

## UTAH STATE UNIVERSITY

Utah State University (USU) 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.

### 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.

### 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.

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).

On attainment of tenure and promotion 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 SCIENCE  
Department of (Insert Name)**

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

Date of Initial Appointment: (Insert Month and Year)

Research and Scholarship – (Insert percent of relative weight)

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 in the area of (*Insert area of research and scholarship*), they will be looking for the following elements that are commonly associated with success in this domain:

- USU expects you to develop a nationally recognized research program reflecting your contributions to science, 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.
- USU expects your research activity to contribute to your professional growth and development and be compatible with the mission and goals of the department.
- USU measures of your research activity will include refereed publications; acquisition of external funding; published abstracts and participation in professional meetings; and invited presentations and seminars.
- USU expects a steady and consistent record of peer-reviewed publications emerging from your program of research. As your career unfolds, USU expects that this record of research and scholarship will accumulate systematically (i.e. latter work to be built upon your earlier work).
- 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 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 that over time you will demonstrate leadership for the published products emerging from your research and the funding by which it is supported.
- USU recognizes that patents documenting scientific discoveries and inventions are valid indicators of productivity emerging from your program of research and scholarship.

#### Teaching – (Insert percent of relative 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.

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:

- 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 an explanation.
- 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 response 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/or out-of-class interactions with students).

Service – (Insert percent of relative 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 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. 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.

