

Development and Validation a Model of the Evaluation Process of Promotion of Faculty Members

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Introduction

The current process of evaluating the promotion of faculty members is not in line with the higher education literature and the world's top universities' experiences. Accordingly, this study was conducted to develop and validate a model of the evaluation process of the promotion of faculty members.

Method

In this study at first, using a comparative study of the evaluation process in the world's top universities and reviewing the research literature, the initial model was developed. Experts in higher education modified the model. Then, by conducting a survey research; the validity and reliability of the model were assessed using an electronic questionnaire in sampling from faculty members of humanities and social sciences, which constitute this study's statistical population.

Results

The results of the comparative study showed that in most of the top universities studied, there are several points: 1) the basic role of in-university institutions in evaluating faculty members 2) choosing the best source of

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evaluation and emphasizing in-depth evaluation 3) the importance of transparency and accountability in evaluation. Quantitative research findings showed that faculty members approve the proposed model for evaluating faculty members' promotion at three levels of department, college, and university and 10 actions.

Discussion

The proposed evaluation process begins with an annual review to identify strengths and weaknesses in the proposed model. In the proposed model the formal evaluation process of promotion starts from the department level and by internal and external peer reviews as the most important source of evaluation. Then, the college committee's evaluation of the promotion at the college level is done, and finally, the evaluation of the faculty promotion is done by the university committee. In this model, the college and the university committee have a more supervisory role in the evaluation process. Besides, the proposed model emphasizes the writing of teaching and research Statements by the candidate and the reporting of written and detailed evaluation results by evaluation committees to increase transparency and accountability in evaluation. Also, in the proposed model, faculty members have the opportunity to appeal to promotion decisions after the evaluation of each committee. In general, the proposed model of the promotion evaluation process emphasizes peer evaluation, transparency, and accountability in the evaluation process.

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