

Department of Agronomy and Horticulture Faculty Performance Guidelines for “Good Work”

Guidelines for “Good Work” in Faculty Performance

The initial guidelines were adopted by faculty ballot in March 2001 and reviewed by the Promotion and Tenure Committee from 2011-2013. These new guidelines help define the expectations for faculty to achieve a “Good Work” performance evaluation in teaching, research, extension, citizenship and service, and will provide the basis for assessment of faculty performance in our peer-review system.

Purpose of the Evaluation Process

A motivated, highly skilled faculty is critical to all scholarly endeavors. The purpose of the evaluation process is to help faculty achieve excellence in their core activities. The process is based upon self and peer evaluation. The evaluation process will celebrate those areas where the faculty member has achieved excellence; while helping the faculty member to not only identify those areas where improvements can be made, but also identify routes to successful improvement. The evaluation process is the basis for annual evaluations, promotion and tenure. **Faculty members are expected to achieve in teaching, research, and/or extension commensurate with their job description. This document is not a set of “policies” or a “checklist”, but rather a guide to developing a strong justification for promotion, tenure, and/or continuous employment.**

Teaching

All faculty with appointments in CASNR are expected to provide high quality teaching contributions in classroom instruction, advising, outcomes assessment, and recruitment and retention. Expectations of all teaching faculty include:

- Continuously improve their course(s) based on recent findings for content as well as student evaluations, peer review, or classroom research on teaching effectiveness when appropriate;
- Course and curricular development that meets the current teaching mission needs of the department, IANR and/or UNL;
- Academic and career advising of undergraduate students and support/mentoring of graduate students in the preparation of teaching activities;
- Committee activities related to teaching in the department, College, or University.

Further expectations of faculty with significant teaching responsibilities:

- Leadership in development and delivery of curricular and educational programs evidenced by departmental, campus, and external impact that is measured by credit hour generation and student learning outcome accomplishments;
- Consistently lead scholarly outputs related to teaching and/or in efforts to obtain grant funding to support teaching initiatives. Scholarly outputs include but are not limited to:
 - Peer-reviewed journal publications on teaching issues;
 - Leadership or active team participation in classroom research on the effectiveness of teaching approaches;
 - Authorship of textbooks, software, or other teaching materials used by other faculty at UNL and students at other colleges or universities;
 - Presentations about teaching at professional meetings and other venues;
- Leading or active team participation in regional and national programs that are externally funded and target the advancement of education in a disciplinary area;
- Are recognized by teaching awards, and/or by selection on panels that review the scholarship of teaching and learning by faculty or grant programs;
- Serve as advisor to departmental, College, or University student organizations;

- Contribute to University and national workshops and programs that support teaching and learning;
- Aggressively seeking funding to sustain teaching improvement and teaching research activities;
- Professional development leaves, or substituting for duties and responsibilities of colleagues on leave, although they may temporarily diminish the indicators of program quality and productivity, will be supported and valued by the evaluation process.

Research

All faculty with ARD appointments are expected to sustain an active research program in basic and/or applied research in a discipline area specified in their job description and commensurate with research FTE. Expectations for all faculty with ARD appointments:

- Consistent level of scholarly outputs commensurate with their ARD appointment, which can include peer-reviewed books, book chapters, publications in research journals, or software; germplasm and cultivar releases; issued patents and plant variety protection certificates;
- Participation in collaborative research projects, demonstrating active support roles as well as leadership roles depending on the nature of the project;
- Service as a reviewer for journals;
- Successful supervision of graduate students, including publication of results reported in student dissertations and theses;
- External funding from a peer reviewed national granting agency as well as additional funding from non-peer reviewed sources;
- Development and maintenance of a funded, stable research program that may include technical staff, post-docs, graduate students, and/or undergrads supported in part from outside funds;

Further expectations of faculty with significant research responsibilities:

- Presentations at regional, national and international meetings; documented invitations to present his/her research findings to scientists located at other institutions;
- Service on national or international review boards;
- University, regional, national, and international awards recognizing research accomplishments.
- Evidence to indicate the ongoing successes of research group members (successful employment of graduate students and post-docs);
- Promotion of research agenda through contributions to mass media outlets;
- Contribution to the agenda and participation in research symposiums for national or international meetings;
- Publication of review articles, white papers, or text books;
- Significant on-going interaction with national research agencies;
- Professional development leaves, or substituting for duties and responsibilities for colleagues on leave, though they may temporarily affect the indicators of program quality and productivity, will be supported and valued by the evaluation process.

Extension

Faculty with extension appointments are expected to sustain high quality outreach activities meeting the educational needs of targeted clientele, and activities should achieve documentable impact. Expectations for all faculty with extension responsibilities include:

- Staying current in their field of expertise, continuously updating educational materials and teaching approaches to improve educational impact and quality;
- Direct program accessibility to diverse clientele groups in response to changing clientele needs;
- Interaction/cooperation with clientele including county educators;
- Regular contributor to newsletters, trade journals, and/or mass media;

- Pursuing professional development in outreach by means of seminars, workshops, professional meetings, a personal reading program, or other means;
- Professional development leaves, or substituting for duties and responsibilities for colleagues on leave, though they may temporarily affect the indicators of program quality and productivity, will be supported and valued by the evaluation process.

Additionally, faculty with significant extension responsibility should lead a sustainable, cohesive extension education program including:

- Leading scholarly outputs related to extension activities and/or in efforts to obtain grant funding to support extension initiatives. Scholarly outputs include:
 - Peer-reviewed journal publications on extension issues, educational approaches, or applied research;
 - Peer-reviewed extension publications such as NebGuides or circulars;
 - A strong web presence;
 - Development/delivery of on-line courses for clientele;
- Summative reports of longer-term impact/change as a result of extension efforts;
- Leading on campus and within state or region in area of specialization;
- Consistently coordinating new or improving in-place educational programming followed by surveys of clientele evaluating performance/acceptance /impact of educational programming;
- Seeking cost recovery for workshops, classes, etc., to sustain future Extension/research activities where appropriate;
- Seeking external funding to support applied research program;
- Mentoring graduate students in extension;
- Actively participating on multidisciplinary teams as well as providing leadership to advance overall extension programming;

Citizenship and Professional Service

All faculty are expected to contribute to governance, strategic planning, and service at department, IANR, and university levels. Expectations for leadership roles in areas increase with faculty rank. Expectations include:

- Displaying positive and proactive attitude about the department, IANR, and UNL;
- Willing collaborator;
- Regular attendance at and participation in department and college meetings;
- Fulfillment of normal committee assignments;
- Participation in department- and/or college-sponsored outreach, as deemed appropriate;
- Election to offices in professional societies;
- Editorial roles for refereed journals;
- Leadership roles in organizing major conferences and symposia;
- Service in a liaison role to commodity boards, funding agencies, or clientele groups or other committees at state, national, and international levels;
- Chair department or College committee and show significant committee impact;
- Service on Faculty Senate, IANR committees, ad hoc committees or task forces;
- Making a substantive and positive contribution to the community in a role that requires a high level of involvement and faculty expertise;
- Mentor to new faculty;

**Adopted by Faculty Vote January 23, 2014
(replaces Guidelines for Meeting Expectations in Faculty Performance, March 2001)**