by-five grid (please see Figure 2). To perform your analysis, place the cross hairs on the grid so they intersect both axes in the middle. This starting alignment strikes an even balance between the academic and business credentials.

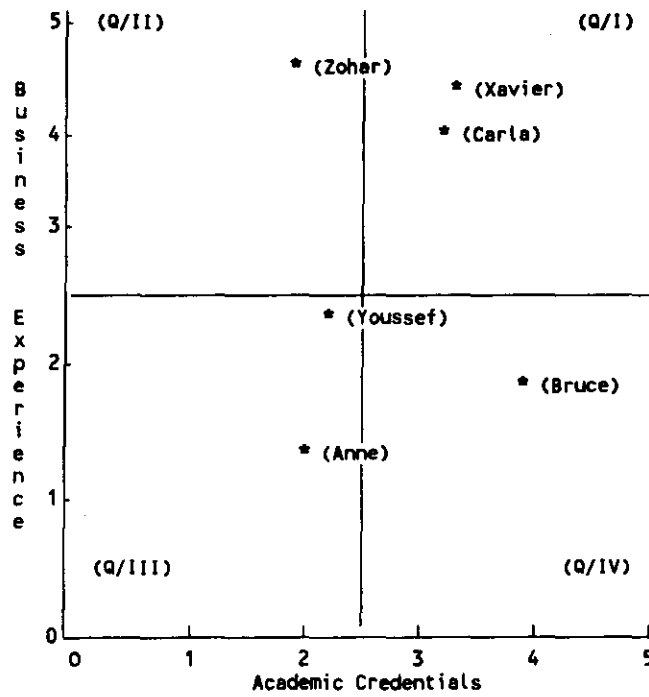
Now you can see the results in front of you. The most qualified faculty are in quadrant I (Q/I). They have both rich academic background and ample business experience. These are your first hiring priority.

You will find your second choice hires in Q/II or Q/IV. In Q/II are faculty who have stronger business experience. These are your second choice hires if you want to stress business experience in your hiring.

FIGURE 1: EVALUATION WORK PAPER

FACULTY	BUSINESS FACTORS					ACADEMIC FACTORS				
	PROF- FESSNL ACHVMT 0.20	CAREER ACHVMT 0.40	ACAD. ADMIN ACHMT 0.30	PER- SONAL IMAGE 0.10	TOTAL SCORE B.F.	ACA- DEMIC ACHVMT 0.40	RES- EARCH ACHMT 0.30	PEDA- GOGICAL ACHMT 0.20	APPRVL RATING 0.10	TOTAL SCORE A.F.
A ANNE	2	1	1	2	1.30	1	4	1	2	2.00
B BRUCE	3	1	2	3	1.90	5	5	2	0	3.90
C CARLA	5	5	2	4	4.00	2	4	4	4	3.20
: : :										
X XAVIER	3	5	5	2	4.30	3	3	4	4	3.30
Y YOUSSEF	3	3	1	3	2.40	3	0	4	2	2.20
Z ZOHAR	4	5	4	5	4.50	1	1	5	2	1.90

FIGURE 2: GRID MODEL FOR FACULTY EVALUATION



In Q/IV are the persons with better academic qualifications. If you prefer to stress academic qualifications in your hiring, these will become your second choice hires.

Finally, all the weak candidates whom you should not consider at all are in Q/III. They have neither adequate academic credentials nor sufficient business experience.

### **Adjusting the Sensitivity**

To adjust the sensitivity of the results, simply move the cross hairs around the grid model.

For example, if more faculty are in Q/I than you have vacancies, move the cross hairs evenly up and right. This, in effect, reduces the size of Q/I equally in both dimensions. You thus capture the superstar candidates only.

If you move the cross hairs down and to the right, you emphasize academic credentials. If you move the cross hairs to the left and up, you zero in on persons with stronger business experience. Moving the cross hairs on the grid puts you in control, not the model. It lets you decide which faculty you want to target in your hiring effort.

You can also fine-tune the model by adjusting the weight of each factor. Or you could drop a factor such as Academic Administration altogether, and replace it, say, with Number of Successful Doctoral Candidates Coached.

Select factors that have discrete levels that you can value with a score ranging from 0 to 5, without fractions. The progression from one level to the next should be geometric and not linear. A value of "5" should be considerably stronger than a value of "4," and on down.

Select your factors and their scores so anyone who performs the evaluation can apply them with consistency. There should also be no question about the evaluation in the mind of anyone who audits it.

There is one more thought I would like to share. Once you decide on your most germane factors and how to value them, you should freeze your model for an extended period. It will then provide you with consistent results over time.

## **EXAMPLES OF ACADEMIC FACTORS**

### **Academic Achievement Scores**

- 5 - The person has earned multiple doctoral degrees, or international recognition, in a suitable field.
- 4 - The person has earned a doctoral degree, or national recognition.
- 3 - The person has earned a Master's degree, or local recognition.
- 2 - The person has earned a Bachelor's degree.
- 1 - The person has earned an Associate's degree.
- 0 - The person has not earned a suitable academic degree.

### **Research Achievement Scores**

- 5 - The person has published two or more text books in a suitable field that have been adopted by schools he or she are not associated with. Or the person was responsible for obtaining research grants of \$2 million or more.
- 4 - The person has published a text book that has been adopted by schools he or she are not associated with. Or the person serves on the editorial board of a suitable professional or trade publication. Or the person was responsible for obtaining research grants of \$1 million or more.
- 3 - The person has published three or more papers in professional or trade publications of suitable nature. Or the person was responsible for obtaining research grants of \$100,000 or more.
- 2 - The person has published a text book and the book has not yet been adopted by a school. Or the person was responsible for obtaining research grants of \$10,000 or more.
- 1 - The person has published one or two papers in professional or trade publications of suitable nature.
- 0 - The person has no suitable publication or research credits.

### **Pedagogical Achievement Scores**

- 5 - The person has teaching experience at the post-graduate or graduate levels that includes at least 7 years teaching and at least 5 course subjects.
- 4 - The person has teaching experience at the graduate or undergraduate levels that includes at least 5 years teaching and at least 3 course subjects.
- 3 - The person has teaching experience at the graduate or undergraduate levels that includes at least 3 years teaching and at least 2 course subjects, or consulting experience on at least three different

engagements.

2 - The person has teaching experience at the undergraduate level that includes at least 1 year teaching, or teaching at least 24 hours of professional seminars in the past three years.

1 - The person has other teaching experience.

0 - The person has no teaching experience.

#### **Approval Rating Scores**

5 - The person has a student approval rating of 9 or higher, on a scale of 10, as average for the five most recent class evaluations.

4 - The person has a student approval rating of 8 or higher as average for the five most recent class evaluations.

3 - The person has a student approval rating of 7 or higher as average for the five most recent class evaluations.

2 - The person has a student approval rating of 6 or higher as average for the five most recent class evaluations.

1 - The person has a student approval rating of 5 or higher as average for the five most recent class evaluations.

0 - The person has a student approval rating of less than 5 as average for the five most recent class evaluations.

### **EXAMPLES OF BUSINESS FACTORS**

#### **Professional Achievement Scores**

5 - The person has three or more professional certifications or licenses, such as CPA, PE, licensed broker, etc. In addition, the person has been in the past three years an officer, board member or a committee chair of at least one professional organization.

4 - The person has two or more professional certifications or licenses

3 - The person has at least one professional certification or license.

2 - The person has passed the professional certification or licensing examination, and is completing other requirements for the certificate or license.

1 - The person has no professional certifications or licenses.

0 - The person had a professional certification or license revoked for cause (except for nonpayment of maintenance fees).

Note: a condition of certification or license requires continuing educational training.

#### **Career Achievement Scores**

5 - The person is an entrepreneur (or a professional practitioner) with annual revenues of \$1 million or more, or is an executive officer in a large corporation.

4 - The person is an entrepreneur (or a professional practitioner) with annual revenues of \$250,000 or more, or is an officer in a large corporation.

3 - The person is an entrepreneur (or a professional practitioner) with annual revenues of \$100,000 or more, or holds a supervisory or professional staff position in the corporate environment.

2 - The person has some work experience, but less than above.

1 - The person has no work experience related to your school's curriculum.

0 - The person has no work experience.

#### **Academic Administration Achievement Scores**

5 - The person has served on an accreditation board or a state regents board.

4 - The person has served in an academic administration capacity (academic dean, academic program director, etc.) for more than 3 years.

3 - The person has served on academic committees within a school for more than 3 years.

2 - The person has served in an academic administration capacity (academic dean, academic program director, etc.), or on academic committees within a school, for more than 1 year.

1 - The person has minimal (less than 1 year) academic administration experience.

0 - The person has no academic administration experience.

#### **Personal Image Scores**

Assign a 5 if you feel that the person has a presence that is conducive to your classroom image needs. This subjective factor lets you influence the screening outcome for any other reason that's hard to quantify. Assign a 5 on down to a 0, according to your own intuitive feelings.

Personal image includes a person's enthusiasm and attitude, dress, manners and behavior, personal and political outlook, and other factors that are hard to measure. Exclude factors which you already scored, and categories that conflict with the law. This factor is the tie breaker for otherwise tied scores.

\* \* \* \* \*