

IANR VICE CHANCELLOR'S OFFICE

# ANNUAL EVALUATION OF FACULTY MEMBERS

April 2025



INSTITUTE OF AGRICULTURE  
AND NATURAL RESOURCES

# Table of Contents

Introduction .....	1
Evaluation of Faculty Members .....	2
Materials to be Submitted for Faculty Member Annual Evaluation ....	3
Impact Statement Guidelines .....	8
12 Tips for Writing a Good Impact Statement.....	9
Impact Framework .....	10
Impact Statement Examples .....	11

## Introduction

All faculty members are required to be evaluated annually. The purposes of annual evaluation are to:

- a. provide feedback on past and current performance
- b. clarify goals and expectations
- c. coach the individual to success

With few exceptions, IANR faculty members report to an academic unit leader (i.e., department head/chair or school director) or Engagement Zone Coordinator who is responsible for evaluation of their outcomes and impacts. Faculty members who are not yet fully promoted and/or tenured must also be evaluated by an appropriate group of peers who provide feedback and coaching on their progress toward tenure and/or promotion.

## Evaluation of Faculty Members

Evaluation is a shared responsibility between the person being evaluated and the person or group providing feedback and coaching.

Faculty members are primarily responsible for their own success and for the advancement of their careers. As it concerns evaluation, this means that the faculty member has the responsibility for:

- a. achieving accomplishments that meet or exceed expectations and
- b. identifying and describing their performance and accomplishments in a way that allows others to see how they are meeting expectations and achieving impact.

Unit administrators and peer faculty members have a shared responsibility to support each faculty member in their achievement of performance expectations and career success. As it concerns evaluation, this means that they have the responsibility to:

- nurture a work culture/climate that facilitates belongingness, productivity, and success.
- promote inclusive practices where the contributions of all are encouraged and valued.
- develop and document clear expectations for performance and accomplishments.
- provide candid feedback on performance.
- ensure transparency in evaluation processes and consistency in evaluation results.
- provide mentoring and coaching as needed.

## Materials to be Submitted for Faculty Member Annual Evaluation

Faculty members are to submit:

1. [Impact reports](#) (one for each of the faculty member's apportionment areas or one that describes impacts that cut across all apportionment areas)
2. A statement of goals or expected outcomes and a descriptive summary of accomplishments during the reporting year (*2 pages maximum*)
3. A statement describing other contributions (*optional; 1 page maximum*)
4. Their current CV.
5. Other materials requested by the unit administrator

*Impact reports (Item 1) are to be submitted through the [IANR Impacts portal](#) using the provided text boxes. Items 2 and 3 should be combined into one document that will be uploaded to the IANR Impacts portal. This document should not exceed 3 pages and should maintain a minimum 1-inch margin using an 11- or 12-point Arial, Calibri or Times New Roman font.*

6. The unit administrator responsible for the annual review ensures that they and the peer review committee have:
7. the faculty member's current position description
8. [descriptions of performance standards, expectations and metrics](#)
9. [the appropriate evaluation form](#)
10. any other documentation that informs the evaluation

# Materials to be Submitted for Faculty Member Annual Evaluation

## 1. Impact Reports

(Respond to the prompts on the [IANR Impacts portal](#))

Briefly describe an achievement, contribution or something you are working on about which you are particularly proud or excited about because of its impact. Impact reports will inform annual evaluation and be elevated to the deans and vice chancellor levels to help tell the story of IANR impact. Write so it can be shared with audiences external to the university. [See guidance for writing impact reports](#). Provide at least one impact report.

## 2. Statement of Goals/Expected Outcomes and Descriptive Summary of Accomplishments (1,000 word/2-page maximum; provided by the faculty member)

The statement must include the following:

- a. *Goals/expected outcomes for the reporting year*<sup>1</sup>. List the goals you were using to guide your professional efforts in the current reporting year.
- b. *Accomplishments*. Provide a descriptive summary of your accomplishments during the reporting year. The summary should reflect each area of your apportionment and work responsibility and should be tied to your goals. Rather than a comprehensive listing of activities, focus on describing how a small number of key accomplishments advance your program in a way that positions you to take next steps. Emphasize outcomes, products, relevance, and impact over activities.
- c. *Goals/expected outcomes for the next year*<sup>2</sup>. Identify a small number of goals (most identify 3-5) that you are working to achieve during the next reporting year that build on your past accomplishments and are next steps toward achievement of your long-term goal(s). You should have at least one goal related to each area of your apportionment.

## 3. Statement of Other Contributions (optional 500 words/1-page maximum; provided by the faculty member)

Including a Statement of Other Contributions is optional. Faculty members make many

---

<sup>1</sup> Those with Extension appointments are expected to produce Individual Action Plans (IAP) in which they are asked to identify expected outcomes rather than goals. For purposes of annual evaluation, expected outcomes and goals are treated as synonyms. The expected outcomes from the previous year's IAP may be reported on the current year's annual report.

<sup>2</sup> Those with Extension appointments are expected submit their IAPs with the annual evaluation document. Because expected outcomes are reported on these IAPs, goals/expected outcomes for these Extension programs do not need to be duplicated in the two-page summary of accomplishments. Those with Extension appointments may have other goals or expected outcomes that they will want to report in the two-page summary.



## Materials to be Submitted for Faculty Member Annual Evaluation

contributions outside of what is reported in the summary of accomplishments. The Statement of Other Contributions is an opportunity to report on other contributions you would like to bring to the attention of the unit leader. These may include, but are not limited to the following:

***a. Collaboration, the development of teams, and team science.***

IANR values both individual contributions and team science/collaborative effort (see <https://ianr.unl.edu/documents/Expectations-for-Team-Science.pdf>). If you participated in a research, teaching, and/or extension team this past year, you may want to report on this effort. Suggestions for reporting include: a) identify the collaborative effort, b) list your primary (up to 5) collaborators/team members, and c) your role on the team including the contributions that you made that were/are critical to the team's success.

***b. Advancements in inclusive excellence.***

IANR expects faculty members to be intentional in their efforts to create inclusive environments in which every person and every interaction matters and where everyone can achieve a sense of belonging (<https://ianr.unl.edu/belonging-in-IANR>). In this section, you may want to provide one or more examples of your activities and accomplishments to create a more inclusive learning, research, Extension, and/or engagement/outreach environment. Please identify specific activities or accomplishments and briefly describe the contribution and impact these activities have made (why they are relevant and important). Examples can be found at [insert link]

***c. Mentoring.***

IANR leadership recognizes the important contribution made by faculty mentors to others' success [see link]. If you have been serving as a mentor for one or more faculty members this reporting year, list the names of your faculty mentees. Include when the mentorship relationship began and when it concluded (if relevant) and a description of the mentorship relationship. For example: Morgan Smith. August, 2021 through present. I am mentoring Morgan in her pathway toward promotion.

***d. Contributions to shared governance.***

As described in their position descriptions, faculty members in IANR are expected to contribute to faculty governance and to the functioning of their academic units, IANR and the university (<https://ianr.unl.edu/documents/expectations-for-service.pdf>). Describe, in narrative format, the impact of your contributions to faculty governance during the reporting year. List committees in your CV/resume. Do not duplicate these lists here.

***e. Contributions to the profession.***

Faculty members in IANR are expected to make meaningful contributions to their professions through work on committees, task forces, review panels, etc (<https://ianr.unl.edu/documents/expectations-for-service.pdf>). Briefly describe the impact

## Materials to be Submitted for Faculty Member Annual Evaluation

of the contributions you have made to your profession and/or the scientific community during the reporting year. List professional society memberships, leadership roles, committee membership, service on review boards, etc. on your CV/resume. Do not duplicate these lists here.

*f. Teaching innovation and course development.*

CASNR encourages teaching excellence, which includes relevant innovations in teaching to meet evolving student and disciplinary needs and expectations. If your efforts have included innovation in teaching and/or course development, you may want to document those advancements as part of your annual self-appraisal of accomplishments.

*g. Student recruitment and success.*

Regardless of apportionment, IANR/CASNR values the contributions that faculty members make to student recruitment and success at both the undergraduate and graduate levels. You may want to document your contributions to the recruitment of students to CASNR and/or UNL programs.

*h. Other broader impacts.*

With any effort, there is the potential for research, teaching, or Extension to have broader impacts to advance the field, societal outcomes, unit goals, etc. You may want to identify these broader impacts of your work and accomplishments in this section.

### **4. Current CV or Resume (provided by the faculty member)**

A current CV should include a listing of grant activity, publications, creative works, presentations, intellectual property, products/outcomes, and awards. Your administrative unit leader may provide guidance about the format, timeframe and length of the CV.

### **5. Other Materials Requested by the Unit Administrator (provided by the faculty member)**

Some units may request additional information from all faculty members within the unit. For example, *faculty members with Extension appointments are expected to include their Individual Action Plans*. Faculty members are expected to provide these additional documents and/or data. Depending on the unique circumstances for a particular faculty member, a unit leader may ask that person to provide additional information or data that will be used in the evaluation. Faculty members are expected to provide that additional information.

### **6. Position Description (supplied by the unit administrator)**

All IANR faculty members have a position description that describes their apportionment and the responsibilities and expected outcomes for the position. Because all faculty members must

## Materials to be Submitted for Faculty Member Annual Evaluation

be evaluated according to what they are expected to contribute and accomplish, this document is foundational to faculty evaluation.

### **7. Performance expectations, standards and metrics (supplied by the unit administrator)**

Each administrative unit documents performance expectations and standards on which faculty outcomes and impacts should be evaluated. These documents make transparent what these expectations and standards are and consequently are foundational to faculty evaluation.

### **8. Appropriate Evaluation Rubric (supplied by the unit administrator)**

IANR has a common Annual Faculty Evaluation Form and Rubric (<https://ianr.unl.edu/annual-faculty-evaluation-form-and-rubric>) and a common Progress Toward Tenure and/or Promotion Form [insert link].

### **9. Other relevant documentation (supplied by the unit administrator)**

Other relevant documentation may include:

- letters/MOUs that describe temporary adjustments to apportionment or job expectations that deviate from what is identified on the position description.
- modified duty plans in the case of medical maternity/adoption leave.
- mentoring map.

---

<sup>1</sup> Those with Extension appointments are expected to produce Individual Action Plans (IAP) in which they are asked to identify expected outcomes rather than goals. For purposes of annual evaluation, expected outcomes and goals are treated as synonyms. The expected outcomes from the previous year's IAP may be reported on the current year's annual report.

<sup>2</sup> Those with Extension appointments are expected submit their IAPs with the annual evaluation document. Because expected outcomes are reported on these IAPs, goals/expected outcomes for these Extension programs do not need to be duplicated in the two-page summary of accomplishments. Those with Extension appointments may have other goals or expected outcomes that they will want to report in the two-page summary.



# Impact Report Guidelines

**An impact statement describes why your efforts and outcomes are relevant and important. It describes what difference they are making. It answers the questions:**

- Why does this matter?
- How is it making a difference?
- Who or what is being affected?
- What part are you playing?

**Your impact statement should include a description of:**

1. The issue or problem.
2. Why it is important to address this issue or problem.
3. The action you have taken, are taking, or intend to take to make a difference.
4. The outcome or intended outcome.
5. The difference being made, including who benefits and in what ways.
6. Your role and why it is important to the outcome and impact.
7. The collaborators and others who have contributed to the impact you are describing.

## 12 Tips for Writing a Good Impact Statement

- Approach this as an opportunity for others to understand rather than for you to explain.
- Keep it short.
- Use short sentences (no more than 30 words) and paragraphs (3-5 sentences).
- Write to the audience. Assume your audience includes people outside your discipline (it does).
- Briefly describe jargon and acronyms or avoid them altogether.
- Limit the description of the method you are using to a few non-technical sentences.
- Make sure the difference is evident.
- Include the human story behind the science (Why is this making a difference for people?)
- Clearly describe how your contributions contribute to the difference being made.
- Use numbers to illustrate increases or decreases that make a difference.
- Use anecdotes sparingly to bring life to other evidence of impact.
- Proofread (you and someone else) for typos, grammar, readability, and understandability.

## Impact Framework

Using the following framework may help identify impacts of your work and accomplishments<sup>3</sup>. You do not need to identify the dimension of this framework in your impact statement.

- **Research-related impacts.** e.g., new research methods or approaches that are leading to new discoveries; changes in how research is conducted by others.
- **Policy-related impacts.** e.g., changes to governmental policy or industry standards; changes to professionals standards.
- **Practice-related impacts.** e.g., teaching pedagogy was improved; Extension practices were modified to reach new audiences; industry practices were changed.
- **One Health-related impacts.** e.g., disease tolerance was increased; plant, animal, or human health was improved; crop nutritional value was increased.
- **Natural ecosystem-related impacts.** e.g., improved use of natural resources; increased balance in land-use.
- **Society related-impacts.** e.g., improved community vitality;
- **Economic-related impacts.** e.g., increased profitability of farming or ranching; greater opportunities due to job growth.

---

<sup>3</sup> Modified from <https://bmchealthservres.biomedcentral.com/articles/10.1186/1472-6963-6-134>

## Impact Statement Example

### **Consumer and economic impact: Leaf minor insect expertise**

Guatemalan snow peas were detained at US ports of entry because of infestation by an unknown leaf miner species. In its larval stage, a leaf miner lives in and eats the leaf tissue of plants which can result in reduced yield. Fear arose that this unknown species would be imported to the US and infest US-grown crops. Guatemalan small farmers lost almost \$5.7 million in revenue due to this detention. Others in the supply chain also lost revenue. US consumers lost access to off-season high-quality, affordable snow peas.

In response to this crisis, I provided technical assistance to the Integrated Pest Management Collaborative Research Support Program (IPM CRSP) team. IPM CRSP was dispatched to the Guatemalan highlands to complete a taxonomic survey of snow pea leaf miner insects. This survey found the *Liriomyza huidobrensis*, a major leaf minor species found in snow peas and other export crops. This species is also already found in the United States.

As a result of the IPM CRSP team's efforts, which included my contributions, Guatemalan snow pea imports were resumed. US consumers regained year-round access to high quality snow peas. The IPM CRSP effort had positive economic impacts on the entire product chain in both Guatemala and the US. The US market of Guatemalan snow peas is about \$140 million, of which about \$7 million (5%) goes to the producer.

## Impact Statement Example

### Community Vitality Impact: Rural Mental Health

Despite advances in the treatment of mental health problems, incidence rates are increasing. Rate increases are especially pronounced in rural communities where individuals and families are less likely to have access to affordable specialized care. Suicide rate is an indicator of the prevalence of mental health problems. According to the Centers for Disease Control (CDC), suicide rates in rural areas of the US increased 46% between 2000 and 2020 whereas in urban areas the increase was 27.3%. In Nebraska, 85 of 93 counties are designated as mental health professional shortage areas. Twenty-three counties have no mental health care providers. Solutions to the crisis in rural communities include a) access to acceptable mental health care, b) awareness of the problem, c) the development of local preventative strategies. The work of me and my collaborators address all three solutions.

To build local capacity, my collaborators [names] and I identified three rural Nebraska counties to partner with in research that would have local impact. Each had one or more medical providers and no more than one mental health provider practicing within the county. Through Community Based Participatory Research (CBPR), problems affecting the local community were identified, research questions that community members cared about were formulated, relevant data was gathered, and actionable results were generated. As a result, community members leveraged local resources to develop programming that would raise awareness of mental health problems and structures to support favorable mental health outcomes. They each made arrangements with mental health care specialists outside the community to provide telemental health services through the local medical clinic, thereby increasing local access to care.

This project had demonstrable societal and health impacts. Pre-engagement surveys indicated that approximately 1 in 5 (19%) adults had basic awareness of mental health problems and as few as 1 in 8 (12%) felt comfortable talking with a professional about it. Post-engagement surveys indicated that basic awareness and comfort talking to a professional rose to almost 1 of 3 (31% and 29% respectively). Sadly, within 3 months after our engagement ended, one community experienced a suicide. As a result of their participation in the project, local community members were well positioned to respond. Those who had participated with us in CBPR came together to develop a community response that would raise awareness, address grief, and provide support. They implemented a response that made a difference within their community.