

Framework for Indicators of Success

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In 1990, Earnest Boyer sought to identify the functions of faculty in higher education in terms of scholarship. He reasoned that faculty should not only be scholars in research discovery, but also in the other pursuits of academic institutions. Boyer posited that faculty practice scholarship in four distinct areas:

1. Discovery

2. Integration

3. Application

4. Teaching

Universities, in large part, have embraced this definition of scholarship and have used it as a lens to examine the success of faculty and programs. Most academic units have refined these activities into three functions: discovery, outreach, and teaching. Faculty engagement can be demonstrated across those three functions within the key indicators described below at the local, regional, national, and international levels. Indicators of success should be considered at all of these levels to identify specific outcomes and impacts.

NCAC-24 institutional representatives recognize that individual faculty, departments, and colleges function at their best when provided with clearly defined indicators of success for these functions. This can be difficult given the unique nature of individual disciplines on college and university campuses. Yet, the call for success indicators continues to escalate, and it is both prudent and necessary that additional discipline or program specific indicators be provided for guidance.

The collective effort of unit success can be determined through seven key indicators.



Leadership – Faculty can provide leadership in discovery, outreach, and teaching in the program, department, college and university as well as regionally, nationally, and/or internationally.



Relevance – Faculty succeed when their efforts are relevant to current problems, situations, and societal needs. Relevant programs are critical for faculty, departmental, college, and university success. Relevant programs are identified through funding, enrollment, industry partnerships, and alignment with workforce development needs.



Scholarship – Successful faculty are scholars in their field. Scholarship is reviewed by peers, evaluated and modified by peer scholars, shared among critical scholars, and ultimately utilized by practitioners. Successful faculty demonstrate scholarship in their field by publishing in peer-reviewed journals, sharing scholarship in research forums, translating scholarship for practitioner outlets, communicating

discovery to the public, and putting research into practice. Successful faculty demonstrate scholarship in research, teaching, and outreach in their discipline and beyond.



Innovation – Universities are places of discovery and innovation. Successful faculty are themselves innovators in teaching, discovery, and outreach. Faculty exhibit innovation through their programs over time. Innovation can be displayed through teaching, discovery, and outreach programs that offer new and innovative methodologies to solve problems, discover and implement novel approaches, utilize discoveries to improve practice, and lead to other innovations.



Resource Stewardship – Successful faculty are responsible stewards of funding to support their teaching, discovery, and outreach programs. Successful faculty support graduate students, conference participation, program expenditures, travel, software and equipment needs, and other expenses related to program support. Funding can come from a variety of sources. Private

funding and in-kind resources are just as relevant as federal funding.



Mentorship – Mentoring is critical for the academy to be successful. Regardless of their teaching, discovery, and outreach appointment, successful faculty demonstrate a commitment to mentoring students and faculty.



Citizenship and service – Citizenship and service to the department, college, and university through engagement are valued. Successful faculty serve their profession through associations and service to practitioners.

¹ NCAC-24: Agriculture, Food and Natural Resource Applied Behavioral Sciences is an advisory committee most commonly made up of university department heads/chairs, or other institutional managers. Advisory committees provide stakeholder linkages, technical advice and review to regional associations for agInnovation.

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.