

**Role Statement for XXXXXXXX, Assistant Professor
Department of XXXXXXX
College of Agriculture
Utah State University**

Appointment: xx FTE AY or FY base

Date of Appointment: xx/xx/xxxx

Third year review: 20xx

Final tenure consideration: 20xx-20xx

Relative weights assigned to domains of responsibility:

Teaching: xx%
Research and Creative Scholarship: xx%
Extension: xx%
Service: xx%

Utah State University (USU) is proud that you have decided to join its faculty. As a land-grant university, USU is committed to continuing a rich tradition of excellence in teaching, research, extension, and service. As your career evolves and matures, we look forward to your becoming an important contributor to this intellectual environment.

Role Statements

A role statement is a document that broadly describes the multiple responsibilities of a faculty member at USU and outlines the performance expectations that the University has of faculty members. The role statement establishes general parameters and principles for the employment of faculty at USU.

Role statements should not be confused with annual work plans. An annual work plan describes in detail the specific duties that a faculty member will perform (such as specific courses to be taught or precise research to be undertaken). An annual work plan also may outline the goals for a faculty member for a given academic year in each of their domains of responsibility. While annual work plans may be modified from year to year, role statements are relatively stable and change infrequently. Annual work plans, however, should strive to be consistent with, and reflective of, the general parameters and principles outlined in the role statement.

The USU Faculty Code requires that a role statement “be prepared by the department head or supervisor, agreed upon between the department head or supervisor and the faculty member at the time he or she accepts an appointment, and approved by the director (where applicable) or dean” (Section 405.6.1). Initial role statements can be changed or modified using the procedures described in the Faculty Code (see Section 405.6.1).

The Faculty Code indicates that a role statement “shall include percentages for each area of professional service” (Section 405.6.1). The areas of professional service refer to the traditional domains of faculty responsibility at land-grant universities like USU (i.e., [1] *teaching* – including classroom instruction and the advising and mentoring of both undergraduate and graduate students; [2] *research and creative endeavors*; [3] *extension* – sponsored by Utah State University Cooperative Extension; and [4] *service* – including academic unit operations, campus governance, service to professional organizations, and professional involvement with community-based agencies and organizations). The percentages reflect the relative weight or value that will be allocated to each professional service area when you are evaluated for tenure and promotion. You should carefully consider the amount of time you allocate to each area, as it is your responsibility to ensure that your efforts produce outcomes that are commensurate with the relative weights reflected in the role statement for each professional area. If you do not have an assigned effort in a domain, you will still be expected to participate in a collegial manner that helps the University achieve its missions. Your participation in such a fashion may be considered as service to the university.

While USU is committed to creating an environment in which all faculty members can succeed, probationary faculty members (specifically, assistant professors with tenure eligible appointments) must demonstrate to their USU peers that they can manage the multiple responsibilities of a professor at a research-extensive university. Indeed, the Faculty Code states that a primary function of the role statement is to provide a means by which “the faculty member can gauge his or her expenditure of time and energy relative to the various roles the faculty member is asked to perform in the University” (Section 405.6.1).

Finally, the USU Faculty Code indicates that promotion to the rank of associate professor with tenure is awarded “on the basis by which a faculty member performs his or her role assignment” (Section 405.2.2). Specifically, the Code states that “Each candidate must present evidence of *effectiveness* in all of the professional services which he or she performs, and must present evidence of *excellence in the major emphasis* of his or her role statement” (Section 405.2.2; italics added for emphasis). Thus, all role statements must state explicitly which domain of responsibility is the *major emphasis* for the faculty member and, thus, in which area the faculty member will be expected to perform with *excellence*.

As indicated previously, tenure-eligible faculty members are expected to contribute to the service mission of the University. However, the Faculty Code states that: “Although such activities are vital to the mission of the University, they are not expected to constitute a major emphasis in the role statement for tenure-eligible faculty” (Section 405.2.2.4). Thus, the major emphasis for an untenured assistant professor can only be in the domains of *research*, *teaching*, or *extension*.

Performance Evaluations

During your probationary period at Utah State, you will be expected to perform to expectations in all domains of your faculty responsibilities. You will be expected to perform with *excellence* in your major area of emphasis and with *effectiveness* in the other domains which you have an assigned role. Failure to reach expectations in any domain is cause for dismissal. Indeed, as your probationary period continues, USU expectations will increase. That is, as you progress in your

career and become more proficient at balancing your multiple responsibilities, your productivity should increase and expectations of your performance will change concomitantly.

You will receive annual performance evaluations from your Tenure Advisory Committee and your Department Head that will provide you with feedback on the progress that you are making. In addition, in the third year of your appointment, the University will undertake a more extensive review of your performance. During your probationary period, if you are not making adequate progress toward promotion and tenure, your contract may be terminated. Finally, at an appropriate time (but no later than the sixth year), the University will make a final decision regarding your promotion and tenure at Utah State University. The details of this final review are specified in the Faculty Code (see Section 405.7).

Concluding Statement

Once you achieve tenure and promotion to Associate Professor, we expect you to demonstrate the high level of productivity and performance necessary to attain promotion to the rank of Professor. Once you attain that distinction, we further expect you to continue to be a highly productive and effective member of the University community throughout the remainder of your professional career.

Expectations for Teaching (Relative weight = xx%)

Teaching is a major university function, and USU takes very seriously its commitment to teaching. Teaching is the major emphasis of your role statement; therefore, you are expected to perform with excellence in this domain. Specifically, you will be expected to establish superior credentials as an instructor, advisor, and mentor. Your specific teaching assignment will be determined each year by the department head and will reflect the academic needs of the department combined with your areas of expertise.

[Alternative statement: Teaching is a major university function, and USU takes very seriously its commitment to teaching. Teaching is included as part of your role at USU; therefore, you are expected to perform with effectiveness in this domain. Your specific teaching assignment will be determined each year by the department head and will reflect the academic needs of the department combined with your areas of expertise.]

The following elements are commonly associated with success in teaching:

- Steady and consistent record of teaching activity. Documentation supporting teaching activity is described in USU Faculty Code 405.2.2(1), and is generally outlined within the template for presenting promotion and tenure documentation.
 - A current trend in academe is to develop and maintain a teaching portfolio containing materials that illustrate your teaching philosophy, use of pedagogy, and overall effectiveness. You should develop a teaching portfolio and include information such as student outcomes, portfolios of student work, course projects, written course materials, contributions to the USU honors program, and examples of out-of-class interactions with students.
- Assessment of teaching activity. Systematic and repeated evaluation of your classroom effectiveness is required from students and peers. Documentation is expected of your response to these evaluations, and of changes to your instruction that you made as a result of such feedback.
 - Student evaluations are required of each course and section every semester. Positive student evaluations of your classroom performance attest to your ability to create an environment that invites student learning. Improvement in your student evaluations is expected as you gain experience, and university colleagues will look for patterns of consistency in your student evaluations. A successful profile will reflect either ongoing improvement in teaching or consistently high levels of performance. Significant fluctuations in student evaluations from semester-to-semester will require an explanation.
- Continued development of teaching skills. Efforts to develop teaching skills, and to keep current on content in the field, bear out a dedication to high-quality teaching. Such efforts include attending training workshops on pedagogy and seminars that provide updates to current knowledge and trends in your discipline.

- Engagement with student learning outside the classroom. This may take many different forms such as involving students in your scholarly activities, supervising independent study, advising student organizations, or consulting with students regarding their evolving careers.
- Advancement of pedagogy for teaching within your field. Contributions might include such things as authorship of refereed articles on teaching, and development of peer-reviewed media packages or computer programs. These items represent creative scholarship, and are critically important to developing a positive professional reputation in teaching.
- Participation in development of curricula. A department's academic program is ever changing, and you are expected to participate in curriculum development in a substantive and collegial manner. This includes development of your assigned courses in a fashion consistent with program learning objectives.
- A positive professional reputation based on your teaching activity. You should be able to articulate a philosophy of teaching that communicates your approach to instruction and describes your primary goals as a teacher, advisor and mentor. This philosophy should be recognized from the body of work arising from your teaching activity, and it should be echoed by your peers when describing your teaching.
- Ability to attract graduate students and to mentor them to the successful completion of their degree and publication of their research. This is generally expected for those having a research appointment, and is preferred in units offering a graduate degree in your area of expertise.

Expectations for Research and Creative Endeavors (Relative weight = xx%)

Research and creative endeavors encompass a wide variety of scholarly activities that lead to the advancement of knowledge. Research and creative activities represent the major emphasis of your role statement; therefore, you are expected to perform with excellence in this domain. Specifically, you are expected to develop a high-quality program of research and scholarship that is consistently productive, self-sustaining, and nationally recognized for excellence.

[Alternate statement: Research and creative activities encompass a wide variety of scholarly activities that lead to the advancement of knowledge. Research and creative activities are part of your role at USU; therefore, you are expected to perform with effectiveness in this domain.]

The following elements are commonly associated with success in research/creative endeavors:

- Steady and consistent record of research and creative endeavors supporting your scholarly activity. Any periods of time without significant record of scholarly activity will require explanation. Documentation supporting scholarly activity is described in USU Faculty Code 405.2.2(2), and is generally outlined within the template for

presenting promotion and tenure documentation. Commonly recognized documentation includes authorship of peer-reviewed materials (books, book chapters, journal articles), invited authorship of review articles, participation in symposia, intellectual contributions represented by patents, inventions and other intellectual property, and success in competition for extra-mural funding.

- Continued development of your scholarly activity. Development includes such things as obtaining funding to support your research and creative endeavors, systematic accumulation of a body of research and creative works such that later work builds upon earlier work, and leadership for your research and creative endeavors independent of earlier mentors.
- Advancement within your field of inquiry owing to your scholarly activity. Peers will judge your research and creative works for innovation, scientific rigor, and contribution of new knowledge. One indicator is the reputation and stature of the academic and scientific venues chosen as outlets for your works.
- Positive professional reputation based on your scholarly activity. There should be a focused and coherent theme in the body of your research and creative works that establishes your professional reputation and expertise. You should be able to clearly articulate this theme, and it should be echoed by yours peers when describing your works and expertise.
- Regular reports of research activities to the Department Head, the Director of the Utah Agricultural Experiment Station (UAES) if you have an UAES project(s), and contract granting agencies as appropriate. Reporting takes the form of annual or quarterly reports as required by your Department Head or contract granting agency and annual CRIS reports in the case of the UAES.

Expectations for Extension (Relative weight = xx%)

Extension activity represents the major emphasis of your role statement; therefore, you are expected to perform with excellence in this domain. As an Extension Specialist, you will provide the public, primarily within the state, with research-based information and other university resources. You are expected to contribute to the Extension activities of the department and serve as a liaison between the department and Extension agents across the state.

[Alternate statement: Extension activity has been identified as part of your role at USU; therefore, you are expected to perform with effectiveness in this domain. As an Extension Specialist, you will provide the public, primarily within the state, with research-based information and other university resources. You are expected to contribute to the Extension activities of the department and serve as a liaison between the department and Extension agents across the state.]

To meet with success in this domain, you should:

- Implement and direct major programs in your area of expertise. These programs employ a multi-faceted approach to take needed information to a specific clientele throughout Utah. Within each of your major programs, you will be expected to:
 - Employ innovative dissemination that reaches diverse audiences. These approaches may include fact sheets, professional journal publications, video, CD, DVD, websites, computer assisted programs, radio, and TV. It is noteworthy when information from your major program is utilized outside of Utah, on a regional or national basis.
 - Provide appropriate client “training” with emphasis on long-term, sequential sessions. Short, stand-alone programs create some awareness but do not usually sustain change. Longer term, repeat programs are more effective at sustaining change and creating measurable impacts. It is understood that some long-term programs may involve more facilitation than presentation.
 - Document impacts of your major programs. To do this, obtain current "benchmarks" early in the development of the program, which can be used later to monitor progress and impact. The impact may be described as results, actions or changes that occurred because of participation in your program.
 - Work with Extension agents across the state. Long-term impacts and program exposure are expanded when specialists collaborate with Extension agents. Therefore, you should collaborate with Extension agents when developing, designing, marketing, and presenting programs and events across the state. You should provide updates and in-service training to agents on the latest research, national Extension initiatives, and issues in your academic discipline.
 - Manage budgets and staff. Many programs use volunteer and professional staff to extend outreach. In addition to staff, you should recruit, develop and utilize volunteers when necessary and recognize their efforts. You should also appropriately manage financial resources.
 - Generate outside funding. Grant writing and generation of outside funds may be essential to the continuance of your major programs. Identifying needs or issues that are on a rising crest of interest will often lead to available sources of funding.
- Communicate with and obtain input from Extension agents and other Extension specialists about emerging needs, issues and trends related to your area of expertise. Stay current in your discipline through the professional literature and participation in professional societies. Ensure that information you provide to the public is based on the latest research-based information in your area of expertise. Disseminate this information on emerging issues through newsletters, educational packets, presentations, and media packet articles.
- Provide regular reports of Extension activities to the Department Head and the Vice President for Extension. These reports are provided annually or quarterly as required by

the Department Head and your Program Leader and are filed through the myFOCIS3 system.

- Respond to client requests for assistance or information. As an Extension Specialist with a specific area of expertise, you will be contacted by other Extension personnel, agencies, producers, home owners, and other clientele for information, assistance with specific problems and for presentations at meetings. It is critically important to respond to these requests, and when necessary to find new methods of delivery or multiply your knowledge and information through others. However, it is vital to balance the time you spend meeting this demand for information with the time necessary to effectively develop, implement, and evaluate major programs in order to have measurable impacts.
- Develop a professional reputation in your area of expertise. There should be a focused and coherent theme in the body of your extension work that establishes your professional reputation and expertise.
- Demonstrate scholarship in Extension. This is broadly defined as creative activity in the development and/or application of extension materials. Scholarship will primarily be demonstrated through peer reviewed professional and Extension publications and curriculum materials of many forms. Extension scholarship goes beyond the simple delivery of prepared extension materials, and involves a measure of needs assessment, either the development of new instructional material or the significant adaptation of existing instructional material, appropriate delivery, thorough evaluation, and continued revision as warranted.

It is important that your extension information is disseminated, and that it validated by your peers for originality and quality. This external validation can be accomplished in many ways, including (but not limited to):

- Adoption by other extension personnel.
 - Publication of application case studies or curricula in peer reviewed journals or in other peer reviewed outlets.
 - Receipt of awards from extension professional associations at the state, regional, or national level.
- As an employee of Utah State University Extension, it is required that all public programs which are planned, designed, developed, and offered will serve individuals regardless of race, color, religion, sex, national origin, age, disability, veteran's status, and sexual orientation. When individuals with disabilities request accommodation, Extension employees will make every reasonable accommodation that allows program participation. Extension programs will be designed to include minority and under-served groups.

Annual performance reviews for Extension employees will measure efforts undertaken to ensure implementation of the Civil Rights Laws, USDA Civil Rights requirements, and USU Affirmative Action/Equal Opportunity Policy (USU Policy 303).

Expectations for Service (Relative weight = xx%)

Service activities are vital to the mission of the University; therefore, tenure-eligible faculty must participate in service. These activities include effective participation in the operation and governance of the University, and in the outreach mission of the University. Service activities also include effective participation in organizations relating to your academic profession. Service represents a minor, but important, component of your role. Service is not expected in all of these areas but, rather, some combination that represents the relative weight that is equivalent to the percent that you have been assigned in this domain. However, meeting the demand for service should not consume so much of your time that it detracts from your other responsibilities.

In judging your efforts in the service domain, your Utah State University colleagues will look for evidence of your contributions to a variety of significant and meaningful service. Examples of service activities are described in Faculty Code 405.2.2(4) and may include:

- Service as a member or leader of substantive departmental, college and university committees and organizations.
- Service to regional or national professional societies and organizations in your field of expertise as evidenced by committee membership and/or holding elected or appointed office.
- Service as a reviewer of manuscripts or editor to a scientific or professional publication.
- Service as a reviewer of grant proposals for an agency or professional organization.
- Service as a consultant to local, regional, national or international organizations and agencies.
- Service on behalf of the outreach mission of Utah State University through public speaking and/or information dissemination involving your professional expertise.
- Service on local, regional, national or international advisory or governing boards that reflect your professional expertise.

The undersigned have reviewed and accepted the conditions that are stated or implied in this role statement.

Signature of Department Head

Date

Signature of Dean

Date

Signature of Candidate

Date