

STANDARDS FOR FACULTY PERFORMANCE

College of Agriculture and Natural Sciences

The College of Agriculture and Natural Sciences will follow these guidelines for determination of qualifications for consideration of tenure and promotion. These guidelines are as follows:

- To be eligible for promotion to the rank of Associate Professor a faculty member must be considered “Outstanding” or “Excellent” in the evaluation categories of Instructional Responsibilities, Intellectual Contributions, and Professional Service (based on the definitions for each of these ratings in the Annual Review of Faculty Performance). Faculty members with evaluations lower than “Satisfactory/Excellent” in any category of evaluation during the last two years in the tenure-track appointment shall not be considered eligible for promotion and/or tenure.
- To be eligible for promotion to the rank of Professor a faculty member must have served a minimum of four years in rank of Associate Professor. The applicant must be considered “Outstanding” in at least one of the two evaluation categories of Instructional Responsibilities or Intellectual Contributions, and “Excellent” in the other of these two categories and in the category of Professional Service (based on the definitions for each of these ratings in the Annual Review of Faculty Performance). Faculty members with evaluations lower than “Excellent” in the appropriate categories of evaluation during the three years preceding their application for promotion shall not be considered eligible for promotion. Faculty members with evaluation from all administrative levels lower than “Satisfactory/Excellent” in any category of evaluation during the last two years in the tenure-track appointment shall not be considered for promotion and /or tenure.
- A faculty member who has, or who has had during the review period, a part-time administrative, non-instructional assignment (such as associate vice president, Dean, Department Head, program coordinator, or other non-instructional administrative appointment) must meet the same standards for Instructional Responsibilities, Intellectual Contributions, and Professional Service as any other candidate for promotion and/or tenure. Although administrative responsibilities can be taken into consideration, they are not a substitute for exemplary accomplishment in any faculty performance category.
- For tenure, the applicant must meet the requirements for the Associate Professor level or the Professor level if they hold the rank of Professor. Please see below for the definitions of Outstanding, Excellent, Satisfactorily/Excellent, Satisfactory, and Unsatisfactory.

Instructional Responsibilities

Outstanding

- Provides students with a syllabus that includes all the tools the student needs to meet the student learning outcomes (complete schedule including lecture and exam dates, learning outcomes, office hours, telephone numbers, email address, and all other good to know information about the course)
- Notifies the appropriate administrator of classes that will be missed due to travel, etc., and, if necessary, makes arrangements with other faculty to cover courses during his or her absence
- Communicates enthusiastically and knowledgably with the students making the courses they teach stimulating, interesting and applicable
- Encourages students to come in during office hours or make appointments if the office hours are not compatible with their schedule for help and/or advice
- Gives well organized up to date lectures mixed with well integrated and appropriate videos, audios, electronic presentation, demonstrations, etc.
- Maintains a constant awareness and implements those techniques that work best in the classroom
- Uses an acceptable course evaluation to measure the level of student learning
- Spends time with colleagues discussing and sharing teaching experiences
- Gives student-teacher evaluations and studies the result carefully to detect teaching deficiencies and compares them with previous evaluations to detect negative trends that need to be corrected
- Teaches overloads to fill student needs and benefit the college and university
- Consistently looks to introduce courses that improve student learning outcomes
- Finds benefit and satisfaction teaching core courses
- Treats all students with respect and courtesy

Excellent

- Provides students with a complete syllabus including dates of lectures and exams, student learning outcomes, grading procedures, and all other essential elements pertaining to the course
- Has planned for any unexpected absences from class with a method of notification and assignments for the students to be done in the instructor's absence
- Gives well organized up to date lectures intermixed with other teaching methods such as videos, electronic presentations, etc.

- Shows enthusiasm for the subject by the way he or she answers all the student questions and stimulates discussion by other students in the process
- Has scheduled office hours that are communicated to the students with the admonition to come by and discuss those issues that are preventing the student from getting the grade they seek
- Seeks discussion with other colleagues about teaching techniques that could improve his or her teaching
- Gives student-teacher evaluations and studies the outcome carefully for hints as to how teaching can be improved
- Willingly teaches overloads when necessary to help out in emergency situations on a temporary basis
- Finds benefit and satisfaction teaching core courses
- Treats all students with respect and courtesy

Satisfactory/Excellent

- Provides students with a syllabus that contains the essential elements pertaining to the course
- If he or she misses classes, notification and an explanation are given
- Gives lectures that are organized and contain current information that meets the expected student outcomes for the course
- Student questions are answered in an understandable and respectful manner
- Gives exams and uses evaluations that are appropriate for the course
- Discusses teaching techniques with colleagues
- Posts office hours when he or she is available for consultation
- Gives student-teacher evaluations and reads them with the intent to implement anything that might help improve future evaluations
- Willing to teach courses in the core and courses that are deemed valuable to the students
- Treats students with respect and courtesy

Satisfactory

- Provides students with a syllabus that contains most of the essential elements pertaining to the course with only a few errors
- If he or she misses classes, notification is given without an explanation.
- Gives lectures that are organized and contain some current information that may or may not meets the expected student outcomes for the course
- Student questions are answered in an understandable manner
- Gives exams and uses evaluations that are marginally appropriate for the course
- Listens to teaching techniques of colleagues
- Posts office hours when he or she is available for consultation but sometimes fails to be in

- Gives student-teacher evaluations and reads them with marginal intent to implement anything that might help improve future evaluations
- If pressured will to teach courses in the core and courses that are deemed valuable to the students
- Treats likable students and fellow faculty members with respect and courtesy

Unsatisfactory

- Provides only a minimal syllabus lacking some essential material and contains errors
- Occasionally misses lectures with no explanations or notification
- Lectures are hard to follow, presentations are hard to see and hear, and some of the material is out of date
- Student questions are tolerated with short answers that avoid discussion
- Does not invite colleagues to visit classes
- Disregards suggestions or opportunities for course improvement
- No office hours are posted, and students can only see the instructor if they have made an appointment
- Gives student-teacher evaluations, but fails to read the results or acknowledge any benefit gained by them
- Does not consult with colleagues about improving teaching
- Avoids interacting with students as much as possible during class

Intellectual Contributions

Outstanding

- Has ongoing scientific/scholarly research leading to publication in refereed journals and/or works on projects to test new procedural investigations or scientific equipment for publication or reports for private and/or government agencies averaging about one publication every two years depending on the discipline, size of publication and difficulty in publication
- Is successful in securing funds to support their research
- Directs undergraduate research and graduate theses/dissertations
- Seeks funds to support undergraduate and graduate student research as well as their own research
- Presents research findings at appropriate scientific/scholarly meetings and takes students to present their research

Excellent

- Has ongoing scientific/scholarly research leading to publication in refereed journals and/or works on projects to test new procedural investigations or scientific equipment for publication or reports for private and/or government agencies averaging about one publication every three years depending on the discipline, size of publication and difficulty in publication

- Is active in applying for funds to support their research
- Is willing to direct graduate student theses/dissertation research as well as undergraduate research, such as, but not limited to McNair Scholars
- Attends and presents research at scientific/scholarly meetings

Satisfactory/Excellent

- Participates in scientific/scholarly research that is of interest to some part of the scientific/scholarly community and is leading towards publication, reports for government agencies, private industry, or presentations for scientific meetings
- Attends scientific/scholarly meetings when funds are available

Satisfactory

- Participates in scientific/scholarly research that is of interest to some part of the scientific/scholarly community but does not lead towards publication, reports for government agencies, or private industry, but may lead toward presentations for scientific meetings
- Rarely attends scientific meetings
- Expresses appreciation for the intellectual accomplishments of others

Unsatisfactory

- Dabbles in research/scholarly activity that is unproductive or of a non-scientific or non-scholarly nature and is not leading towards any kind of scholarly publication or interest to the scholarly community
- Rarely and reluctantly directs undergraduate or graduate theses/dissertation research

Professional Service

Outstanding

- Volunteers for or willingly accepts committee assignments and willingly accepts being chairperson when appropriate at the college and university level
- Contacts and reminds advisees and other students they come in contact with of the need for proper advisement
- Properly advises students or directs them to someone who has the proper expertise to advise them
- Is willing to counsel with any student that comes to them and directs them to the proper academic advisor
- Volunteers or willingly accepts when asked to help with recruitment, summer orientation, retention, or other similar activities
- Volunteers or willingly accepts when asked to sponsor student organizations

- Encourages and/or supports student participation in research conferences, summer workshops, etc.
- Writes letters of reference when asked by students applying to graduate or professional school
- Serves as a consultant when appropriate
- Is involved in the development of new programs when appropriate
- Shares their expertise with community groups in appropriate ways by participating in science fairs, college bowls, lecture, etc., regardless of the reward or recognition
- Does consulting work if called upon and approved by the University

Excellent

- Volunteers for committee work within the college and university and serves as chairperson when called upon
- Does academic advising of students
- Participates in recruiting, retention, and summer orientation when time permits
- Encourages students to participate in research conferences
- Willingly writes letters of reference
- Mentors students and new faculty
- Serves as a consultant when appropriate
- Shares his or her expertise with community groups by giving talks, judging science fairs, etc., regardless of the financial reward

Satisfactory/Excellent

- Serves and participates on college and/or university committees when invited and time permits
- Advises assigned students
- Shares scientific expertise with community groups when invited
- Expresses appreciation for the professional service of others

Satisfactory

- Serves and participates on departmental and or university committees when pressured
- Advises assigned students if convenient and does not take too much time
- Only shares scientific expertise with community groups the faculty member likes
- Does consulting work if it is financially rewarding
- Expresses appreciation for the professional service of others

Unsatisfactory

- Reluctantly serves on college or university committees but fails to attend or participate in a dependable manner
- Refuses to serve as the chair of committees

- Tries to avoid academic advising of students and is rarely available when advising is taking place
- Avoids shouldering any additional college or university responsibilities such as, but not limited to, giving their views on future growth of the college or university, care of equipment including vehicles, interviewing prospective faculty, etc.