

Role Statement

*New Assistant Professor with Research Emphasis
(The research emphasis might be appropriate for a new faculty member in Art, Dance, Music or
Theatre Education; Art, Dance, Design, Music or Theatre History; Music Therapy, etc.)
Department
Caine College of the Arts
Utah State University*

Date of Initial Appointment: (August 1, 2010)

Utah State University 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 Utah State peers that they can manage successfully the multiple responsibilities of a faculty member at a research-intensive university. Each probationary faculty member will be expected to demonstrate excellence in the major area of emphasis and effectiveness in the other two areas (Research, Scholarship, Creative Activities; Teaching; Service) according to their role assignment. The major emphasis for an untenured assistant professor can only be either the domain of research, scholarship, creative activity, or the domain of teaching.

Research– (Insert percent of evaluative weight)

The domain of research represents the major emphasis of your role statement. You will be expected to perform with excellence in this area of your responsibility.

You are expected to create a high-quality program of research and scholarship based on the national standards for your professional peer group. As your Utah State colleagues review the maturation of your program of research and scholarship, they will be looking for the following elements that are commonly associated with successful programs of scholarly activity:

- We expect a steady and consistent record of written products emerging from your program of scholarship. Any periods of time without scholarly productivity will require a compelling explanation.
- We expect you to articulate a clear, focused and coherent theme in your published scholarship. As your career unfolds, we expect that your scholarly achievements will be cumulative in nature (i.e., will build on and have an impact on your area of specialization) and will establish your professional reputation and expertise in a clearly identified scholarly specialization.
- Your program of scholarly activity should be judged by your peers to be significant contributions to the literature in your field. We expect your peers will judge the published

products of your research to meet the national professional standards of your discipline. One indicator of these traits is the reputation and stature of the academic outlets in which you choose to publish your research. More specifically, we recognize the importance of: invitations to present scholarly work in important venues, reviews of your scholarship in influential and well-respected publications, awards and prizes, and grants and fellowships.

- Where appropriate, we recognize external funding (e.g., grants, contracts, fellowships) as an important element to sustain a program of scholarly activity over an extended period of time and to indicate one's success in the discipline.
- We expect that over time you will be the senior author on a significant portion of your published work and that your scholarship will demonstrate increasing independence from earlier mentors and collaborators.
- Where appropriate, USU recognizes that patents documenting scientific discoveries and inventions are valid indicators of productivity emerging from your program of research and scholarship.

Teaching – (Insert percentage of evaluative weight)

In the domain of teaching, you are expected to contribute effectively to the instructional mission of the university. Your specific teaching assignment will be determined each year by the department head and will reflect the needs of your academic unit combined with your areas of expertise.

USU takes very seriously its commitment to teaching. A record of effective instruction is one of the hallmarks of success for faculty at Utah State. As you establish your credentials as an instructor, advisor, and mentor, reviewers of your credentials will look for evidence that you have outlined a teaching philosophy, developed appropriate strategies, methods and materials, and produced desirable student outcomes. They will also look for evidence of ongoing reflection and assessment of your teaching performance in an effort to improve teaching and student learning. On an annual basis, it will be your responsibility to collect, assemble and present the most compelling evidence available to document your ability to provide consistently effective instruction, advising and mentoring over an extended period of time.

As your Utah State colleagues review your teaching and engagement with students, they will be looking for evidence of some of the following elements that are commonly associated with effective instruction:

- We expect you to 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.
- We expect faculty members to thoughtfully use student evaluations by engaging in reflective practice to identify areas of teaching that need improvement. Student evaluations may also be used to show how a faculty member's teaching has evolved and

improved over time. USU expects student evaluations of your classroom performance to demonstrate your ability to create an environment that invites student learning. University colleagues will look for patterns in your student evaluations. Significant fluctuations in student evaluations from semester-to-semester will require an explanation.

- Where appropriate, we expect you to demonstrate your ability to attract graduate students and to mentor them to the successful completion of their degree.
- We expect systematic and repeated peer evaluations of your classroom performance throughout your probationary period. USU also expects evidence of your reflective response to these peer evaluations and documentation of changes to your instruction that you have made as a result of such feedback. We expect you to provide evidence that improvement in your teaching is taking place when suggested by peer review of teaching.
- We expect you to participate in activities intended to improve your skills as an instructor and to demonstrate your continued commitment to effective instruction.
- We expect you to document your engagement with students outside normal classroom instruction. Such engagement may take many different forms; including, involving undergraduate and graduate students in your scholarly activities; supervising independent study; advising student organizations; participating in the Honors Program; working with undergraduate teaching fellows, undergraduate research fellows, or rhetoric associates; or, consulting with students regarding their evolving careers.
- We expect you to provide a variety of types and sources of data about your teaching performance (e.g., student outcomes; portfolios of student work; and course projects). Ultimately, the evidence that you provide regarding your teaching and advising effectiveness will be enhanced, strengthened and more persuasive if it addresses different aspects of your instruction (e.g., in-class presentations; written course materials; tests and examinations; contributions to the USU honors program; student outcomes data and out-of-class interactions with students).

Service – (Insert percentage of evaluative weight)

In this domain of faculty responsibility, you are expected to demonstrate effectiveness in service to the operations and governance of the University; to your academic profession; and/or to the outreach and extension mission of the University. You are not expected to provide evidence of your service in all of these areas but, rather, some combination that reflects your commitment to the department, university, and profession.

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 activities.

Possible service activities 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 member of an editorial board of a 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 and land-grant 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.

Department Head

Date

Dean

Date

Assistant Professor

Date

A Context for Role Statements

A role statement is a document that broadly describes the multiple responsibilities of a faculty member at Utah State University 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 Utah State University.

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 Faculty Code of Utah State University (USU) 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; italics added for emphasis). 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 Utah State University; i.e., (1) ***teaching*** – including classroom instruction and the advising and mentoring of both undergraduate and graduate students; (2) ***research, scholarship and creative activities***; and (3) ***service*** – including academic unit operations, campus governance, service to professional organizations, participation in Cooperative Extension programs and professional involvement with community-based agencies and organizations. The percentages allocated to each area of professional service should be adhered to judiciously by the faculty member, and it is the responsibility of the faculty member to ensure that his or her efforts mirror these allocations.

While Utah State University 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 Utah State peers that they can manage successfully the multiple responsibilities of a faculty member at a research-intensive 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. The Faculty Code, however, 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; italics added for emphasis). Thus, the major emphasis for an untenured assistant professor can only be either the domain of research and scholarship or the domain of teaching.

Utah State University is proud that you have decided to join its faculty. As your career evolves and matures, the entire university community looks forward to your becoming an important contributor to the intellectual environment at USU. As a land-grant university, USU is committed to continuing a rich tradition of excellence in teaching, research and service and everyone anticipates that you will contribute significantly to our efforts in each of these areas.

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 of faculty responsibility. 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 our expectations of you will change concomitantly.

You will receive annual performance evaluations from several difference sources (e.g., 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 then 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).

In the event that 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 Professor in a timely fashion. After you are granted tenure and promoted to associate professor, a new role statement will be prepared that will guide your continued professional development towards 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 and your professional community throughout the remainder of your professional career.