

College of Agricultural Sciences and Natural Resources

Faculty with Academic Appointments

EXPECTATIONS AND EVALUATION

The academic FTE is equivalent to a research, extension or scholarly service FTE. Consequently, faculty evaluations are based on the responsibilities and assignments described in the position description. It is very important for the faculty member to frequently review the position description as part of the annual evaluation process.

Each faculty appointment in the Institute of Agriculture and Natural Resources (IANR) is unique at the program level. There are 180 faculty members who have a portion of their full-time equivalent (FTE) budgeted in CASNR. CASNR has 66.48 instructional FTE's (includes 7.0 FTE non-tenure track faculty). Seventeen faculty have 9-month appointments. Often IANR faculty with research and/or extension assignments also have academic responsibilities (e.g. advising graduate students, or supervising undergraduate independent studies.)

Every faculty member with an academic appointment (CASNR) is expected to have instruction; advising; scholarly activity; recruitment, retention and assessment activities; and service in support of our mission to provide undergraduate and graduate-level instruction. Each faculty member will balance those expectations in concert with their position description and unit needs. Over time these activities will vary within a position, emphasizing the importance of evaluating a position on an annual basis within the context of preceding years.

The Board of Regents reaffirmed that the first priority of the University of Nebraska and each of its campuses is teaching, with special emphasis on teaching the undergraduates or first-professional-level student. Post graduate and post doctoral education is also a vital part of the University mission but should not eclipse the importance of teaching undergraduates (Board of Regents September 29, 1995: RP – 2.1.6).

EXPECTATIONS

The expectations should be viewed as a continuum and an array of opportunities. Certain activities should be incorporated into a pre-tenure strategy, while others are more appropriately addressed by senior faculty.

Instruction: CASNR faculty are expected to meet their instructional responsibilities in a professional and conscientious manner. Each class is evaluated by students each time it is taught with a student evaluation instrument (CIEQ - Course, Instructor, Evaluation Questionnaire). The summary of the evaluation is provided to the Dean and should be part of the faculty member's Activity Insight report. The College also encourages faculty to use self and peer evaluation instruments for their benefit (example guidelines are on the College web site). The faculty member should update the course outline and syllabi on a routine basis and maintain the most recent copy with the unit's Instructional Improvement Committee. Faculty must also be involved in the assessment of academic programs.

Advising: Undergraduate and graduate advising are very important responsibilities for a faculty member. Competency in academic requirements and guidelines is essential. Professional career advising is

an expectation and requires that faculty remain current with employment opportunities.

Team and Interdisciplinary Teaching: CASNR supports interdisciplinary teaching within the college and between other colleges. Student credit hours generated are distributed based on the individual faculty member's participation. CASNR considers team teaching as multiple faculty fully integrated into a course for the semester, rather than a series of independent modules taught by different faculty. It requires as much, or more time, as an individual course, and is so recognized.

Innovative Instruction and/or Advising: Faculty are strongly encouraged to take some risks in developing new methodologies, new courses, or advising strategies. Faculty efforts in new initiatives are recognized in the academic appointment. Developing an online or blended learning course are examples.

Service: All faculty are expected to perform service at several institutional, professional and community levels. It is important for CASNR faculty to be involved in university as well as college committees. Faculty service to student clubs and organizations is encouraged and formally recognized in the academic appointment. Additional activities such as recruitment, retention, campus visits, outreach programming or serving as New Student Enrollment advisors are also recognized as components of the academic appointment.

College and university service on academic committees is an important contribution. Additionally, several opportunities exist for our faculty to participate in university-wide instruction (Great Plains Studies, Education Abroad (AGRI/NRES 310), AGRI/NRES 103, AGRI/NRES 388, LIFE 120

and 121, etc.) Faculty are encouraged to participate in these activities in consultation with their unit administrator.

Professional Development: The University and the College offer several professional development opportunities for faculty (see CASNR Teaching, Instructional Technology, Peers and Community Scholars Resources Guide). The CASNR Teaching and Learning Improvement Council and Nebraska Science DBER (Discipline-Based Education Research) group all sponsor workshops and meetings. The CASNR faculty have an August meeting and a January meeting that always includes a teaching improvement workshop. The Dean's Office offers workshops on instruction and advising.

Scholarship of Teaching and Advising: The scholarship of teaching is the process of actively seeking and imparting knowledge, making the various forms of scholarship meaningful and of consequence to other persons. The scholarship of teaching stimulates and encourages students to be critical thinkers. The classroom or an advising session can be the laboratory for 'academic research'. Publications on teaching and/or advising innovations are possible.

Participation in Professional Meetings and Activities: Faculty should participate in activities that support their academic appointment. Most professional societies have student affairs activities which faculty should support. CASNR faculty have also been very active supporters of NACTA (North American Colleges and Teachers of Agriculture).

Other Accomplishments: CASNR faculty are involved in a variety of activities that are in addition to their position description.

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