

## UTAH STATE UNIVERSITY

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 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; 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 USU (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 reflect the evaluation 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 percent of time you allocate to each area, as it is your responsibility to ensure that your efforts produce outcomes that are commensurate with the weights reflected in the role statement for each professional service area.

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; italics added for emphasis). Thus, the major emphasis for an untenured assistant professor can only be either the domain of *research, scholarship, and creative activities* or the domain of *teaching*.

### Performance Evaluations

During your probationary period at USU, 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 during your probationary period 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.

To help you meet your goals, 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 your progress during the probationary period. In the third year of your appointment, the University will undertake a more extensive review of your performance that will help guide you through the final years of the probationary period. 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. 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.

**UTAH STATE UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN SERVICES**  
**Department of (Insert Name)**

**(Insert Name of New Assistant Professor)**

**Date of Initial Appointment:** (Insert Month and Year)

**Final Date to Qualify for Tenure:** (Insert Month and Year)

**Teaching**—(Insert evaluation weight percentage)

The domain of teaching represents the major emphasis of your role statement; thus, you will be expected to perform with *excellence* in this domain of your responsibility. Specifically, your Utah State University (USU) colleagues expect you to attain and sustain a pattern of high-quality instruction across different contexts (e.g., undergraduate vs. graduate, large vs. small classes, individual advising and mentoring). 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.

Because your USU colleagues take very seriously their commitment to teaching, a record of excellent instruction is one of the hallmarks of success for faculty at USU. As you establish your credentials as an instructor, advisor, and mentor, reviewers of your credentials will look for a pattern of continuous improvement as well as evidence of your dedication to high-quality teaching. 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 high-quality instruction, advising, and mentoring over an extended period of time.

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

- We expect you 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 positive student evaluations of your classroom performance that demonstrate your ability to create an environment that invites student learning. We also expect to see steady improvement in your student evaluations as you gain experience. Finally, 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.
- Where appropriate, we expect you to demonstrate your ability to attract graduate students and to mentor them to the successful completion of their degrees.
- We expect systematic and repeated peer evaluations of your classroom performance

throughout your probationary period. We also expect evidence of your 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 participate in activities intended to improve your skills as an instructor and to demonstrate your continued commitment to high-quality instruction.
- We expect you to document your engagement with students outside normal classroom instruction. Such engagement 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.
- 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 excellence will be enhanced, strengthened, and be 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, and/or out-of-class interactions with students).
- We expect that you will demonstrate a scholarship of teaching that may include, for example, contributions to the literature regarding pedagogy, rigorously evaluated teaching curricula, acquisition of external funding for teacher or leadership preparation or for professional development of teachers, exemplary peer-reviewed web sites related to your instruction or advising, or externally adopted master plans or feasibility studies.

### **Research, and Scholarship, and Creative Activities**—(Insert evaluation weight percentage)

In the domain of research, scholarship, and creative activities, we expect you to contribute effectively to the research mission of the university. Specifically, we expect you to create an effective program of research, scholarship, and creative activities that is productive, sustainable, and nationally recognized for effectiveness.

As your USU colleagues review the maturation of your program of research, scholarship, and creative activities, they will look for the following elements that are commonly associated with effectiveness in this domain:

- We expect a consistent record of written products emerging from your program of research, scholarship, and creative activities. Any periods of time without publications will require an explanation.
- We expect you to articulate a coherent theme in your body of published research, scholarship, and creative activities. As your career unfolds, we expect that your published record of research, scholarship, and creative activities will accumulate systematically (i.e., latter work to be built upon your earlier work). Moreover, we expect that your publications will establish your professional reputation and expertise in a clearly identified field of inquiry.

- We expect that your published research, scholarship, and creative activities will be judged by your peers to contribute to the literature in your field.
- We expect that your peers will judge the published products of your program of research to be scientifically rigorous, innovative, and contributing new knowledge to your field of inquiry. One indicator of these traits is the reputation and stature of the academic outlets in which you choose to publish.
- We expect your program of research, scholarship, and creative activities to be of a quality that is sustainable over time. We expect you to demonstrate that you can acquire the resources necessary to sustain a productive program of research, scholarship, and creative activities (e.g., external funding; graduate or undergraduate students; travel support; or whatever is required to sustain your program of research, scholarship, and creative activities).
- We recognize and value the unique contributions of faculty from different disciplines in collaborative research and development projects. You must clearly describe and document how your work contributes to the activities of the project (e.g., coauthorship of proposals and articles, peer-reviewed curriculum materials).
- We expect that over time you will be a major contributor or leader for the published products emerging from your program of research, scholarship, and creative activities and the funding by which it is supported.
- We recognize that patents documenting scientific discoveries and inventions and rigorously evaluated training curricula and computer software are valid indicators of productivity emerging from your program of research, scholarship, and creative activities.

**Service**—(Insert evaluation weight percentage)

In this domain of faculty responsibility, we expect you 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 represents the evaluation weight that has been assigned to this domain. You must be prudent about your commitments to this domain to ensure that you do not commit so much time that it detracts from your achievements in the other domains.

In judging your efforts in the service domain, your USU 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 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 and land-grant mission of USU 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.

**Approvals:**

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

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Signature of Department Head

\_\_\_\_\_  
Date

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Signature of Dean

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Date

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Signature of Candidate

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Date

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Date and initials below are to certify annual review:

Date

Dept. Head

Candidate

Dean

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