



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 academic dean and the provost and, where applicable, the chancellor, vice president for extension or regional campus dean” (Section 405.11.1). Initial role statements can be changed or modified using the procedures described in the Faculty Code (see Section 405.11.1).

The Faculty Code indicates that role statements “provide the medium by which assigned duties of the faculty member are described” (Section 405.11.1). 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, clinical 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. 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 land-grant university. Indeed, the Faculty Code states that a primary function of the role statement is to “provide the medium by which the assigned duties of the faculty member are described and by which administrators and promotion evaluation committees can judge a faculty member with regard to his or her performance” (Section 405.11.1).

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 405.10.1(3)). The major emphasis for a Principal Lecturer will be in the domain of *teaching*.

### Performance Evaluations

Throughout your appointment at Utah State, you will be expected to perform to expectations in all domains of your faculty responsibilities. Term appointment faculty are evaluated annually as described in Section 405.12.1 of the USU Faculty Code. As a Principal Lecturer, we expect you to be highly productive and an effective member of the University throughout the remainder of your professional career.

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

Teaching is a major university function, and USU takes very seriously its commitment to teaching. 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.

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 405.10.1(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, clinical and lab instructional expertise and overall effectiveness. You should 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, 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.
  - 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 develop teaching skills, including clinical, studio, and laboratory instructional 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.
- 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, mentoring honors students, contributing to international education programs, or consulting with students regarding their evolving careers.

- 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 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.

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

*NB: While atypical for USU lecturer hires, devoting a percentage of evaluation to research or creative endeavors is possible with special justification. If this is approved, please indicate the percentage on the first page and use this optional "Research or Creative Endeavors" section. If there is no research or creative endeavors percentage, please delete this entire section.*

Research or creative endeavors encompass a wide variety of scholarly activities that lead to the advancement of knowledge. 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 405.10.1(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), participation in creative activity (such as performances, exhibitions, gallery representation, professional engagements), invited authorship of review articles, participation in symposia, intellectual contributions represented by patents, inventions and other intellectual property, and success in competition for extra-mural funding.
- Continued development of your scholarly/creative activity. Development includes such things as obtaining extramural funding sufficient to sustain an upward trajectory of research or creative output, systematic accumulation of a body of research or creative

works such that later work builds upon earlier work, and leadership for your research or creative endeavors independent of earlier mentors.

- Advancement within your field of inquiry owing to your scholarly activity. Peers will judge your research or creative works for innovation, intellectual rigor, quality, and contribution of new knowledge. One indicator is the reputation and stature of the 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 works 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.
- Regular reports of research or creative activities to the Department Head and others as appropriate.

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

Service activities are vital to the mission of the University. 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 405.10.1(3) and may include:

- Service that supports the academic mission of the university such as a member, advisor or leader of service and student clubs.
- Service as a member or leader of departmental, college and university committees such as curriculum, awards, search, and promotion 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 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.

**Signed Acceptance**

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

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Signature of Department Head

\_\_\_\_\_  
Date

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Signature of Dean

\_\_\_\_\_  
Date

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Signature of Candidate

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Date

**Annual Review of Role Statement:**

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DH Initials/Date

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Dean Initials/Date

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Faculty Member Initials/Date

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