

WU Academic staff pathways: A 5 year plan

Ross Woods (This version 18 June, 2025)

Aspects of the challenge

1. Graduates need experience in relevant ministry to be ready to teach most subjects.
2. WU needs to build a core staff team:
 - a. They need leadership skills
 - b. The team needs a good combination of gifts and abilities
 - c. The core team carries the load for various mostly hidden tasks.
3. WU needs to bridge to a new, younger generation. WU would ideally have people in each of these age groups:
 - a. 25-30
 - b. 30-40
 - c. 40-50
 - d. 50-60
4. It is fairly easy to find people who could be part-time or occasional advisors and examiners. Core faculty are the main challenge, and they would need to be paid a suitable honorarium.
5. WU also needs people in roles other than teaching:
 - a. Local committee
 - b. Scholarship committee
 - c. Ethics committee (IRB) members
 - d. Thesis supervisors (internal/external)
 - e. Thesis examiners (internal/external)
 - f. Student representatives on committees
 - g. Journal editor and committee members
 - h. *Update* editor (could be a student)
 - i. *Update* writers
 - j. Bookkeeper

Pathway factors

1. This is a pathway for people to come into academic staff positions.
2. Not everybody on the pathway will be suitable for being on the core team. Things can change over time:
 - a. Some of the most capable graduates might be unsuited to teaching and school leadership. They are more likely to go into senior leadership roles in their missions and denominations.
 - b. Some will be offered other options on the way, e.g. at other colleges.
 - c. Some will change direction according to their individual sense of personal call.
 - d. Sifting takes time to see how they develop.
 - e. Younger people will change a lot due to maturation.
3. People's location is largely irrelevant because WU is online. However, it is desirable to be able to meet face-to-face.

Pathway

1. WU starts the process by making a list of current students and recent graduates ("candidates").
 - a. Include people in the list rather than exclude them. It is easy to make excuses to exclude people at present, and it would probably be easy to find excuses to exclude almost everybody. Almost by definition, younger people will have less experience than the older generation.
2. Evaluate their current ministry.
3. While still in ministry:
 - a. Invite candidates to start teaching several courses a year as an assistant. These course could be WU courses or elsewhere, e.g. discipleship, basic Bible courses, non-credit church courses, non-credit school courses.
 - b. Work on their Masters
 - c. Perhaps participate in a WU committee or specific task force
4. Evaluate each one for:

- a. gifts and calling, vision
 - b. role fit in the team
 - c. teaching area
 - d. research potential
 - e. Public relations skills
 - f. leadership
 - g. admin and management skills
 - h. ability to work in an interdenominational environment
5. Invite them onto staff to teach:
 - a. Start a PhD part-time. WU pays for it and candidates are on a bond (*ikatan dinas*) for the full period.
 - b. They given the status of faculty members in training.
 - c. Learn to supervise theses.
 - d. Teach in at least one area of gifting.
 - e. Participate in recruiting students and fundraising.
 - f. Do some admin roles
 6. Evaluate and appoint them to core team roles as appropriate.

Other factors

1. Could WU work with another school to create a larger staff development pool or a larger PhD cohort?
2. Funding might become an issue. More staff means more income is required.
3. It would be desirable to have candidates who:
 - a. might finish their PhD by about age 30 and
 - b. are working toward Indonesian professorship.
4. WU accreditation will affect outcomes in various ways:
 - a. Programs will be more attractive. However, WU programs probably have less appeal while it operates under the Arizona religious exemption.
 - b. Fees will probably go up to cover extra costs.
5. The most capable people are usually in high demand, so WU will normally have competitors to recruit them for anything.
6. When WU teaches in Indonesia, it can recruit only Indonesians who can teach in Indonesian.
7. Better staff recruitment could lead to better student recruitment.
8. If some people never become core team members but are only occasional teachers, WU has still gained something valuable.
9. Qualification in fields other than theology are also necessary, especially education and educational leadership.