**Role Statement for XXXXXXX, Assistant Professor**

**Department of XXXXXX**

**Location: XXXXXXX**

**College of Engineering**

**Utah State University**

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

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

**Third-year Review: Fall 20xx**

**Final Tenure Consideration Date:** **20xx-20xx**

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

**Teaching: xx%**

**Research or Creative Endeavors: xx%**

**Service: xx%**

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, extension, 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 they accept 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 [3] ***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 tenure and 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. Your 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, 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 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 their 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 their 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 they perform, and must present evidence of *excellence in the major emphasis* of their 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). Thus, the major emphasis for an untenured assistant professor can only be in the domains of *research, teaching,* or *extension*.

Performance Evaluations

During your probationary period at Utah State, you will be expected to perform to expectations in all domains of your faculty responsibilities. In order to be tenured and promoted to Associate 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. Failure to reach expectations in any domain is cause for non-renewal. 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 expectations of your performance 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 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 not be renewed. 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) states that the pre-tenure probationary period at USU shall be six years. 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 not be renewed. 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).

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

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 in order to be tenured and promoted to Associate Professor. 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. Development of 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. 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.
3. 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.

1. 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 and tenure 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, and evidence of community engagement in achieving the goals of your research or creative endeavors.
2. Demonstration 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.
3. Patents documenting scientific discoveries and inventions are valid indicators of productivity emerging from your program of research and scholarship.
4. Increasing leadership for the published products emerging from your research and the funding by which it is supported.
5. Demonstration that your research activity contributes to your professional growth and development and is compatible with the mission and goals of the college and your department.

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

In the domain of teaching, you are expected to contribute effectively to the instructional mission of the university in order to be tenured and promoted to Associate Professor. 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.

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.

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. You are able to effectively teach the undergraduate and graduate courses assigned by your department head.

1. Articulation of 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 departmental undergraduate and graduate curricula development activities.
2. Active participation in the ABET continuous assessment and improvement processes of your department’s accredited curricula. A department’s academic program is ever changing, and you are expected to participate in curriculum development in a substantive and collegial manner as required for accreditation. This includes development of your assigned courses in a fashion consistent with program learning objectives.
3. 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.
4. 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.
5. Demonstration of 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. The successful production of both Masters and PhD students is expected.
6. Participation in activities intended to improve your skills as an instructor and to demonstrate your continued commitment to high-quality instruction.
7. Documentation of 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; leading students in service learning and community engagement activities; or, consulting with students regarding their evolving careers.
8. 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).
9. Teaching activities will contribute and be compatible with the mission and goals of your Department.

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

Service activities are vital to the mission of the University; therefore, tenure-eligible 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:

1. 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.
2. Service as a reviewer of manuscripts or editor to a scientific or professional publication.
3. Service as a reviewer of grant proposals for a funding agency or professional organization.
4. Service as in consulting roles to local, regional, national or international organizations and agencies.
5. Participation and support the outreach and land-grant mission of Utah State University through public speaking and/or information dissemination involving your professional expertise.
6. Service on local, regional, national or international advisory or governing boards that reflect your professional expertise.
7. 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.
8. Service as a member or leader of departmental, college and university committees such as curriculum, awards, search and tenure advisory committees.
9. Service as a member or leader of faculty organizations, including USU Faculty Senate.
10. Service on behalf of the outreach mission of Utah State University through public speaking and/or information dissemination involving your professional expertise.
11. Service on local, regional, national or international advisory or governing boards that reflect your professional expertise.

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.

Faculty Signature: Date:

Dept. Head’s Signature: Date:

Dean’s Signature: Date:

**Annual Review of Role Statement:**

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