# Role Statement for XXXXXXX, Associate Professor

**Department of XXXXXX**

**Location: XXXXXXX**

**Emma Eccles Jones College of Education and Human Services**

**Utah State University**

**Appointment: xx FTE AY or FY base**

**Date of Initial Appointment: xx/xx/xxxx**

**Date of Promotion and Tenure: xx/xx/xxxx**

**Relative weights assigned to domains of responsibility:**

**Research or Creative Endeavors: xx%**

**Teaching : xx%**

# Service: xx%

Utah State University (USU) is proud to have you as a faculty member. As a land-grant university, USU is committed to continuing a rich tradition of excellence in teaching, research, extension, and service. We look forward to your continuing role in 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)*.* 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 or creative endeavors***; [3] ***extension*** – sponsored by Utah State University Extension; and [4] ***service*** – including academic unit operations, campus governance, service to professional organizations, and professional involvement with community-based agencies and organizations). The percentages reflect the relative weight or value that will be allocated to each professional service area when you are evaluated for promotion. You should carefully consider the amount of time you allocate to each area, as it is your responsibility to ensure that your efforts produce outcomes that are commensurate with the relative weights reflected in the role statement for each professional area. If you do not have an assigned effort in a domain, you will still be expected to participate in a collegial manner that helps the University achieve its missions. Our participation in such a fashion may be considered as service to the university.

While USU is committed to creating an environment in which all faculty members can succeed, faculty members must demonstrate to their USU peers that they can manage the multiple responsibilities of a faculty member at a research 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 professor is awarded “on the basis by which a faculty member performs his or her responsibilities as defined by the role statement” (Section 405.2.2). Specifically, the Code states that “Each candidate must present evidence of *effectiveness* in all of the professional domains in 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, 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” (Section 405.2.2.4). Thus, the major emphasis for a faculty member can only be in the domains of *research, teaching,* or *extension*.

Performance Evaluations

During your time as an Associate Professor at Utah State, you will be expected to perform to expectations in all domains of your faculty responsibilities. In order to be promoted to Professor, you will be expected to perform with *excellence* in your major area of emphasis and with *effectiveness* in the other domains which you have an assigned role. A promotion advisory committee (PAC) will be established [Section 405.6.2(2)] to advise and assist you as you pursue promotion to Professor. Tenured faculty are evaluated annually as described in Section 405.12 of the USU Faculty Code. Once you attain the rank of Professor, we expect you to be highly productive and an effective member of the University throughout the remainder of your professional career.

**Expectations for Research or Creative Endeavors (Relative weight = xx%)**

Research or creative endeavors encompass a wide variety of scholarly activities that lead to the advancement of knowledge. Research or creative endeavors represent the major emphasis of your role statement; therefore, you are expected to perform with excellence in this domain in order to be promoted to Professor. Specifically, you are expected to continue to develop a high-quality program of research or scholarship that is consistently productive, self-sustaining, and nationally recognized for excellence.

The following elements are commonly associated with success in research/creative endeavors:

* Steady and consistent record of research or creative endeavors supporting your scholarly activity. Any periods of time without significant record of scholarly activity will require explanation. Documentation supporting scholarly activity is described in USU Faculty Code 405.2.2(2), and is generally outlined within the template for presenting promotion documentation. Commonly recognized documentation includes authorship of peer-reviewed materials (books, book chapters, journal articles), invited authorship of review articles, participation in symposia, intellectual contributions represented by patents, inventions and other intellectual property, evidence of community engagement in achieving the goals of your research or creative endeavors, and success in competition for extra-mural funding.
* We expect your program of research or creative endeavors 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 or creative endeavors (e.g., external funding; graduate or undergraduate students; travel support; or whatever is required to sustain your program of research or creative endeavors).

* A pattern of leadership and advancement within your field of inquiry owing to your scholarly activity. Peers will judge your research or creative endeavors for innovation, scientific rigor, and contribution of new knowledge. One indicator is the reputation and stature of the academic and scientific venues chosen as outlets for your works.
* Positive professional reputation based on your scholarly activity. There should be a focused and coherent theme in the body of your research or creative endeavors that establishes your professional reputation and expertise. You should be able to clearly articulate this theme, and it should be echoed by yours peers when describing your works and expertise.
* 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 or creative endeavors.

**Expectations for Teaching (Relative weight = xx%)**

Teaching is a major university function, and USU takes very seriously its commitment to teaching. Teaching is the major emphasis of your role statement; therefore, you are expected to perform with excellence in this domain in order to be promoted to Professor. Specifically, you will be expected to establish superior credentials as an instructor, advisor, and mentor. Your specific teaching assignment will be determined each year by the department head and will reflect the academic needs of the department 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 educator, 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 expect you to create an environment in all of your teaching activities that is conducive to academic learning and free from intimidation or abuse.

The following elements are commonly associated with success in teaching:

* Steady and consistent record of teaching activity. Documentation supporting teaching activity is described in USU Faculty Code 405.2.2(1), and is generally outlined within the template for presenting promotion documentation.
  + A current trend in academe is to develop and maintain a teaching portfolio containing materials that illustrate your teaching philosophy, use of pedagogy, and overall effectiveness. If you have not already done so, it is recommended that you develop a teaching portfolio and include information such as student outcomes, portfolios of student work, course projects, written course materials, contributions to the USU Honors program, leading students in service learning and community engagement activities, and examples of out-of-class interactions with students.
* Assessment of teaching activity. Systematic and repeated evaluation of your classroom effectiveness is required from students and peers. Documentation is expected of your response to these evaluations, and of changes to your instruction that you made as a result of such feedback.
  + We expect systematic and repeated peer evaluations of your classroom performance. 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.
  + Student evaluations are required of each course and section every semester. Positive student evaluations of your classroom performance attest to your ability to create an environment that invites student learning. Improvement in your student evaluations is expected as you gain experience, and 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.
* Continued development of teaching skills. Efforts to continue to develop teaching skills, and to keep current on content in the field, bear out a dedication to high-quality teaching. Such efforts include attending training workshops on pedagogy and seminars that provide updates to current knowledge and trends in your discipline.
* Continued engagement with student learning outside the classroom. This may take many different forms such as involving students in your scholarly activities, supervising independent study, advising student organizations, participating in service learning and/or community engagement activities, or consulting with students regarding their evolving careers.
* Leadership in advancement of pedagogy for teaching within your field. Contributions might include such things as authorship of refereed articles on teaching, and development of peer-reviewed media packages or computer programs. These items represent creative endeavors, and are critically important to developing a positive professional reputation in teaching.
* Participation or leadership in development of curricula. A department’s academic program is ever changing, and you are expected to participate in curriculum development in a substantive and collegial manner. This includes development of your assigned courses in a fashion consistent with program learning objectives.
* A positive professional reputation based on your teaching activity. You should 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. This philosophy should be recognized from the body of work arising from your teaching activity, and it should be echoed by your peers when describing your teaching.
* Demonstrated and continued ability to attract graduate students and to mentor them to the successful completion of their degree and publication of their research. This is generally expected for those having a research appointment, and is preferred in units offering a graduate degree in your area of expertise.
* [OPTIONAL] A portion of your instructional assignment will include responsibility for the delivery of [a professional licensing program]. In this regard, we expect that you will deliver a high quality, desirable program; including managing course scheduling and staffing; establishing material distribution protocols; developing web materials; and coordinating actions with the department head [and regional campus dean/executive directors where the programs is delivered]. This expectation may include recruiting, training, and supervising faculty, students, and staff; providing staff evaluations; recruiting, advising, and managing students; evaluating the program; and developing and implementing program innovations to support students and instructors.

**Expectations for Service (Relative weight = xx%)**

Service activities are vital to the mission of the University; therefore, faculty must participate in service. These activities include effective participation in the operation and shared governance of the University (as per 401.8.1(4)), and in the outreach mission of the University. Service activities also include effective participation in organizations relating to your academic profession. Service represents an important component of your role. Service is not expected in all of these areas but, rather, some combination that represents the relative weight that is equivalent to the percent that you have been assigned in this domain.

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. Examples of service activities are described in Faculty Code 405.2.2(4) and may include:

* Service that supports the academic mission of the university such as a member, advisor or leader of service and student clubs, international student experiences and undergraduate Honors projects.
* Service as a member or leader of departmental, college and university committees such as curriculum, awards, search and tenure advisory committees.
* Service as a member or leader of faculty organizations, including USU Faculty Senate.
* 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 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.

Signature of Department Head Date

Signature of Dean Date

Signature of Faculty Member Date

**Annual Review of Role Statement:**

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