

Expectations of the Faculty

For the Annual Review and Performance Expectations of Professorial, Lecturer, Librarian, and Professor of Practice Ranks at the University of South Dakota

**College of Arts & Sciences, Beacom School of Business,
School of Education, College of Fine Arts, and University Libraries ¹
Effective Starting 2022-23 Academic Year
Revised January 2022**

SECTION 1: PURPOSE OF THIS DOCUMENT

This document applies to faculty members holding professorial, lecturer, librarian, and professor of practice ranks. “Professorial rank” designates any of a series of ranks, comprising assistant professor, associate professor and professor, or the corresponding librarian titles, in which faculty members assume traditional faculty roles embracing teaching, research and service and may serve on term, tenure track or, at the associate professor and professor ranks, tenure contracts. Most such faculty members are tenured or are in the tenure track. Some librarian series and lecturer series faculty members may have chosen to retain rank, and these expectations apply to them as well. “Lecturer rank” designates any of a series of ranks, comprising instructor, lecturer and senior lecturer, in which faculty members assume undergraduate instructional activities and serve on term contracts. “Librarian rank” designates any of a series of ranks, comprising assistant librarian, associate librarian and librarian, in which faculty members assume responsibility for library programs or functions supporting instruction or research and serve on term contracts. “Professor of practice” designates any series of ranks, comprising assistant professor of practice, associate professor of practice, and professor of practice, in which faculty promote the integration of academic scholarship with practical experience, generally emphasizing professional practice knowledge and skills rather than scholarly research.

Individual academic units may have variations in time allocations and performance expectations based on the nature of the specific academic enterprise and/or specialized accreditation standards. Within this document, “faculty” will generally mean faculty holding professorial, lecturer, librarian, or professor of practice rank, in whatever series.

This document serves multiple purposes:

- Providing guidance to faculty members holding professorial, lecturer, librarian, or professor of practice rank and those who evaluate them. The information below clarifies the standards and expectations that the University of South Dakota uses to evaluate its faculty during the annual evaluation process, and it defines the relationship between the annual evaluation process and the promotion and tenure process.
- Providing a university-wide context in which individual academic units (colleges, schools, divisions, and departments) can add additional expectations or clarity, as

¹ Units with Board of Regents exemptions to develop their own annual review expectations under BOR Policy 4:10 include the School of Law, the Sanford School of Medicine, and the School of Health Sciences. Those expectations should be consistent with Board of Regents policy and are published and available to their faculty.

appropriate. Individual academic units that develop additional expectations in the context of the university-wide expectations are required to include these as an Addendum to this document. The unit addenda will be approved by the appropriate school or college dean and the Vice President for Academic Affairs. The unit addenda, once approved, will become the effective guidelines for the annual evaluation process and the promotion and tenure process.

- Satisfying the requirements of Section 3.1 of Board of Regents Policy 4:38, which require that faculty members be informed of the university's recognized faculty activities and relative importance of those activities. Per the policy, the university's selection of activities and determinations of relative importance shall be disclosed in writing to each faculty member.

SECTION 2: CONTEXT OF FACULTY EXPECTATIONS

Vision of the University of South Dakota

The University of South Dakota is regionally acclaimed and nationally recognized as a high-quality public liberal arts university with South Dakota's only schools of law, medicine, and business. We are recognized for the quality of our faculty. Their excellent teaching, effective service and innovative research are valued at USD. Our faculty are dedicated, experts in their fields and accessible to our students. USD educates leaders of communities, states, and nations.

Tripartite Expectations of Faculty Holding Professorial and Professor of Practice Ranks

The mission and vision of the University of South Dakota place certain expectations upon its faculty. First and foremost, its faculty is comprised of excellent teachers who are deeply committed to student learning and to providing an environment in which students can discover their potential and prepare for their future. The faculty has the responsibility to discover and disseminate new knowledge through research and creative scholarship. Further, the faculty has the responsibility to apply its expertise in service to the broader community and the profession.

The university employs faculty members who are expected to excel at teaching, research or creative scholarship, and service. All faculty members with professorial rank have obligations in all areas of the tripartite mission, adapted to the unique situation represented by their home academic unit and discipline. The standards described in this document are intended to be consistent with the national norms appropriate to the discipline and degree level of the program.

As a liberal arts institution with a variety of professional schools, the university recognizes that research and creative scholarship take diverse forms, and it is that diversity that gives the university its unique character. Thus, traditional disciplinary research, creative writing, performance, artistic expression, and the scholarship of teaching and learning are all among the forms of research and creative scholarship celebrated and valued by the university.

The demands upon the faculty are substantial. The goal of the university is to have a faculty that is as productive and effective as is possible given the resource base and working conditions that exist at any given time. The standards set forth below are meant to be challenging, but not unrealistic, and the unit addenda should reflect a level of challenge that accounts for the staffing,

workload, and degree-level of the unit. There must be a realistic relationship between the unit's expectations and its specific mission and working conditions. The university will continually strive to optimize its support of faculty activities, and each unit will, through its more senior faculty and leadership, provide appropriate mentoring to its junior faculty to help ensure that those faculty members contribute to the quality and effectiveness of the program while undergoing individual professional development.

In addition to the expectations in teaching, research, and service outlined below, faculty members are responsible, in accordance with BOR 4:38.5, "for discharging their instructional, scholarly, and service duties civilly, constructively, and in an informed manner." In doing so, they operate under the principles of academic freedom, defined by BOR 1:11.1.A as "the freedom to inquire, discover, access, study, discuss, publish, investigate, research, disseminate, and teach, subject to the control and authority of the rational methods by which knowledge is established and accepted in the field."

Summary of Faculty Ranks

Tenure-track and Tenured Professors: The Professorial series is a distinct series that includes assistant professors, associate professors, and professors. Faculty in this series are typically assigned responsibilities in all areas of the tripartite mission: teaching, research/creative scholarship, and service. This series also includes the assistant professor (non-tenurable) rank, which has not been assigned since June 30, 2012, whose members must meet standards associated with the assistant professor (tenurable) rank when approaching promotion/tenure.

Lecturers and Instructors: The Lecturer series is a distinct series that includes instructors, lecturers and senior lecturers. As these positions entail substantial teaching, one can assume that area of activity is part of the assigned duties. Lecturers and instructors may also have assigned service duties. They may participate in shared governance activities such as curriculum review, academic programming operations, advising and other elements of shared governance. Expectations for the Lecturer and Instructor ranks are primarily restricted to their role as teaching faculty unless clearly delineated in their annual contracts.

Librarians: The Librarian series is a distinct series. Members of that series may hold professorial rank. Tenured and tenure-track librarians who elected to remain in the professorial ranks per the terms imposed in the SDBOR-COHE contract (January 2012) must meet all expectations of the rank as described in the professorial rank section below. Assigned duties for all faculty in the Librarian series may include teaching, research or creative scholarship, or service activities. Expectations specific to the Librarian series are defined in the unit-level documents developed by the faculty and approved by the dean of libraries and provost, which set forth specific expectations for librarians in both the professorial rank and librarians holding term appointments.

Professors of Practice: The Professor of Practice series is a distinct series. Professors of Practice integrate academic scholarship with significant practical experience in a specific field and provide students and faculty with an understanding of the practical applications of a field of study. They contribute to and supplement traditional academic faculty roles through their practical application of their professional experience. Faculty in this rank may be assigned teaching (including graduate students if approved as graduate faculty), advising, service, and research responsibilities as directly

related to their expertise and experience. Professors of Practice are not tenurable.

Research faculty: The Research Professor series is a distinct series. Research Professor appointments are generally funded extramurally with the expectation that the faculty member generates all or part of his or her salary through external grants and contracts. Such faculty members ordinarily do not have teaching or service expectations unless specifically stated in the letter of appointment or annual contract. Research professor positions are not tenurable.

Transition to Professor of Practice Ranks

The August 2020 revision of BOR Policy 4-11 introduced the Professor of Practice ranks and the corresponding requirement that “each institution shall establish well-defined policies, procedures, and documentation to evaluate and approve such transitions to the Professor of Practice ranks.” Applications for transition in rank or for both transition in rank and promotion will follow the process outlined in the “Transition Process to Professor of Practice Ranks” section of the USD Promotion and Tenure Guidelines, which can be found on the Academics tab of the USD portal in the Academic Affairs section under the Salary and Evaluation Information heading.

SECTION 3: LANGUAGE AND TERMINOLOGY

Annual Evaluation Ratings and Language

BOR Policy 4:13.4.1 requires faculty performance ratings on annual evaluations on the following scale:

- Fail to Meet Expectations = 0
- Met Expectations = 1
- Exceeded Expectations = 2
- Substantially Exceeded Expectations = 3

Faculty members will be rated by the immediate supervisor (typically department/division chair) in each of the areas of teaching, research/creative scholarship, and service, using one of four ratings: “Substantially Exceeded Expectations” (3), “Exceeded Expectations” (2), “Met Expectations” (1), or “Fail to Meet Expectations” (0). Ratings will reflect the level of performance reasonably expected for a faculty member of the applicable rank. An annual rating of “Met Expectations” should be considered the minimal level of expected performance for faculty members.

All evaluative decisions shall be based upon the assigned duties and allocated efforts of the faculty member during the period under review. The amount and quality of work produced in an area depends upon the allocated effort based on the University workload document with any relevant appendices. For example, a faculty member assigned 10% effort in teaching would not be expected to teach as much as one assigned 50%, but high quality teaching is expected in both instances.

Faculty members serving on tenure-track or tenured appointments are responsible for proposing three and six-year plans respectively for their own professional development in the areas of teaching, scholarship and service.

Supplemental Performance Ratings for Salary Adjustments

The annual performance ratings by the immediate supervisor will be reviewed by the superior administrator(s) (typically dean and/or provost), who may make adjustments based on an independent review of the department/division performance assessment and the activities reported by that faculty member for that year. The ratings of the superior administrator are the ratings used for salary adjustments.

Closing the Loop

All ratings are entered into the university's Digital Measures system. The faculty member will be notified if the superior administrator makes a change in the initial performance rating (either up or down) and has the opportunity to write comments about the any changes the superior administrator makes to the evaluation. The administrator will be notified that the faculty member has made comments and asked to re-evaluate the rating based on the feedback. The faculty member will be notified if the rating has changed or remains the same based on the requested re-evaluation.

Reconciliation of Terminology for Tenure and Promotion

In order for there to be consistency between the promotion and tenure terminology and the literal meanings of the annual performance terminology, the annual performance terms must be interpreted to mean performance relative to the *existing* rank, years of service and defined responsibilities of the faculty member. In that regard, as a faculty member progresses towards tenure or promotion, expectations for demonstrated accomplishments evolve: what is to be expected of a fourth year assistant professor is distinctly different than what is expected of a first year faculty member.

The performance threshold needed to earn the rating of "Met Expectations" is considered the minimum acceptable level of performance for faculty members, below which improvement actions would be taken. An individual is not ready for promotion until they have actually *performed above* the expectations for their present rank. An individual who is successful in the promotion and/or tenure process would be expected to have reached annual performance rankings of "Exceeded Expectations" or "Substantially Exceeded Expectations" in the areas of teaching, research/creative scholarship, and/or service. At the same time, it should be understood that the promotion and tenure process, while being guided by the annual evaluations, is not bound by the annual evaluations. The promotion and tenure process is an independent, comprehensive determination as to whether or not the candidate has met the standards applicable for the action being sought.

SECTION 4: ACTIVITIES FOR TEACHING, RESEARCH/CREATIVE SCHOLARSHIP, AND SERVICE

The lists below contain examples of activities that are appropriate in the areas of teaching, research/creative scholarship, and service. These lists are not exhaustive, and unit-level appendices should provide modifications related to rank, tenure status, and resources. This list of activities should not be confused with the standards set forth in Section 5 in terms of the nature or the relative importance of the selected activities assigned during the annual evaluation process when workloads are set for the coming year. In other words, participation in the activities below by itself

does not constitute an acceptable level of performance for promotion, tenure, or annual evaluation. Rather, the outcome or impact of that participation is what is examined, according to the standards in Section 5.

Teaching and Advising

- Teaching undergraduate or graduate level courses
- Developing new or modifying existing undergraduate or graduate level courses
- Advising undergraduate or graduate students
- Teaching in programs outside the immediate discipline, such as in USD Signature Programs like the Honors Program, First Year Experience program, Faculty Led Programs, or similar programs
- Teaching credit or non-credit offerings, including courses, workshops, institutes, etc.
- Supervising internships or other off-campus learning situations, including field trips or industrial experience
- Teaching of individual undergraduate, graduate, or professional students through independent study
- Supervising and mentoring of students of any level in research or scholarly activity, including guiding students through the preparation of presentations
- Thesis or dissertation supervision at the undergraduate (Honors) or graduate level
- Serving on graduate committees
- Experimenting with instructional methods and strategies
- Developing teaching and learning assessment strategies both within courses and across programs
- Participating in professional development aimed at improving teaching and learning
- Acquisition of grants that relate to teaching and learning
- Conducting extramurally sponsored teaching/learning activities
- Instruction and/or course/curricular development accessible to all students that incorporates relevant scholarly perspectives and pedagogical approaches, including revisions to programs, existing courses, and the creation of new programs and courses.

Research/Creative Scholarship

- Conducting research or scholarship in a traditional disciplinary sense
- Conducting scholarship of teaching and learning
- Publication of scholarly journal articles, books, book chapters, abstracts, scholarly data, or creative works such as poems, novels, plays, musical compositions or performance or juried exhibition of creative works such as art, music, theatre, readings appropriate to the faculty member's discipline
- Publication of textbooks and related or similar curricular materials.
- Publication of book reviews or similar published reviews
- Delivery of invited and contributed lectures, speeches, performances, or readings at other universities, professional conferences, or in front of other learned audiences
- Application for, or receipt of, patents, copyrights, and other forms of technology transfer
- Administration and execution of sponsored grants or contracts and application for grants related to research/creative scholarship
- Participation in university, state, regional, and national research/creative scholarship events

- Collaboration with other researchers either on-campus or off-campus

Service

- Reviewing grant applications for extramural funding agencies
- Serving as editor or significant review service for scholarly journals, or its equivalent.
- Leadership roles in professional organizations
- Administrative work undertaken as a faculty member with a specific appointment, such as chair or associate dean.
- Service work on department/division, school/college, and university committees, including the Senate and its committees
- Service to any special projects, programs, initiatives or support units of the university
- Preparing proposals for curricular change
- Advisor or faculty sponsor to university student groups
- Contributions as a member of local, state, regional, national, and international professional organizations or associations
- Contributions to professional meetings distinct from research/creative scholarship presentations, such as serving on the organizing committee, arranging a symposium, reviewing presentation submissions, etc.
- Reviewing manuscripts or books for publishers
- Organizing workshops for students, teachers, professionals, or other constituents
- Discipline-related service to the community, defined broadly
- Service as the designated representative of the university or unit
- Service as a consultant to an industry or other organization
- Engagement in economic development and/or job creation activity in a discipline-appropriate way
- Engagement with industry in a discipline-appropriate way
- Professional practice within assigned duties that doesn't fall under the heading of "consulting."
- Conducting extramurally sponsored teaching/learning activities
- Contributing to accessibility activities including serving as a digital accessibility mentor or on a digital accessibility committee.
- Active engagement with initiatives associated with the current USD strategic plan.

SECTION 5: PERFORMANCE STANDARDS BY RANK FOR TEACHING, RESEARCH/CREATIVE SCHOLARSHIP, AND SERVICE

Professorial Rank: Assistant Professor

Context: Faculty in this rank are typically working towards tenure. This section speaks to the annual review process prior to tenure, although the expectations are clearly tied to the expectations for tenure which are delineated elsewhere in the document. The expectations for scholarship are inevitably connected to the workload allocation for scholarship. That is, those faculty members, with only 20% time allocated to scholarship will have different expectations for scholarly output and impact than those with 60% time allocations for scholarship.

Instruction

Standards for Early Career “Met Expectations” (typically years 1-3 of the tenure probationary period)

- Student and/or peer evaluations that, in the aggregate, indicate effectiveness near national norms for the discipline and student commentary that, in sum, speaks to a positive learning experience for students.
- Teaching that is up-to-date in content and pedagogy appropriate to the discipline and to the modality of instruction.
- Attention to course management through design of appropriate and informative course syllabi that adhere to university and system standards, administering of effective tools to evaluate student learning, provision of timely and constructive feedback to students, and on-time submission of grades at all appropriate points in the semester.
- Teaching that makes effective use of scheduled class time and in which the faculty member participates with enthusiasm, respect for students, professionalism, and civility.
- Teaching at multiple levels or a variety of courses, as assigned, to meet university needs.
- Advising that is effectively carried out in the context of unit needs.
- Instruction that uses research-based practices such as providing meaningful feedback to students early in the semester.
- Providing appropriate feedback to the student and the student’s advisor through use of the university’s early feedback system.
- For all courses, compliance with university and Senate expectations for ordering textbooks, providing a syllabus the first day of class, on-time submission of grades, keeping students informed of changes to the initial course syllabus as they may arise. For 100 and 200 level courses, also using the current Course Management System, including use of the grade book feature and posting the syllabus.
- Comply with the university expectations for initial and periodic quality assurance design review.
- Compliance with university expectations for FERPA, communications to students, and for use of learning management materials.
- Instruction and/or course/curricular development accessible to all students that incorporates relevant scholarly perspectives and pedagogical approaches, including revisions to programs, existing courses, and the creation of new programs and courses.

Additional characteristics for Early Career “Exceeded Expectations” (typically years 1-3 of the tenure probationary period)

- Student and/or peer evaluations that, in the aggregate, indicate effectiveness at or above national norms for the discipline and student commentary that, in sum, speaks to an inspiring and intellectually challenging environment.
- Teaching that makes use of the most recent content available, that reflects ongoing innovation in pedagogy, and that provides evidence for continual examination of teaching effectiveness.

- Ongoing participation in course and curriculum development (structured or otherwise) activities designed to improve teaching and learning in all required modalities.
- Instruction in university signature programs, such as First-Year Experience, Honors, service learning, faculty-led programs, and undergraduate research.
- Engagement of students in and out of the classroom, including mentoring and advising.
- Teaching that clearly advances the mission of the unit and the University.
- In programs that offer graduate degrees, successful mentoring of graduate students to promote progression towards degrees.
- Course and curriculum development and delivery that advances the university's strategic plan.

Standards for “Met Expectations” When Approaching Promotion/Tenure (typically years 4-6 of tenure probationary period)

- Student and/or peer evaluations that, in the aggregate, indicate effectiveness near or above national norms for the discipline and student commentary that, in sum, speaks to an inspiring and intellectually challenging environment.
- Teaching that makes use of the most recent content available, that reflects ongoing innovation in pedagogy, and that provides evidence for continual examination of teaching effectiveness.
- Ongoing participation in course and curriculum development (structured or otherwise) activities designed to improve teaching and learning in all required modalities.
- Attention to course management through design of appropriate and informative course syllabi that adhere to university and system standards, administering of effective tools to evaluate student learning, provision of timely and constructive feedback to students, and on-time submission of grades at all appropriate points in the semester.
- Teaching that makes effective use of scheduled class time and in which the faculty member participates with enthusiasm, respect for students, professionalism, and civility.
- Teaching at multiple levels or a variety of courses, as assigned, to meet university needs.
- Advising that is effectively carried out in the context of unit needs.
- Instruction that uses research-based practices such as providing meaningful feedback to students early in the semester.
- Providing appropriate feedback to the student and the student's advisor through use of the university's early feedback system.
- For all courses, compliance with university and Senate expectations for ordering textbooks, providing a syllabus the first day of class, on-time submission of grades, keeping students informed of changes to the initial course syllabus as they may arise. For 100 and 200 level courses, also using the current Course Management System, including use of the grade book feature and posting the syllabus.
- Comply with the university expectations for initial and periodic quality assurance design review.

- Compliance with university expectations for FERPA, communications to students and for use of learning management materials.
- Instruction and/or course/curricular development accessible to all students that incorporates relevant scholarly perspectives and pedagogical approaches, including revisions to of programs, existing courses, and the creation of new programs and courses.

Additional characteristics for “Exceeded Expectations” When Approaching

Promotion/Tenure (typically years 4-6 of tenure probationary period)

- Student and/or peer evaluations that, in the aggregate, indicate effectiveness at or above national norms for the discipline and student commentary that, in sum, speaks to an inspiring and intellectually challenging environment.
- Ongoing participation in faculty or program development (structured or otherwise) activities designed to improve teaching and learning in all required modalities.
- Instruction in university signature programs, such as First-Year Experience, Honors, service learning, faculty-led programs, and undergraduate research.
- Engagement of students in and out of the classroom, including mentoring and advising.
- Teaching that clearly advances the mission of the unit and the university.
- In programs that offer graduate degrees, successful mentoring of graduate students progressing towards degrees.
- Course and curriculum development and delivery that advances the university’s strategic plan.

Research/Creative Scholarship

Standards for “Met Expectations” of Early Career (typically years 1-3 of the probationary period for tenure-track faculty)

- A research/creative scholarship program that results in presentations to a learned audience on an ongoing basis.
- Dissemination of results in media (such as peer-reviewed publications) appropriate to the discipline or the equivalent for creative scholarship, such as performances or exhibitions.
- Support of research/creative scholarship-related events and activities at the local or regional level.
- Evidence that there is a research or scholarship direction that will have a positive impact on the educational mission of the university.

Additional characteristics for “Exceeded Expectations” in Early Career (typically years 1-3 of the probationary period for tenure-track faculty)

- Dissemination of results in regional and/or national peer-reviewed outlets appropriate to the discipline or the equivalent for creative scholarship, such as performances or exhibitions.
- A research and scholarship plan that clearly furthers the research/creative scholarship mission of the academic unit and the university.
- Generation of resources such as extramural funding to an extent appropriate to the discipline and in amounts that ensure a successful program.

- Support of research/creative scholarship-related events and activities at the campus, state, and national level, not just as an observer, but as a participant or organizer.
- Research/creative scholarship that advances the university's strategic plan.

Standards for “Met Expectations” When Approaching Promotion/Tenure (typically years 4-6 of tenure probationary period)

- Dissemination of results in regional and/or national peer-reviewed outlets appropriate to the discipline or the equivalent for creative scholarship, such as performances or exhibitions.
- A research and/or scholarship program that furthers the research/creative scholarship mission of the academic unit and the university.
- Support of research/creative scholarship-related events and activities at the campus, state or national level, not just as an observer, but as a participant or organizer.

Additional Characteristics for “Exceeded Expectations” When Approaching Promotion/Tenure

- A research/creative scholarship program that results in multiple nationally or internationally peer-reviewed publications or their equivalent, such as performances or juried exhibitions, as appropriate to the discipline and at a pace or level of intensity characteristic of recognized scholars in the field.
- Evidence that a research or scholarship program is having a positive impact on the educational mission of the university.
- Generation of resources such as extramural funding to an extent appropriate to the discipline and in amounts that ensure a successful program.
- Support of research/creative scholarship-related events and activities at the state, regional or national level, not just as an observer, but as a participant or organizer.
- Research/creative scholarship that advances the university's strategic plan.

Service

Standards for “Met Expectations”

- Meaningful contributions to department/division, college/school, or university level service activities, not necessarily all at the same time, but to an extent that demonstrates an active interest in the unit and university.
- Engagement in professional and public service activities that make use of the specific expertise of the faculty member.
- Active engagement with initiatives associated with the current USD strategic plan, especially those that support or are attentive to student success, in the department/division, college/school, or university.
- Active participation in making digital content reasonably accessible to all users.

Additional Characteristics for “Exceeded Expectations”

- High impact roles (formal or informal) in department/division, college/school, and university level service activities.
- Effective engagement related to the professional expertise of the faculty member that has an impact beyond the university at the state, regional, or national level.
- Support of service-related activities at the university and state levels and beyond.

- Active engagement in service that advances the university's strategic plan.

Professorial Rank: Associate Professor

Context: Faculty members at this rank typically have achieved tenure and thus have demonstrated the capacity and ability to meet the standards of performance expected of this rank. However, it is also recognized that the university is best served by utilizing the specific expertise and skills of a given faculty member. As a result, the time allocations for instruction, scholarship and service may vary across individuals. For example, a given individual post-tenure may best serve the university with increased time allocations for instruction or service and less in scholarship. The expectations for scholarship or service are inevitably connected to the workload allocation for that aspect of the university's tripartite mission. That is, those faculty members, with only 10% time allocated to scholarship will have different expectations for scholarly output and impact than those with 60% time allocations for scholarship.

Instruction

Standards for "Met Expectations"

- Student and/or peer evaluations that, in the aggregate, indicate effectiveness at or above national norms for the discipline, speak to an inspiring and intellectually challenging environment, and show evidence of a positive learning experience for students.
- Teaching that makes use of the most recent content available, that reflects ongoing innovation in pedagogy, and that provides evidence for continual examination of teaching effectiveness.
- Attention to course management through design of appropriate and informative course syllabi that adhere to University and system standards, administering of effective tools to evaluate student learning, provision of timely and constructive feedback to students, and on-time submission of grades at all appropriate points in the semester
- Teaching that makes effective use of class time and in which the faculty member participates with enthusiasm, respect for students, professionalism, and civility.
- Teaching a variety of courses, as assigned, to meet university needs.
- Advising that is effectively carried out in the context of unit needs.
- Instruction that uses research-based practices such as providing meaningful feedback to students early in the semester.
- Providing appropriate feedback to the student and the student's advisor through use of the university's early feedback system.
- For all courses, compliance with university and Senate expectations for ordering textbooks, providing a syllabus the first day of class, on-time submission of grades, keeping students informed of changes to the initial course syllabus as they may arise. For 100 and 200 level courses, also using the current Course Management System, including use of the grade book feature and posting the syllabus.
- Comply with the university expectations for initial and periodic quality assurance design review.
- Compliance with university expectations for FERPA, communications to students and for use of learning management materials.
- Leadership role(s) in interdisciplinary or multidisciplinary teaching teams.

- Instruction and/or course/curricular development accessible to all students that incorporates relevant scholarly perspectives and pedagogical approaches, including revisions to of programs, existing courses, and the creation of new programs and courses.

Additional Characteristics for “Exceeded Expectations”

- Student and/or peer evaluations that, in the aggregate, indicate effectiveness above national norms for the discipline and student commentary that, in sum, speaks to an inspiring and intellectually challenging environment.
- Ongoing participation in faculty, course and program development (structured or otherwise) activities designed to improve teaching and learning in all required modalities.
- Instruction in university signature programs, such as First-Year Experience, Honors, service learning, faculty-led programs, and undergraduate research.
- Engagement of students in and out of the classroom, including mentoring and advising.
- In programs that offer graduate degrees, successful mentoring of graduate students progressing towards degrees.
- Engagement in assuring that the program student learning outcomes are attended to and met by a majority of students in the program.
- Effective mentoring of other faculty members in their teaching roles.
- Leadership role(s) in interdisciplinary or multidisciplinary program development.
- Course and curriculum development and delivery that advances the university’s strategic plan.

Research/Creative Scholarship

Standards for “Met Expectations”

- A research/creative scholarship program that results in multiple nationally or internationally peer-reviewed publications or their equivalent, such as performances or juried exhibitions, as appropriate to the discipline and at a pace or level of intensity characteristic of recognized scholars in the field.
- Generation of resources such as extramural funding to an extent appropriate to the discipline and in amounts that ensure a successful program.
- Evidence of a research or scholarship program that has a positive impact on the educational mission of the university.
- Support of research/creative scholarship-related events and activities at the state, regional or national level, not just as an observer, but as a participant or organizer.

Additional Characteristics for “Exceeded Expectations”

- A research and scholarship program that clearly furthers the research/creative scholarship mission of the academic unit and the university.
- Internal or external recognition for the impact of scholarship.
- Leadership role(s) in interdisciplinary or multidisciplinary research teams.
- Research/creative scholarship that advances the university’s strategic plan.

Service

Standards for “Met Expectations”

- Meaningful contributions to department/division, college/school, and university-level service activities, not necessarily all at the same time, but to an extent that demonstrates an active interest in the unit and university.
- Leadership of initiatives associated with the current USD strategic plan, especially those that support or are attentive to student, faculty and staff success, in the department/division, college/school, or university.
- Active participation in making digital content reasonably accessible to all users.
- Engagement in professional and public service activities that make use of the specific expertise of the faculty member.

Additional Characteristics for “Exceeded Expectations”

- High impact roles (formal or informal) in department/division, college/school, and university-level service activities.
- Leadership in university signature programs, such as First-Year Experience, Honors, service learning, faculty-led programs, and undergraduate research.
- Formal or informal mentorship of peers or junior faculty.
- Effective engagement related to the professional expertise of the faculty member that has an impact beyond the university at the regional, or national level.
- Support of service-related activities at the university and state levels and beyond.
- Active engagement in service that advances the university’s strategic plan.

Professorial Rank: Professor

Context: Faculty members at this rank have been recognized for the quality and impact of their teaching, scholarship and service contributions to the university and the discipline and that they serve as role models and mentors for faculty just beginning their academic careers. However, it is also recognized that the university is best served by utilizing the specific expertise and skills of a given faculty member. As a result, the time allocations for instruction, scholarship and service may vary across individuals. For example, a given individual at the professor rank may best serve the university with increased time allocations for instruction or service and less in scholarship. The expectations for scholarship or service are inevitably connected to the workload allocation for that aspect of the university’s tripartite mission. That is, those faculty members with only 10% time allocated to scholarship will have different expectations for scholarly output and impact than those with 60% time allocations for scholarship. Moreover, faculty members at this rank play a leadership role in the department/division and in their discipline.

Instruction

Standards for “Met Expectations”

- Student and/or peer evaluations that, in the aggregate, indicate effectiveness at or above national norms for the discipline and student commentary that, in sum, speaks to a positive learning experience for students.
- Teaching that makes use of the most recent content available, that reflects ongoing innovation in pedagogy, and that provides evidence for continual examination of teaching effectiveness.

- Attention to course and program management through design of appropriate and informative course syllabi that adhere to university and system standards, administering of effective tools to evaluate student learning, provision of timely and constructive feedback to students, and on-time submission of grades at all appropriate points in the semester
- Teaching that makes effective use of class time and in which the faculty member participates with enthusiasm, respect for students, professionalism, and civility.
- Teaching a variety of courses, as assigned, to meet university needs.
- Advising and mentoring students that is effectively carried out in the context of the unit needs.
- Instruction that uses research-based practices such as providing meaningful feedback to students early in the semester.
- Providing appropriate feedback to the student and the student's advisor through use of the university's early feedback system.
- For all courses, compliance with university and Senate expectations for ordering textbooks, providing a syllabus the first day of class, on-time submission of grades, keeping students informed of changes to the initial course syllabus as they may arise. For 100 and 200 level courses, also using the current Course Management System, including use of the grade book feature and posting the syllabus.
- Comply with the university expectations for initial and periodic quality assurance design review.
- Compliance with university expectations for FERPA, communications to students and for use of learning management materials.
- Instruction and/or course/curricular development accessible to all students that incorporates relevant scholarly perspectives and pedagogical approaches, including revisions to programs, existing courses, and the creation of new programs and courses.
- Instruction in university signature programs, such as First-Year Experience, Honors, service learning, faculty-led programs, and undergraduate research.
- Engagement of students in and out of the classroom, including mentoring and advising.
- Teaching that clearly advances the mission of the unit and the university.
- Leadership role(s) in interdisciplinary or multidisciplinary teaching teams.

Additional Characteristics for “Exceeded Expectations”

- Student and/or peer evaluations that, in the aggregate, indicate effectiveness above national norms for the discipline and student commentary that, in sum, speaks to an inspiring and intellectually challenging environment.
- Ongoing participation in faculty and program development (structured or otherwise) activities designed to improve teaching and learning in all required modalities.
- In programs that offer graduate degrees, leadership in designing successful mentoring experiences for graduate students progressing towards degrees
- Effective mentoring of other faculty members in their teaching roles.
- Providing leadership in curriculum development to maintain quality and relevant experiences for all students.
- Providing support for the development and assessment of program student learning outcomes.
- Leadership role(s) in interdisciplinary or multidisciplinary program development.

Course and curriculum development and delivery that advances the university's strategic plan.

Research/Creative Scholarship

Standards of "Met Expectations"

- A research/creative scholarship program that results in nationally or internationally recognized peer- reviewed publication or its equivalent, such as performances or juried exhibitions, as appropriate to the discipline and at a pace or level of intensity characteristic of recognized scholars in the field.
- A research and scholarship program that clearly furthers the research/creative scholarship mission of the academic unit and the university.
- Generation of resources such as extramural funding to an extent appropriate to the discipline and in amounts that ensure a successful program.
- Support of research/creative scholarship-related events and activities at the national level, not just as an observer, but as a participant or organizer.
- Internal or external recognition for the impact of scholarship.
- Evidence that the research or scholarship is having a positive impact on the university and the field.
- Demonstrating leadership in fostering quality scholarship in the department/division and the university.
- Leadership role(s) in interdisciplinary or multidisciplinary research teams.

Additional Characteristics for "Exceeded Expectations"

- A focused and sustained research/creative scholarship program that results in multiple nationally or internationally peer- reviewed publication or their equivalent, such as performances or juried exhibitions, as appropriate to the discipline and at a pace or level of intensity characteristic of recognized scholars in the field.
- Research and scholarship that clearly furthers the research/creative scholarship mission of the academic unit and the university and has a recognized impact on the field.
- Leadership in developing research/creative scholarship-related events and activities at the campus, state, and national level.
- External national recognition of the quality and impact of scholarship.
- Mentoring junior faculty.
- Research/creative scholarship that advances the university's strategic plan.

Service

Standards of "Met Expectations"

- High impact roles (formal or informal) in department/division, college/school, and university-level service activities.
- Ongoing leadership and active engagement with initiatives associated with the current USD strategic plan, especially those that support or are attentive to student success, in the department/division, college/school, or university.
- Active participation in making digital content reasonably accessible to all users.
- Formal or informal mentorship of peers or junior faculty.
- Effective engagement related to the professional expertise of the faculty member that has an impact beyond the university at the regional or national level.
- Support of service-related activities at the university and state levels and beyond.

Additional Characteristics for “Exceeded Expectations”

- High impact roles (formal or informal) in department/division, college/school, and university-level service activities.
- Leadership in university signature programs, such as First-Year Experience, Honors, service learning, faculty-led programs, and undergraduate research.
- Effective engagement related to the professional expertise of the faculty member that has an impact beyond the university at the national and/or international level.
- External recognition for advancing the discipline through service.
- High impact roles in the discipline at the regional, national, or international level.
- Leadership of service-related activities at the university and state levels and beyond.
- Mentorship of junior faculty.
- Active engagement in service that advances the university’s strategic plan.

Research Rank: Assistant Research Professor

Context: Faculty in this rank are generally funded extramurally with the expectation that the faculty member generates all or part of his or her salary through external grants and contracts. Such faculty members ordinarily do not have teaching or service expectations unless specifically stated in the letter of appointment or annual contract.

Research/Creative Scholarship

Standards for “Met Expectations” of Early Career (typically years 1-3)

- A research/creative scholarship program that results in presentations to a learned audience on an ongoing basis.
- Dissemination of results in media (such as peer-reviewed publications) appropriate to the discipline or the equivalent for creative scholarship, such as performances or exhibitions.
- Support of research/creative scholarship-related events and activities at the local or regional level.
- Evidence that there is a research or scholarship direction that will have a positive impact on the educational mission of the university.

Additional characteristics for “Exceeded Expectations” in Early Career (typically years 1-3)

- Dissemination of results in regional and/or national peer-reviewed outlets appropriate to the discipline or the equivalent for creative scholarship, such as performances or exhibitions.
- A research and scholarship plan that clearly furthers the research/creative scholarship mission of the academic unit and the university.
- Generation of resources such as extramural funding to an extent appropriate to the discipline and in amounts that ensure a successful program.
- Support of research/creative scholarship-related events and activities at the campus, state, and national level, not just as an observer, but as a participant or organizer.
- Research/creative scholarship that advances the university’s strategic plan.

Standards for “Met Expectations” When Approaching Promotion (typically years 4-6)

- Dissemination of results in regional and/or national peer-reviewed outlets appropriate to the discipline or the equivalent for creative scholarship, such as performances or exhibitions.
- A research and/or scholarship program that furthers the research/creative scholarship mission of the academic unit and the university.
- Support of research/creative scholarship-related events and activities at the campus, state or national level, not just as an observer, but as a participant or organizer.
- Generation of resources such as extramural funding to an extent appropriate to the discipline and in amounts that ensure a successful program.

Additional Characteristics for “Exceeded Expectations” When Approaching Promotion

- A research/creative scholarship program that results in multiple nationally or internationally peer-reviewed publications or their equivalent, such as performances or juried exhibitions, as appropriate to the discipline and at a pace or level of intensity characteristic of recognized scholars in the field.
- Evidence that a research or scholarship program is having a positive impact on the educational mission of the university.
- Generation of resources such as extramural funding that would fully independently fund their research program.
- Support of research/creative scholarship-related events and activities at the state, regional or national level, not just as an observer, but as a participant or organizer.
- Research/creative scholarship that advances the university’s strategic plan.

Research Rank: Associate Research Professor

Context: Faculty members at this rank typically have achieved promotion and thus have demonstrated the capacity and ability to meet the standards of performance expected of this rank.

Research/Creative Scholarship

Standards for “Met Expectations”

- A research/creative scholarship program that results in multiple nationally or internationally peer-reviewed publications or their equivalent, such as performances or juried exhibitions, as appropriate to the discipline and at a pace or level of intensity characteristic of recognized scholars in the field.
- Generation of resources such as extramural funding to an extent appropriate to the discipline and in amounts that ensure a successful program.
- Evidence of a research or scholarship program that has a positive impact on the educational mission of the university.
- Support of research/creative scholarship-related events and activities at the state, regional or national level, not just as an observer, but as a participant or organizer.

Additional Characteristics for “Exceeded Expectations”

- A research and scholarship program that clearly furthers the research/creative

- scholarship mission of the academic unit and the university.
- Internal or external recognition for the impact of scholarship.
- Generation of resources such as extramural funding that would fully independently fund their research program.
- Mentoring junior faculty.
- Research/creative scholarship that advances the university's strategic plan.

Research Rank: Research Professor

Context: Faculty members at this rank have been recognized for the quality and impact of their scholarship and that they serve as role models and mentors for faculty just beginning their academic careers.

Research/Creative Scholarship

Standards of “Met Expectations”

- A research/creative scholarship program that results in nationally or internationally recognized peer- reviewed publication or its equivalent, such as performances or juried exhibitions, as appropriate to the discipline and at a pace or level of intensity characteristic of recognized scholars in the field.
- A research and scholarship program that clearly furthers the research/creative scholarship mission of the academic unit and the university.
- Generation of resources such as extramural funding to an extent appropriate to the discipline and in amounts that ensure a successful program.
- Support of research/creative scholarship-related events and activities at the national level, not just as an observer, but as a participant or organizer.
- Internal or external recognition for the impact of scholarship.
- Evidence that the research or scholarship is having a positive impact on the university and the field.
- Demonstrating leadership in fostering quality scholarship in the department/division and the university.

Additional Characteristics for “Exceeded Expectations”

- A focused and sustained research/creative scholarship program that results in multiple nationally or internationally peer- reviewed publication or their equivalent, such as performances or juried exhibitions, as appropriate to the discipline and at a pace or level of intensity characteristic of recognized scholars in the field.
- Research and scholarship that clearly furthers the research/creative scholarship mission of the academic unit and the university and has a recognized impact on the field.
- Leadership in developing research/creative scholarship-related events and activities at the campus, state, and national level.
- External national recognition of the quality and impact of scholarship.
- Mentoring junior faculty.
- Generation of resources such as extramural funding that would fully independently fund their research program.
- Research/creative scholarship that advances the university's strategic plan.

Lecturer and Instructor Ranks

Context: Faculty with Lecturer or Instructor rank have teaching as the primary assignment. In selected situations, some faculty holding this rank may also have time allocations associated with service. In such instances, the number of courses to be taught each semester would be reduced accordingly.

Instruction

Standards for “Met Expectations”

- Student and/or peer evaluations that, in the aggregate, indicate effectiveness approaching national norms for the discipline and student commentary that, in sum, speaks to a positive learning experience for students.
- Teaching that is up-to-date in content and pedagogy appropriate to the discipline and to the modality of instruction.
- Attention to course management through design of appropriate and informative course syllabi that adhere to university and system standards, administering of effective tools to evaluate student learning, and provision of timely and constructive feedback to students.
- Teaching that makes effective use of class time and in which the faculty member participates with enthusiasm, respect for students, professionalism, and civility.
- Teaching at multiple levels or a variety of courses, as assigned, to meet university needs.
- Advising that is effectively carried out in the context of unit needs.
- Instruction that uses research-based practices such as providing meaningful feedback to students early in the semester.
- Providing appropriate feedback to the student and the student’s advisor through use of the university’s early feedback system.
- For all courses, compliance with university and Senate expectations for ordering textbooks, providing a syllabus the first day of class, on-time submission of grades, keeping students informed of changes to the initial course syllabus as they may arise. For 100- and 200-level courses, also using the current Course Management System including use of the grade book feature and posting the syllabus.
- Comply with university expectations for initial and periodic quality assurance design review.
- Compliance with university expectations for FERPA, communications to students, and for use of learning management materials.
- Use of modalities, pedagogy and content accessible to all students that incorporates relevant scholarly perspectives and pedagogical approaches.

Additional characteristics for “Exceeded Expectations”

- Student and/or peer evaluations that, in the aggregate, indicate effectiveness at or above national norms for the discipline and student commentary that, in sum, speaks to an inspiring and intellectually challenging environment.
- Teaching that makes use of the most recent content available, that reflects ongoing

- innovation in pedagogy, and that provides evidence for continual examination of teaching effectiveness.
- Ongoing participation in faculty or course development (structured or otherwise) activities designed to improve teaching and learning in all required modalities.
 - Instruction in university signature programs, such as First-Year Experience, Honors, service learning, faculty-led programs, and undergraduate research.
 - Engagement of students in and out of the classroom, including mentoring and advising.
 - Teaching that clearly advances the mission of the department/division, school/college, and the university.
 - Course and curriculum development and delivery that advances the university's strategic plan.

Service

Standards for "Met Expectations"

- Meaningful contributions to department/division, college/school, or university level service activities, not necessarily all at the same time, but to an extent that demonstrates an active interest in the unit and university.
- Active engagement with initiatives associated with the current USD strategic plan, especially those that support or are attentive to student success, in the department/division, college/school, or university.
- Active participation in making digital content reasonably accessible to all users.

Additional Characteristics for "Exceeded Expectations"

- High impact roles (formal or informal) in department/division, college/school, and university level service activities.
- Engagement in professional and/or public service activities that make use of the specific expertise of the faculty member.
- Support of service-related activities at the university and state levels and beyond.
- Active engagement in service that advances the university's strategic plan.

Senior Lecturer Rank

Instruction

Standards for "Met Expectations"

- Student and/or peer evaluations that, in the aggregate, indicate effectiveness above national norms for the discipline and student commentary that, in sum, speak to an inspiring and intellectually challenging environment.
- Teaching that makes use of the most recent content available, that reflects ongoing innovation in pedagogy and modality of instruction, and that provides evidence for continual examination of teaching effectiveness.
- Attention to course management through design of appropriate and informative course syllabi that adhere to university and system standards, administering of effective tools to evaluate student learning, and provision of timely and constructive feedback to students.

- Teaching that makes effective use of class time and in which the faculty member participates with enthusiasm, respect for students, professionalism, and civility.
- Teaching at multiple levels or a variety of courses, as assigned, to meet university needs.
- Advising that is effectively carried out in the context of unit needs.
- Instruction that uses research-based practices such as providing meaningful feedback to students early in the semester.
- Providing appropriate feedback to the student and the student's advisor through use of the university's early feedback system.
- For all courses, compliance with university and Senate expectations for ordering textbooks, providing a syllabus the first day of class, on-time submission of grades, keeping students informed of changes to the initial course syllabus as they may arise. For 100- and 200-level courses, also using the current Course Management System, including use of the grade book feature and posting the syllabus.
- Comply with university expectations for initial and periodic quality assurance design review.
- Compliance with university expectations for FERPA, communications to students and for use of learning management materials.
- Development and use of modalities, pedagogy and content accessible to all students that incorporates relevant scholarly perspectives and pedagogical approaches.

Additional characteristics for “Exceeded Expectations”

- Student and/or peer evaluations that, in the aggregate, indicate effectiveness well above national norms for the discipline and student commentary that, in sum, speaks to an inspiring and intellectually challenging environment.
- Teaching that makes use of the most recent content available, that reflects ongoing innovation in pedagogy, and that provides evidence for continual examination of teaching effectiveness.
- Ongoing participation in course and curriculum development (structured or otherwise) activities designed to improve teaching and learning in all required modalities.
- Instruction in university signature programs, such as First-Year Experience, Honors, service learning, faculty-led programs, and undergraduate research.
- Engagement of students in and out of the classroom, including mentoring and advising.
- Teaching that clearly advances the mission of the unit and the university.
- Successful mentoring of graduate students progressing towards degrees in programs that offer graduate degrees.
- Effective mentoring of other faculty members in their teaching roles.
- Course and curriculum development and delivery that advances the university's strategic plan.

Service

Standards for “Met Expectations”

- Meaningful contributions to department/division, college/school, and university-level service activities, not necessarily all at the same time, but to an extent that demonstrates an active interest in the unit and university.

- Active engagement with initiatives associated with the current USD strategic plan, especially those that support or are attentive to student success, in the department/division, college/school, or university.
- Active participation in making digital content reasonably accessible to all users.
- Engagement in professional and/or public service activities that make use of the specific expertise of the faculty member.

Additional Characteristics for “Exceeded Expectations”

- High impact roles (formal or informal) in department/division, college/school, and university-level service activities.
- Leadership in university signature programs, such as First-Year Experience, Honors, service learning, faculty-led programs, and undergraduate research.
- Leadership of initiatives associated with the current USD strategic plan, especially those that support or are attentive to student, faculty and staff success, in the department/division, college/school, or university.
- Formal or informal mentorship of peers or junior faculty.
- Effective engagement related to the professional expertise of the faculty member that has an impact beyond the university at the regional, or national level.
- Support of service-related activities at the university and state levels and beyond.
- Active engagement in service that advances the university’s strategic plan.

Professor of Practice Rank: Assistant Professor of Practice

Context: Faculty in the professor of practice ranks may be assigned teaching (including advising), scholarship, and service responsibilities as directly related to their expertise and experience, with assignments and expectations connected to workload allocations in each area. While teaching is generally emphasized over scholarship, the scholarship of practice will be integrated into teaching.

Instruction

Standards for “Met Expectations”

- Student and/or peer evaluations that, in the aggregate, indicate effectiveness approaching national norms for the discipline and student commentary that, in sum, speaks to a positive learning experience for students.
- Teaching that is up-to-date in content and pedagogy appropriate to the discipline and to the modality of instruction.
- Teaching that integrates practical experience in a specific field and provides students with an understanding of the practical applications of a field of study.
- Attention to course management through design of appropriate and informative course syllabi that adhere to university and system standards, administering of effective tools to evaluate student learning, and provision of timely and constructive feedback to students.
- Teaching that makes effective use of class time and in which the faculty member participates with enthusiasm, respect for students, professionalism, and civility.
- Teaching at multiple levels or a variety of courses, as assigned, to meet university

needs.

- Advising that is effectively carried out in the context of unit needs.
- Instruction that uses research-based practices such as providing meaningful feedback to students early in the semester.
- Providing appropriate feedback to the student and the student's advisor through use of the university's early feedback system.
- For all courses, compliance with university and Senate expectations for ordering textbooks, providing a syllabus the first day of class, on-time submission of grades, keeping students informed of changes to the initial course syllabus as they may arise. For 100- and 200-level courses, also using the current Course Management System including use of the grade book feature and posting the syllabus.
- Comply with university expectations for initial and periodic quality assurance design review.
- Compliance with university expectations for FERPA, communications to students, and for use of learning management materials.
- Use of modalities, pedagogy and content accessible to all students that incorporates relevant scholarly perspectives and pedagogical approaches.

Additional characteristics for “Exceeded Expectations”

- Student and/or peer evaluations that, in the aggregate, indicate effectiveness at or above national norms for the discipline and student commentary that, in sum, speaks to an inspiring and intellectually challenging environment.
- Teaching that makes use of the most recent content available, that reflects ongoing innovation in pedagogy, and that provides evidence for continual examination of teaching effectiveness.
- Teaching that integrates significant practical experience in a specific field and provides students with an understanding of the practical applications of a field of study.
- Ongoing participation in faculty or course development (structured or otherwise) activities designed to improve teaching and learning in all required modalities.
- Instruction in university signature programs, such as First-Year Experience, Honors, service learning, faculty-led programs, and undergraduate research.
- Engagement of students in and out of the classroom, including mentoring and advising.
- Teaching that clearly advances the mission of the department/division, school/college, and the university.

Course and curriculum development and delivery that advances the university's strategic plan.

Scholarship

Standards for “Met Expectations”

- Documents an area of interest in scholarship or evidence-based practice related to practice or clinical expertise.
- Develops a plan for dissemination of clinical or practical outcomes in an area of clinical or practice expertise.
- Presents at local and regional conferences.
- Participates in research in quality improvement projects and/or public service programs/projects/grants.

- Demonstrates competence in evidence-based practice and participates in scholarly activity.
- Leads pilot or seed grant scholarly/public service/quality improvement proposals.

Additional Characteristics for “Exceeded Expectations”

- Develops an area of interest in scholarship or evidence-based practice related to practice or clinical expertise.
- Disseminates clinical or practical outcomes in an area of clinical or practice expertise.
- Leads research in quality improvement projects and/or public service programs/projects/grants.
- Support of research/creative scholarship-related events and activities at the state, regional or national level, not just as an observer, but as a participant or organizer.
- Research/creative scholarship that advances the university’s strategic plan.

Service

Standards for “Met Expectations”

- Engages in public service or discipline-related service that brings professional expertise to bear.
- Participates in professional organizations, university and departmental committees, and task forces in meaningful ways.
- Creates a Professional Development plan that demonstrates progression in service.
- Active participation in making digital content reasonably accessible to all users.

Additional Characteristics for “Exceeded Expectations”

- Leads public service or discipline-related service that brings professional expertise to bear.
- Leadership role in professional organizations, university and departmental committees, and task forces.
- Active engagement in service that advances the university’s strategic plan.

Professor of Practice Rank: Associate Professor of Practice

Instruction

Standards for “Met Expectations”

- Student and/or peer evaluations that, in the aggregate, indicate effectiveness at or above national norms for the discipline, speak to an inspiring and intellectually challenging environment, and show evidence of a positive learning experience for students.
- Teaching that makes use of the most recent content available, that reflects ongoing innovation in pedagogy, and that provides evidence for continual examination of teaching effectiveness.
- Teaching that integrates practical experience in a specific field and provides students with an understanding of the practical applications of a field of study.
- Attention to course management through design of appropriate and informative course syllabi that adhere to University and system standards, administering of effective tools to evaluate student learning, provision of timely and constructive feedback to students,

- and on-time submission of grades at all appropriate points in the semester
- Teaching that makes effective use of class time and in which the faculty member participates with enthusiasm, respect for students, professionalism, and civility.
 - Teaching a variety of courses, as assigned, to meet university needs.
 - Advising that is effectively carried out in the context of unit needs.
 - Instruction that uses research-based practices such as providing meaningful feedback to students early in the semester.
 - Providing appropriate feedback to the student and the student's advisor through use of the university's early feedback system.
 - For all courses, compliance with university and Senate expectations for ordering textbooks, providing a syllabus the first day of class, on-time submission of grades, keeping students informed of changes to the initial course syllabus as they may arise. For 100 and 200 level courses, also using the current Course Management System, including use of the grade book feature and posting the syllabus.
 - Comply with the university expectations for initial and periodic quality assurance design review.
 - Compliance with university expectations for FERPA, communications to students and for use of learning management materials.
 - Instruction and/or course/curricular development accessible to all students that incorporates relevant scholarly perspectives and pedagogical approaches, including revisions to programs, existing courses, and the creation of new programs and courses.

Additional Characteristics for “Exceeded Expectations”

- Student and/or peer evaluations that, in the aggregate, indicate effectiveness above national norms for the discipline and student commentary that, in sum, speaks to an inspiring and intellectually challenging environment.
 - Teaching that integrates significant practical experience in a specific field and provides students with an understanding of the practical applications of a field of study.
 - Ongoing participation in faculty, course and program development (structured or otherwise) activities designed to improve teaching and learning in all required modalities.
 - Instruction in university signature programs, such as First-Year Experience, Honors, service learning, faculty-led programs, and undergraduate research.
 - Engagement of students in and out of the classroom, including mentoring and advising.
 - In programs that offer graduate degrees, successful mentoring of graduate students progressing towards degrees.
 - Engagement in assuring that the program student learning outcomes are attended to and met by a majority of students in the program.
 - Effective mentoring of other faculty members in their teaching roles.
- Course and curriculum development and delivery that advances the university's strategic plan.

Scholarship

Standards for “Met Expectations”

- Demonstrates local and regional recognition in scholarship or evidence-based practice in an area of clinical or practice expertise.

- Publishes in peer-reviewed, professional journals, or other professional venues.
- Presents at regional, state and national conferences.
- Participates in clinical/translational research and interprofessional/interdisciplinary scholarship activities.
- Serves as PI or CO-PI on internally and/or externally funded projects, public service grants and contracts.
- Leads practice change projects.
- Submits proposals for external or internal funding for projects.

Additional Characteristics for “Exceeded Expectations”

- A scholarship program that clearly furthers the scholarly mission of the academic unit and the university.
- Internal or external recognition for the impact of scholarship.
- Receives internal or external funding for projects.
- Research/creative scholarship that advances the university’s strategic plan.

Service

Standards for “Met Expectations”

- Leads public service or discipline-related service projects with impact to the community.
- Serves as a mentor in preparation of students for service roles.
- Collaborates in implementing new models of practice or policies to increase efficiency and effectiveness in teaching, research, or practice.
- Actively participates in professional organizations, university and department committees, and task forces in meaningful ways.
- Active participation in making digital content reasonably accessible to all users.

Additional Characteristics for “Exceeded Expectations”

- High impact roles (formal or informal) in public service or discipline-related service projects with impact to the region.
- Leads mentoring efforts that prepare students for service roles.
- Coordinates the implementation of new models of practice or policies to increase efficiency and effectiveness teaching, research, or practice.
- Mentors junior faculty toward successful performance in university roles.
- Leads public service or discipline-related service that brings professional expertise to bear.
- Leadership role in university and department committees and task forces.
- Leadership role in professional organizations at a state or regional level.
- Active engagement in service that advances the university’s strategic plan.

Professor of Practice Rank: Professor of Practice

Instruction

Standards for “Met Expectations”

- Student and/or peer evaluations that, in the aggregate, indicate effectiveness at or above

- national norms for the discipline and student commentary that, in sum, speaks to a positive learning experience for students.
- Teaching that makes use of the most recent content available, that reflects ongoing innovation in pedagogy, and that provides evidence for continual examination of teaching effectiveness.
 - Teaching that integrates practical experience in a specific field and provides students with an understanding of the practical applications of a field of study.
 - Attention to course and program management through design of appropriate and informative course syllabi that adhere to university and system standards, administering of effective tools to evaluate student learning, provision of timely and constructive feedback to students, and on-time submission of grades at all appropriate points in the semester
 - Teaching that makes effective use of class time and in which the faculty member participates with enthusiasm, respect for students, professionalism, and civility.
 - Teaching a variety of courses, as assigned, to meet university needs.
 - Advising and mentoring students that is effectively carried out in the context of the unit needs.
 - Instruction that uses research-based practices such as providing meaningful feedback to students early in the semester.
 - Providing appropriate feedback to the student and the student's advisor through use of the university's early feedback system.
 - For all courses, compliance with university and Senate expectations for ordering textbooks, providing a syllabus the first day of class, on-time submission of grades, keeping students informed of changes to the initial course syllabus as they may arise. For 100 and 200 level courses, also using the current Course Management System, including use of the grade book feature and posting the syllabus.
 - Comply with the university expectations for initial and periodic quality assurance design review.
 - Compliance with university expectations for FERPA, communications to students and for use of learning management materials.
 - Instruction and/or course/curricular development accessible to all students that incorporates relevant scholarly perspectives and pedagogical approaches, including revisions to programs, existing courses, and the creation of new programs and courses.
 - Instruction in university signature programs, such as First-Year Experience, Honors, service learning, faculty-led programs, and undergraduate research.
 - Engagement of students in and out of the classroom, including mentoring and advising.
 - Teaching that clearly advances the mission of the unit and the university.

Additional Characteristics for “Exceeded Expectations”

- Student and/or peer evaluations that, in the aggregate, indicate effectiveness above national norms for the discipline and student commentary that, in sum, speaks to an inspiring and intellectually challenging environment.
- Teaching that integrates significant practical experience in a specific field and provides students with an understanding of the practical applications of a field of study.
- Ongoing participation in faculty and program development (structured or otherwise) activities designed to improve teaching and learning in all required modalities.

- In programs that offer graduate degrees, leadership in designing successful mentoring experiences for graduate students progressing towards degrees
- Effective mentoring of other faculty members in their teaching roles.
- Providing leadership in curriculum development to maintain quality and relevant experiences for all students.
- Providing support for the development and assessment of program student learning outcomes.
- Course and curriculum development and delivery that advances the university's strategic plan.

Scholarship

Standards of “Met Expectations”

- Demonstrates state, and national recognition for area of expertise.
- Submits proposals for external or internal funding of projects.
- A research program that results in nationally or internationally recognized peer-reviewed publication or its equivalent, as appropriate to the discipline and at a pace or level of intensity characteristic of recognized scholars in the field.
- Serves on editorial board of peer-reviewed or professional journal.
- Presents at national and international venues.
- Consults on practice change projects and activities.

Additional Characteristics for “Exceeded Expectations”

- Assumes a leading role in publications including peer-reviewed or professional publications in their area of expertise.
- A focused and sustained research program that results in multiple nationally or internationally peer-reviewed publication or their equivalent, as appropriate to the discipline and at a pace or level of intensity characteristic of recognized scholars in the field.
- Research and scholarship that clearly furthers the mission of the academic unit and the university and has a recognized impact on the field.
- Leadership in developing research -related events and activities at the campus, state, and national level.
- External national recognition of the quality and impact of scholarship.
- Mentoring junior faculty.
- Research/creative scholarship that advances the university's strategic plan.

Service

Standards for “Met Expectations”

- Serves in national organizations.
- Consults or engages with industry partners on quality improvement projects and practice delivery models.
- Serves as an expert educator, researcher or clinician (serves as a manuscript reviewer, invited speaker, national consensus panels or working groups) at the national or international level.
- Gets invited to serve as an external mentor based on professional expertise at the state or regional level.

- Active participation in making digital content reasonably accessible to all users.

Additional Characteristics for “Exceeded Expectations”

- High impact roles in national organizations.
- Effective engagement with industry partners on quality improvement projects and practice delivery models at the national or international level.
- Is recognized as an expert educator, researcher or clinician (serves as a manuscript reviewer, invited speaker, national consensus panels or working groups) at the national or international level.
- Gets invited to serve as an external mentor based on professional expertise at the national or international level.
- Active engagement in service that advances the university’s strategic plan.

SECTION 6: RELATIVE IMPORTANCE OF TEACHING, RESEARCH/CREATIVE SCHOLARSHIP, AND SERVICE

Teaching, research/creative scholarship, and service are all crucial in the annual evaluation process. Nevertheless, the amount of time and effort needed to achieve the desired level of performance may vary considerably from one area to another. The amount of time an individual commits to the various areas depends upon assignments given by the chair, and approved by the dean or dean’s designee, in the context of the university’s Workload Policy. All evaluative decisions shall be based upon the assigned duties of the faculty member.

Annual Salary Adjustment and Effort Allocation

As a part of the salary adjustment process, percentages are assigned to the areas of teaching, research/creative scholarship, and service. These percentages reflect allocated effort based on the university Workload Policy and as assigned by the chair or unit head, and approved by the dean or dean’s designee. These percentages are also used as weighting factors in calculating salary increments. In arriving at a salary increment, the performance rating (see Section 3 above) is multiplied by the percentage assigned to that area, to determine the contribution of that area to the overall salary calculation.

The range of the percentages allows for emphasis to be placed upon different areas for different faculty members, and should reflect a conscious effort on the part of the chair and dean to make “best use” of individual faculty members’ talents. Normally, the permissible range of percentages for tenure track faculty members should reinforce the university’s tripartite mission and be consistent with the Workload Policy.

Tenure-track, but untenured, faculty members should rarely be assigned Research/Creative Scholarship effort below 15%. Tenured faculty members may be assigned differential effort distributions. Such cases would include a tenured faculty member who has assumed a major service role or is an outstanding teacher who chooses to engage fully in teaching. In such cases, the minimal expectation for the Research/Creative Scholarship effort is that the faculty member remains engaged with the discipline and that this engagement infuses the faculty member’s teaching.

Most faculty members who are active in university service and participate in professional activities in their discipline should allocate 10% effort to service. Faculty members who are less active may, with the concurrence of the chair or unit head and approval of the dean or dean's designee, allocate 5% effort, but must remain engaged in service either to the university or to their discipline. Service, when it includes a specific substantive administrative appointment of a faculty member, may be significantly higher. Service may also be higher for faculty members who are engaged in particularly demanding service roles, such as extraordinary service to the university, extensive service to an extramural agency, or other extraordinary service to the discipline.

SECTION 7: EVALUATION METHODOLOGIES

Annual Evaluations

The annual evaluation of faculty members will be completed using information entered into the USD Digital Measures system using the format found in Appendix A to this document. The evaluation is conducted by and the ratings are assigned by the immediate supervisor, except in cases where a conflict-of-interest exists, such as when the supervisor and the faculty member under evaluation are spouses or are related. Evaluation tools that inform the annual evaluation include:

Teaching: Multiple evaluation tools must be used, and will include at a minimum:

- Student evaluation forms in use by the campus at the time;
- Comments from the student evaluation forms;
- Descriptive material provided by the faculty member, including sample syllabi.

Research/Creative Scholarship:

- Descriptive material provided by the faculty member as part of the evaluation form;
- Supporting materials (e.g., reprints, lists of active grants and grant applications, portfolios, recordings, evidence of performance or juried exhibition, evidence of stage or musical direction) as appropriate to the unit or as requested by the chair or dean.

Service:

- Descriptive material provided by the faculty member as part of the evaluation form;
- Supporting materials as appropriate to the unit or as requested by the chair or dean.

Three and Six Year Plans

Tenure track faculty members are responsible for proposing three-year plans for their own professional development in teaching, scholarship, and service. Tenured faculty members are responsible for proposing six-year plans for professional development in teaching, scholarship, and service. Tenured and tenure-track faculty must submit their initial professional development plan no later than the first class day in the second semester of employment. These plans must be reviewed by the department/division chair and the dean for approval and signatures. Subsequent plans must be submitted no later than the twentieth class day of the first semester following expiration of the prior professional development plan. The department/division chair and/or the dean may make recommendations for revision as they review submitted plans.

Original signed copies of approved professional development plans will be placed in the faculty member's personnel file in the relevant school/college. The dean's office will upload a scanned copy into Digital Measures and send that scanned file to the faculty member and their department/division chair.

SECTION 8: IMPLEMENTATION

BOR Policy 4:38.3.3 requires "that the modification of institutional statements shall not result in the change in expectations of a faculty member during the then-current annual evaluation cycle." This document goes into effect with the start of the 2021-2022 academic year, which means that these expectations will not factor into faculty evaluations until the Fall 2022 annual evaluation process. Until then, faculty will be evaluated on the criteria defined by the Expectations of the Faculty Document that was last updated in August 2012 and their most recent unit-level document, both of which are posted on the myUSD portal under the Faculty-Staff tab, Academic Affairs, Salary and Evaluation Information.

Appendix A: Faculty Evaluation Form
Template for information to be entered in Digital Measures

1. Faculty name and rank:
 - a. Annual Review
 - b. Promotion
 - c. Tenure
 - d. Promotion and Tenure
2. Covering the academic year:
3. Attach your applicable Professional Development Plan (PDP) 3 Years
 6 Years
 Not Applicable

Part A: To Be Completed by Faculty Member

4. Background information:

Name:

Department/Division:

Date:

Academic rank: _____ and date granted: _____

Degrees in reverse chronological order:

Additional academic or professional education:

Professional experience:

Responses for items 5-11 must be reflective of the approved professional development plan, if applicable.

5. Expectations, consistent with institutional policies and subject to the concurrence of the dean and vice president, for faculty member performance with respect to teaching and academic advising; research, scholarship or creative activity; and service during the evaluation period.
6. Describe your assigned responsibilities during the evaluation period.
7. Describe your major performance objectives during the current evaluation period.
8. Teaching/Advising
 - a. List your significant contributions to teaching activities.

- (BOR Policy 4:38 contains a sample list.)
- b. List your significant contributions to academic advising.
9. Research, Scholarship, or Creative Activities
- a. List your significant contributions in research, scholarship or creative activity.
(BOR Policy 4:38 contains a sample list.)
10. University Professional and Community Service
- a. List your significant contributions to the university.
(BOR Policy 4:38 contains a sample list.)
 - b. List your significant contributions to your discipline or profession.
(BOR Policy 4:38 contains a sample list.)
 - c. List your significant contributions to the community, state, region, nation, and world.
(BOR Policy 4:38 contains a sample list.)
11. Proposed major performance objectives for the next evaluation period.
12. Proposed amendments to professional development plan (state if none)

Part B: To Be Completed by Immediate Administrative Supervisor

13. Professional Performance:
- a. Indicate your assessment of the faculty unit member's performance by explaining whether, consistent with contemporary standards of the institution, the faculty unit member exceeded, met or fell short of the level of performance reasonably expected in a(n) (indicate rank) with like tenure status and comparable professional responsibilities and resources. The explanation must indicate the consideration given to rank, experience and tenure status, professional responsibilities and resources. Separate ratings must be given for teaching, including separate mention of academic advisement, research and service responsibilities. In each instance, the supervisor must identify the specific activities, or lack thereof, that warrant the rating.
 - b. Summarize progress reflective of the professional development plan.
 - c. For all faculty unit members who serve on tenure track contracts or who hold rank below that of professor, comment about progress towards achieving the levels of performance that, in keeping with institutional standards, justify a recommendation for promotion to a more senior rank or award of tenure. Comments must address each area of professional responsibility.
 - d. Where appropriate, include recommendations for augmentation monies and contract renewal.
 - e. Response to the faculty unit member's major performance objectives for the next evaluation period, reflective of the professional development plan.

- f. Professional development plan has been reviewed and
_____ no modifications are required.
_____ modifications are required.

Signature of Supervisor

Date

14. I have received these comments and ratings from my immediate supervisor.

Signature of Faculty Member

Date

15. I should like to add:

Signature of Faculty Member

Date

16. I have reviewed these comments and ratings. I should like to add:

Signature of Dean

Date