

Role Statement with Major Teaching Emphasis

Dr. Draft D. Draft

Assistant Professor of Natural Resources

Date of Initial Appointment: 1 July 2006

Preface: 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.

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).

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). 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).

Background

Dr. Draft’s was made the offer of employment in a letter dated 12 May 2005 and began his appointment on 1 July 2006, to enable Dr. Draft to complete his postdoctoral fellowship. Dr. Draft’s tenure review will begin in 2011 and his tenure will be decided in 2012.

Teaching – (00% weight)

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. Your specific teaching assignments 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 superior 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. We also expect you to engage in the scholarship of teaching as indicated below.

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 superior instruction:

- USU expects 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.
- USU expects 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. 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 a justification.
- Where appropriate, USU expects you to demonstrate your ability to attract graduate students and to mentor them to the successful completion of their degrees.
- USU expects systematic and repeated peer evaluations of your classroom performance throughout your probationary period. USU also expects evidence of your responses to these peer evaluations and documentation of changes to your instruction that you have made as a result of such feedback.
- USU expects you to participate in activities intended to improve your skills as an instructor and to demonstrate your continued commitment to high-quality instruction.
- USU expects you to document your engagement with students outside normal classroom instruction. Such engagement may take many different forms; including, involving students in your scholarly activities; supervising independent study; advising student organizations; or, consulting with students regarding their evolving careers.

- USU expects 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 out-of-class interactions with students).
- Because the domain of teaching represents the major emphasis of your role statement your colleagues will look for evidence that your excellence as a teacher addresses the scholarship of teaching. Evidence of this may be demonstrated by your participation in organizing and delivering regional and national workshops on pedagogy at professional meetings, receiving regional or national recognition from your peers for your teaching excellence, publishing refereed articles, book chapters and/or books on teaching techniques and/or designing and disseminating curricular materials that are adopted by Natural Resources faculty at other colleges and universities.

Research, Scholarship and Creative Activities – (00% weight)

You will be required to demonstrate *effectiveness* in the domain of research, scholarship, and creative activities. Specifically, you are expected to create a high-quality program of research and scholarship that is consistently productive, sustainable and nationally recognized for excellence. The specific field of research shall be *XXXXXXXXXXXXXXXXXt*.

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:

- USU expects a steady and consistent record of written products emerging from your program of research. Any periods of time without publications will require a justification.
- USU expects you to articulate a clear, focused and coherent theme in your body of published research. As your career unfolds, USU expects that your published record of research and scholarship will accumulate systematically (i.e., latter work to be built upon your earlier work). Moreover, USU expects that your publications will establish your professional reputation and expertise in a clearly identified field of inquiry.
- USU expects that your published research will be judged by your peers to contribute significantly to the literature in your field and 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 your research.
- USU expects your program of research and scholarship to be of a quality that is sustainable over an extended period of time. USU expects you to demonstrate that you can acquire the resources necessary to sustain a productive program of research and scholarship (e.g.,

external funding; graduate or undergraduate students; travel support; or whatever is required to sustain your program of research and scholarship).

- USU expects that over time you will demonstrate increasing leadership for the published products emerging from your research and independence from earlier mentors. Furthermore, we expect that one indication that you are assuming a leadership role in publications will be successfully mentoring your graduate students in publishing the results of their research.
- USU recognizes that patents documenting scientific discoveries and inventions are valid indicators of productivity emerging from your program of research and scholarship.

Service – (00% 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. Service is not expected in all of these areas but, rather, some combination that represents the relative weight that you have been assigned in 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. In addition to the standard expectation that you will participate in faculty activities such as faculty meetings, retreats, commencement, awards banquet, etc., your 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 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.

Concluding Remarks

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 different 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 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).

Upon attaining 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.

Dr. Distinguished Head
Department Head

Date

Dr. D. Draft
Assistant Professor

Date

Dr. Fud D. Duddy
Dean

Date