Guidelines for Meeting Expectations in Faculty Performance
College of Agricultural Sciences and Natural Resources
Faculty Advisory Council

The following guidelines were adopted by the CASNR Faculty Advisory Council on April 21, 2003. They define the requirements for meeting expectations in the academic appointment, 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.

Academic Appointment
     Teaching. All faculty with appointments in CASNR are expected to provide high quality teaching contributions in classroom instruction, advising, outcome assessment, and recruitment and retention, commensurate with their appointment level. Meeting expectations requires that teaching faculty remain current in their field of expertise and continuously improve their course(s) based on student evaluation, peer review, self-reflection, and classroom research on teaching effectiveness when appropriate. The Activity Insight annual report should clearly document efforts in course improvement and the outcome from these efforts.

Leadership roles in scholarly outputs related to teaching and/or in efforts to obtain grant funding to support teaching initiatives are expected of faculty with a majority of their appointment in CASNR. Scholarly outputs include peer-reviewed journal publications on teaching issues; leadership or 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 and learning at professional meetings and other venues; and other creative efforts that result in the improvement of instructional content and/or effectiveness. All teaching faculty, regardless of appointment level, are expected to pursue professional improvement in instructional content and effectiveness by participating in and attending seminars, workshops, and professional meetings that relate to improvement in teaching, or by developing explicit personal programs with goals related to instructional improvement. These efforts should be documented in Activity Insight.

     Research. All faculty with ARD appointments are expected to sustain a vigorous research program that demonstrates a leadership role in basic or applied research in a discipline area specified in their job description. Expectations for a vigorous research program include a consistent level of scholarly outputs commensurate with their ARD appointment, external funding from grants and contracts, and successful supervision of graduate students, including publication of results reported in student dissertations and theses.

Extension.   Faculty with appointments in Extension are expected to develop and sustain a high quality programming that meets the educational needs of targeted clientele and achieves measurable impact commensurate with appointment.

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 an increase in faculty rank. Leadership roles in on departmental, IANR, and UNL committees concerned with governance, program development, and strategic planning are highly valued.

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.