

# LOUISIANA STATE UNIVERSITY AGRICULTURAL CENTER

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## EVALUATION OF FACULTY ON OVERSEAS ASSIGNMENTS

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### Purpose

To establish an Agricultural Center policy which recognizes and gives credit for service in overseas assignments to individuals as it pertains to their retention, tenure and promotion evaluations.

### General Policy

In a 1979 publication, Turk, Snyder, and Scott provide five basic reasons for a university's involvement in international activities. In summary, these are:

1) *Response to Humanitarian Needs* - Participation by the United States and its universities in education, research, and development programs to help solve food and nutrition problems may be justified on humanitarian reasons alone. The problems of hunger and poverty cannot be ignored and must be dealt with on a global scale.

2) *Benefits Agriculture of USDA* - Research and teaching efforts of university scientists relating to agricultural and rural development in other countries have had a major, positive impact on agricultural progress in the USA. Exchanges of genetic materials in plants and animals have contributed greatly to increased crop and livestock production.

International contracts, travels, and studies by American scientists have been invaluable in solving domestic agricultural problems.

3) *Strengthens Universities in USA* - Experiences of faculty and students abroad add new dimensions to their teaching, research, and extension capabilities. Involvement in international studies and research develops an improved capability of a university to provide institutional services to the growing needs of private and public institutions and agencies that are involved in international trade and business activities. University research is greatly strengthened through linkages with national and international research centers located in other countries.

4) *Improves International Agricultural Trade* - Developed countries provide the best markets for agricultural commodities and manufactured goods from the United States of America. Poor countries, if properly assisted, can develop their economies and also become good trading partners. The interdependence of countries in food production, exports, and imports mandates the involvement of the United States government and universities in international agricultural education, research, and development.

5) *Strengthens National Education and Research Institutions* - Educated and trained people at all levels provide the key to economic and agricultural development in other countries. The need still exists for more and higher quality national schools, universities, and research centers to train these people and to conduct problem-solving research. U.S. universities and colleges of agriculture can be instrumental in the development of such institutions.

The LSU Ag Center, through its office of International Programs, supports and endorses the foregoing statement, is committed to the support of international programs and recognizes the significant benefits that accrue to the University when individual faculty members participate in authorized international projects and programs. Faculty contributions are vital to developing nations, to our own welfare as a nation, and to the expansion of the horizons of our University.

## Policy

The LSU Ag Center encourages faculty participation in international programs, is committed to develop policies which give due recognition to the academic significance of international activities and gives assurance that a faculty member's authorized participation in international programs in no manner inhibits the progress of his/her academic career.

It is the policy of the LSU Ag Center to give due consideration to performance in international activities equivalent to that given for on-campus performance as it relates to teaching, research, extension, public services, and administration.

The implementation of this policy depends upon two essentials:

- 1) The nature and requirements of international assignments must be reviewed carefully and understood by University administrators and faculty members before the assignment is accepted.
- 2) The quantity and quality of faculty performance must be evaluated, documented, recorded, and made an integral part of the process through which tenure, promotion, and salary decisions are made. Factors to be considered in evaluating performance on international assignments would include, but not be limited to:
  - a) *Teaching*, i.e., training of counterparts.
  - b) *Research* related to the project and resulting in publications of the type appropriate to the assignment.
  - c) *Extension* in the form of field accomplishments, meetings organized and conducted for the benefit of the recipient people, innovations in carrying out program activities and duties, linkages established with other information disseminating groups.
  - d) *Public service*.
  - e) *Administrative performance* as required by the nature of the project and the requirements of the position.
  - f) The quality of performance in executing any unique requirements identified in the position description and related to the project mission.

## Procedure

All professional employees of the LSU Agricultural Center on overseas assignment will be evaluated annually. Performance evaluations will follow the established procedures for individuals in either an academic/research, extension or administrative track. Assessments of performance will be based on duties and responsibilities defined in each individual's job description and/or scope of work. This evaluation will depend on the Chief of Party for primary input but also on an annual visit by the International Programs Director. The Director will contact others familiar with the faculty member's assignment during the site visit. In addition, the Director will also review: performance against job description; how well the faculty member performs alongside his peers; and any reports and publications produced. These evaluations will be part and parcel of normal annual evaluations done at the faculty member's parent department.

## Criteria

Criteria that will be used for performance evaluation of faculty on overseas assignments will be based on the following:

- 1) *Teaching* - i.e., training of counterparts, including researchers, extension workers and others whenever appropriate.
- 2) *Research* - related to the needs of the project. Faculty are expected to publish research findings in a forum appropriate to the assignment.

3) *Extension* - primarily in the form of accomplishments in the field, seminars and meetings conducted for the benefit of the recipient people including extension personnel and farmers; and linkages established during the project implementation both locally and external to the project.

4) *Public service*.

5) *Administrative* - performance, including interaction with peers.

6) Any unique performance or achievement during project implementation.

## Review Responsibility

When a faculty member undertakes an overseas assignment for International Programs, he/she will assume an appointment in the Office of International Programs. Due to this, the first level of reviews will be performed by the Director of International Programs.

For long-term assignments, performance evaluation reports from the Chief of Party and other sources mentioned above will be forwarded by the International Programs Office together with its recommendations to the parent department for annual review. This documentation will be included in the normal process for annual evaluations submitted by unit administrators to the Experiment Station or Cooperative Extension Service administration. Inclusion of these documents in the normal ongoing evaluation helps prevent "gaps" in a faculty member's career records.