

October 1, 1990

TO: College of Agriculture Faculty  
FROM: C. Oran Little *Oran*  
SUBJECT: 1990 Performance Review of Faculty

Since this is the first year of the biennium, all faculty will be evaluated except tenured faculty members who will retire before the end of the current fiscal year and non-tenured faculty members whose appointments are being terminated by the end of the current fiscal year.

A primary purpose of the performance review is individual and institutional self-improvement. To help in achieving this purpose, the performance review will determine for each faculty member both a quantitative assessment and a qualitative judgment of the faculty member's activities during the two preceding years in teaching and advising, research and scholarship, extension education, university and public service, and/or other appropriate activities with relative weightings based upon prior agreements pertinent to distribution of effort among any or all of these activities.

The active involvement of the faculty in providing suggestions through the Ag Faculty Council was most helpful in review and revision of the performance review process. The Council will be asked to review and constructively criticize the procedures following the 1990 faculty performance review. Please make note as we go through the process of items or issues that should be brought to the attention of the Ag Faculty Council.

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PERFORMANCE REVIEW OF FACULTY  
COLLEGE OF AGRICULTURE

The provisions of University of Kentucky Administrative Regulations, AR II-1.0-5, apply to faculty performance review. The following procedures and policies relate specifically to the College of Agriculture faculty review.

CRITERIA

Resident Instruction: Resident instruction includes both undergraduate and graduate instruction in formal courses, seminars and individual studies, and career and academic advising. Faculty are evaluated on: (a) knowledge of subject matter and its incorporation into course work; (b) ability to organize and present class material logically and with conviction; (c) creativity in the development of courses, curricula and teaching methods; (d) teaching publications authored, co-authored, edited; (e) presentations before professional societies of teaching methods, courses, etc.; (f) development of individual competencies, including workshops attended, study leave, sabbatics, etc.; (g) advising students; (h) involvement in student recruitment; (i) while student evaluations are essential input into the merit process, faculty may submit other forms of course evaluation. The assessment of teaching shall include the results of student appraisals for at least one semester per year.

Research: Research varies from basic, theoretical science to the applied, problem-solving type. Faculty holding a research appointment are expected to develop a research program reflecting their professional interests as well as departmental and college goals. Faculty will be evaluated on: (a) peer-reviewed research publications, including articles, bulletins, books, book chapters, monographs; (b) published research papers presented at professional meetings; (c) abstracts, book reviews, non-refereed articles, or any other evidence of research output; (d) publication of students' research findings or awards that students may have received; (e) attracting external funding for research activities; (f) recruitment of graduate students and guidance of graduate student research; (g) participation in panels or symposia at professional meetings; (h) awards or other professional recognition; (i) evidence of professional self-improvement; (j) involvement in interdisciplinary and interuniversity research; and (k) development of computer software, patents, new varieties, etc.

Cooperative Extension: Performance will be evaluated in terms of (a) development and delivery of programs and clientele impacted; (b) involvement with other extension professionals in program planning at the county, multi-county, state, regional or national levels; (c) development of teaching materials, discussion outlines or other related materials prepared for other extension professionals; (d) use of visual, audio, or computerized teaching aids; (e) peer-evaluated extension publications, including journal articles, extension publications, books, book chapters, proceedings, etc.; (f) popular articles, news releases, newsletters, trade journals, magazine articles, radio, and television; (g) awards received; (h) evidence of professional self-improvement; (i) attracting external funding for extension activities; (j) collaboration in programs of other extension specialists; (k) collaboration with research faculty.

Service: Service includes those activities necessary for the effective functioning of the department, college, university, and profession that are not strictly teaching, research and cooperative extension, including: (a) committee assignments; (b) Directors of Undergraduate Studies, Directors of Graduate Studies, Extension Coordinators; (c) serving on graduate student committees for students from other departments; (d) advising student groups, participating in career days, student banquets, etc.; (e) serving on editorial councils, chairing regional committees, committee service for professional organizations; (f) service to trade groups (boards of directors, for example) or industry task forces; (g) peer-related responsibilities, such as reviewing course outlines, reviewing manuscripts and proposals, conducting teaching evaluations or conducting reviews of other departments, county extension programs, CSRS reviews, etc. Service activities relating to instruction, research, extension, special assignments or special title assignments shall be considered in the evaluation of contributions in areas to which they are most closely related.

Special Title Series: Special Title Series appointees include those faculty members appointed to teaching and/or service responsibilities in selected areas or positions in which assignments do not necessarily include research or creative work (e.g., Diagnostic, Clinical, Communications). Performance will be evaluated in terms of (a) quality and quantity of services provided to clientele; (b) publication of useful articles or case reports in professional journals; (c) presentations before professional meetings; (d) generation and assimilation of new knowledge and data; (e) development of new concepts, systems, or procedures; (f) investigational work on diagnostic problems; (g) leadership; (h) participation in professional organizations; (i) requests to serve as consultant, advisor, or participant, and (j) recognition for outstanding service in the field of specialization.

Special Assignments. Faculty on special assignments on or off campus involving duties not adequately accounted for in the above categories will be evaluated on the basis of their assigned duties. The criteria for and method of evaluation will be agreed to in advance and in writing by the individual, the department chairman and any other administrator(s) directly involved in the assignment. This agreement should cover the weight to be given to this evaluation category (which will normally be the percentage of time involved in the special assignment), criteria for evaluation and the procedure for conducting the evaluation. Special assignments include temporary full-time long or short assignments on University of Kentucky contract or grant projects in which regular teaching, research and extension activities of the faculty member will be significantly impacted, part-time assignments as above, temporary assignments with state, federal or other agencies and temporary assignments on campus as an acting administrator, head of a special task force, etc.

#### EVALUATIVE GROUPINGS

"Superior" performance will be indicated when an individual demonstrates exceptional performance with special national and international recognition. The quality and quantity of the individual's contributions in teaching, research, extension, service, and/or other assigned activities are truly outstanding and well above those of his or her associates. This rating will be limited to 10-15% of the total faculty.

"Excellent" performance will be indicated when an individual's performance is well above average in quality and quantity and merits high national recognition among his or her peers.

"Good" performance will be indicated when an individual exhibits a strong performance in at least one area of major activity and at least an acceptable performance in all other areas.

"Marginal" performance will be indicated when performance is below expectations and the quality and/or quantity of an individual's contributions in one or more areas of effort are well below the average exhibited by his or her colleagues.