

Role Statement

College Of Engineering Utah State University

INTRODUCTION AND BACKGROUND

Utah State University (USU) is very pleased 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. To help guide your professional development at USU, the University has adopted the use of role statements, as explained below, to clarify expectations for tenure track faculty.

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 relative weight 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 professor 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. Within the College of Engineering your domain of major emphasis shall be research and scholarship.

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 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.

[Note: This paragraph is for new hires with no previous tenure track experience.] You will receive annual performance evaluations from several difference sources (e.g., your Tenure Advisory Committee, your department head and your dean) 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).

[Note: This paragraph is for new hires with previous tenure track experience.] The Faculty Code (Section 405.1; italics added for emphasis) states that “*the pre-tenure probationary period at USU is 6 years, but up to 9 years of total probationary period will be allowed if the candidate was in a tenure-eligible position at another accredited college or university.*” Since you were in a tenure track position at the University of <xxxxx> for <xxx> years prior to your employment at USU, your probationary period at USU will not exceed <xx> years as stated the attached written agreement. 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. During your probationary period, if you are not making adequate progress toward promotion and tenure, your contract may be terminated. At an appropriate time (but no later than the <xxx> year), the University will make a final decision regarding your tenure at Utah State University. The details of this final review are specified in the Faculty Code (Section 405.7).

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.

ROLE ASSIGNMENTS

*< Department Name >
College of Engineering
Utah State University*

Faculty Name: **NEW HIRE**

Current Rank: **Assistant Professor** < Date of Current Rank at USU> < Date >

Relative Weight Allocated to each Domain of Professional Service

Domain		% Weight
A.	Research & Scholarship	≥ 50
B.	Teaching	≤ 40
C.	Service	≤ 10
Total		100

A. Research and Scholarship Domain

The domain of research and scholarship represents the major emphasis of your role statement; thus, you will be expected to perform with *excellence* in this domain of your responsibility. Specifically, you are expected to create a high-quality program of research and scholarship that is consistently productive, sustainable and nationally recognized for excellence.

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 success in this domain:

1. USU and the College of Engineering¹ expect you to develop a nationally recognized research program reflecting your contributions to your area of specialization, as well as those of your students and research associates. The specific research problems are your choice, but should articulate a clear, coherent theme that is reflected in your publication record.
2. USU and the College of Engineering expect a steady and consistent record of peer-reviewed archival journal publications emerging from your program of research. As your career unfolds, USU and the College of Engineering expect that this record of research and scholarship will accumulate systematically (i.e., latter work to be built upon your earlier work). It is also expected that you will demonstrate independence from earlier mentors.

¹ College of Engineering includes your Department.

3. USU and the College of Engineering expect that your published research, as judged by your peers, will 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 professional outlets in which you choose to publish and report your research.
4. USU and the College of Engineering expect you to demonstrate that you can successfully compete for extramural funding in order to sustain a productive program of research and scholarship over an extended period of time. You are expected to use this funding to support graduate students, acquire needed equipment, travel, summer salary and whatever else is required to sustain your program of research and scholarship.
5. USU and the College of Engineering recognize that patents documenting scientific discoveries and inventions are valid indicators of productivity emerging from your program of research and scholarship.
6. USU and the College of Engineering expect that over time you will demonstrate increasing leadership for the published products emerging from your research and the funding by which it is supported.
7. USU and the College of Engineering expect your research activity to contribute to your professional growth and development and be compatible with the mission and goals of the college and your department.

B. Teaching Domain

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.

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

1. USU and the College of Engineering expect you to be able to effectively teach the undergraduate and graduate courses assigned by your department head.

2. USU and the College of Engineering 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. You are expected to participate in MAE undergraduate and graduate curricula development activities.
3. USU and the College of Engineering expect you to be an active participant in the ABET continuous assessment and improvement processes of your Department's accredited curricula.
4. USU and the College of Engineering expect positive student evaluations of your classroom performance that demonstrate your ability to create an environment that invites student learning. USU also expects to see steady improvement in your student evaluations as you gain experience. Your tenure and promotion committee 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 classroom performance. Significant fluctuations in student evaluations from semester-to-semester will require an explanation.
5. USU and the College of Engineering expect systematic and repeated peer evaluations of your classroom performance throughout your probationary period. USU also expects 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.
6. USU and the College of Engineering expect you to demonstrate your ability to attract graduate students and to mentor them to the successful completion of their degree and in publishing the results of their research.
7. USU and the College of Engineering expect you to participate in activities intended to improve your skills as an instructor and to demonstrate your continued commitment to high-quality instruction.
8. USU and the College of Engineering expect you to document your engagement with students outside normal classroom instruction. Such engagement may take many different forms; including, involving students in your research and scholarly activities; supervising independent study; advising student organizations; or, consulting with students regarding their evolving careers.
9. USU and the College of Engineering 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 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).

10. USU and the College of Engineering expect your teaching activities to contribute and be compatible with the mission and goals of your Department.

C. Service (Professional, Departmental, College, University, and Community)

In this domain of faculty responsibility, you are expected to demonstrate effectiveness in service to the operations and governance of the University; to your professional societies; 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 relative 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 in this domain that it detracts from your achievements in the other domains.

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.

1. USU and the College of Engineering recognize service as a member or leader of substantive departmental, college and university committees and organizations.
2. USU and the College of Engineering recognize active participation in regional or national professional societies and organizations in your field of expertise as evidenced by committee membership and/or holding elected or appointed office.
3. USU and the College of Engineering recognize service as a reviewer of manuscripts or editor to a scientific or professional publication.
4. USU and the College of Engineering recognize service as a reviewer of grant proposals for a funding agency or professional organization.
5. USU and the College of Engineering recognize service in consulting roles to local, regional, national or international organizations and agencies.
6. USU and the College of Engineering recognize participation and support for the outreach and land-grant mission of Utah State University through public speaking and/or information dissemination involving your professional expertise.
7. USU and the College of Engineering recognize service on local, regional, national or international advisory or governing boards that reflect your professional expertise.
8. USU and the College of Engineering expect your service activities to contribute to and be compatible with the mission and goals of the college and your department..

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. 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.

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

Dean's Signature: _____ Date: _____

Dept. Head's Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

