

Dakota State University

Faculty Performance Standards

Updated May 2023

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This document is intended to define, for the faculty, the university's qualitative and quantitative expectations for performance. The standards provided here take into consideration the university's mission, the faculty member's discipline and the faculty member's rank and role within the university. To identify and reward professional achievement and excellence among the faculty, the university and its faculty together have developed the broad definitions of professional achievement included in this document. Further, these broad statements of professional achievement are intended to:

- Bring into focus the institutional mission;
- Clarify faculty roles relative to the institutional mission;
- Improve the dialogue between faculty members and the university administration;
- Facilitate professional development plans and activities for faculty;
- Clarify faculty development needs;
- Improve the process for faculty evaluation;
- Improve decision-making processes relative to faculty promotion, tenure, salary, and appointment to senior/advanced positions;
- Enhance opportunities for faculty recognition and reward; and
- Demonstrate accountability to the public.

Clarifying and understanding the university's expectations relative to teaching and advising, scholarship, research and creative activity and service are a necessary first step in identifying and rewarding the professional behavior of faculty. These professional behaviors are used to determine the faculty member's annual performance ratings and eligibility for a continuing contract. They are also used to determine the faculty member's eligibility for promotion and tenure and other university decisions that are naturally linked to faculty performance, such as appointment to the graduate faculty or other, similar recognitions.

For faculty members seeking tenure or promotion to Full Professor, it is important to work closely with their dean to ensure they meet the requirements and expectations for promotion. Maintaining a consistent percentage effort towards their responsibilities in teaching/advising, research, and service is crucial to their success. Regularly checking in with the dean to discuss progress and receive feedback is

highly recommended. Collaborating with the dean in this way can provide valuable guidance and support, helping faculty members to better understand the promotion criteria and expectations and take the necessary steps to achieve tenure or promotion to Full Professor.

Documentation of Activities at Different Expectation Levels

As per SDBOR policy 4-38, each institution has autonomy to select the relative importance of various activities. In the areas of teaching, scholarship and creative activity, and service. The expectations within each areas are listed below under the following categories:

- Assumed Practices – Assumed Practices are routine activities within each area. There is no documentation required for these items, but failure to satisfactorily perform these tasks would result in an evaluation of not meeting expectations.
- Meets Expectations – Meets Expectations highlights the proficiency of the faculty member within the standards expected of a faculty member within their rank and unit.
- Exceeds Expectations - Exceeding Expectations may be thought of as efforts to enrich the work of the faculty member. Some activities in this list differ from Meets Expectations activities only by inclusion of the relative term “significant.” In this context, “significant” should be interpreted as describing activities which are exceptional in terms of scope, prestige of venue, impact on the audience/profession, importance to the university, etc., rather than on routine elements. The documentation requirements for this section are more significant.

Faculty should choose their most significant accomplishments to highlight within their self-evaluation. It is the faculty member’s responsibility to fully describe the impact, benefit and effort expended in their activities. **The following professional behaviors are not intended to be all-inclusive; but to serve as examples to be addressed in the narrative.**

Teaching and Advising Standards

Teaching: A fundamental mission of any university is to provide opportunities for learning and academic achievement. In their teaching roles, faculty members are expected to initiate, develop and evaluate educational programs, courses and related materials; to develop new ways of conveying knowledge, to share knowledge, and train others; and to integrate new knowledge and research into the learning experiences. At DSU, all faculty members are also expected to demonstrate professional skills in the use of technology appropriate to their discipline. These aspects of teaching are critical to professional achievement:

- Content Expertise – defined as knowledge, skills and abilities in an academic discipline;
- Instructional Design – defined as skills in designing, sequencing and presenting content; skills in evaluation and assessment of student performance;
- Instructional Delivery – defined as the human interactive skills that promote learning;
- Course Management – defined as the organizational and bureaucratic skills needed to manage and operate a course;
- Instructional Technology – defined as the use of appropriate technology by both the faculty member and by the students in the classroom and in content delivery;
- Advising – defined as consulting with students to provide guidance relative to classroom performance, academic planning and scheduling, career goals and decisions.

Teaching – Assumed Practices (No documentation needed)

- Provide students with an appropriate syllabus following the DSU Syllabus Policy
- Adhere to established college, university and BOR policies and procedures
- Comply with University expectations for ordering textbooks, on- time submission of grades, and other administrative requests
- Comply with university expectations for initial and periodic quality assurance review for online courses, if applicable
- Comply with university expectations for FERPA
- Be available to students (online, by phone, and/or during office hours) according to the current Workload Policy
- Align course content to meet curricular guidelines and standards
- Use required technology and course management systems
- Teach using the most appropriate content available, reflective of ongoing innovation in pedagogy, that provides evidence for continual examination of teaching effectiveness
- Provide timely feedback on assignments, projects, and exams, based on expectations outlined in the DSU Course Syllabus Outline; communication and grading/feedback response times should be clearly stated on the syllabus
- Submit accurate midterm and final grades by required deadlines

- Utilize the university's early alert/feedback system as requested
- Support program and university-wide program assessment

Teaching – Meets Expectations

- Develop and use appropriate instructional materials to meet course program objectives
- Deployment of effective tools to evaluate student learning
- Promote student-to-student, student-to-faculty, and small-group interaction
- Integrate technological resources in courses
- Instruction that uses research-based practices
- Provide supplementary learning resources in a timely and organized manner
- Provide for individualized instruction through courses or activities when appropriate;
- Instruction that demonstrates sensitivity to diversity and inclusion
- Participation in an ongoing sense in faculty and program development (structured or otherwise) activities designed to improve teaching and learning in all required modalities such as those offered by DSU's Center for Teaching and Learning (CTL)
- Contribute to program development and/or review processes
- Use data from student assessments and student opinion surveys to integrate or revise instructional strategies, resources, and assessments
- Engage in self-assessment of instruction and teaching materials

Teaching - Exceeds Expectations

- Demonstrate exceptional skill in dissemination and delivery
- Conceive, explore, develop, implement, evaluate and refine creative, innovative instructional methods, techniques, and materials
- Attract students to courses by maintaining standards of excellence
- Evaluate alternative assessment methods and their effectiveness
- Implement instructional strategies that improve student performance over prior years
- Substantially revise curriculum or instruction using data including student performance and student opinion surveys
- Guide and evaluate student research or capstone experience courses
- Sponsor field trips, outside resource instructors and research projects, if appropriate and consistent with available resources
- Encourage and guide students to achieve career relevant, and experiential learning outcomes
- Use technology-based instructional methods to aid student learning
- Foster independent learning, creative thinking and exploration of ideas
- Create an environment for questioning and risk-taking
- Develop conceptual connections between fields, ideas, values
- Be sought by and serve as a mentor for students
- In programs that offer graduate degrees leadership in designing successful mentoring experiences for graduate students progressing towards degrees
- Mentor students by serving as a dissertation/thesis chair.
- Provide leadership in curriculum development to maintain quality and relevant experiences for all students
- Provide leadership for the development and assessment of program student learning outcomes

- Use peer evaluations to evaluate teaching techniques
- Collaborate with colleagues to improve teaching/learning
- Effective mentoring of other faculty members in their teaching roles
- Model excellence in scholarship and learning
- Receive fellowships for teaching activities
- Take classes or seminars and/or attend conferences and faculty development opportunities relevant to the teaching discipline

Advising

The faculty member's role as advisor is critical and essential, not only to advise students with regard to university requirements but also to assist students in identifying and developing skills and knowledge in their chosen professional field. In that respect, faculty members also serve as mentors to the students assigned to them through a formal advisor/advisee relationship and to the students in their classes or majoring in their discipline.

Academic advising includes both the formal and informal guidance provided to students to help them investigate, identify and accomplish academic and career goals. To meet expectations in advising, all faculty members must demonstrate professional achievement in both formal and informal advising.

These aspects of advising are critical to professional achievement:

- Formal advising – defined as providing sensitive, knowledgeable and skilled guidance to enhance the relationship between the student and the university and to help the student achieve his/her academic goals;
- Informal advising – defined as providing sensitive, considerate and caring guidance to enhance the student's experiences at the university and to help the student achieve his/her personal goals.

Advising – Assumed Practices (no documentation needed)

- Be regularly available to students (online, by phone, and/or during required office hours)
Maintain advisee records and process all university forms related to advising in a timely fashion
- Use campus provided software tools (e.g., *TrojanConnect*) in advising
- Communicate basic career guidance to students
- Inform students of university policies and procedures
- Guide students in the selection of classes to meet academic requirements

Advising – Meets Expectations

- Help students transition into the university (e.g., registration, meet with incoming students and their families)
- Help students assess their skills and interests to help them obtain their personal and career goals
- Provide students with recommendations for scholarships and job placement
- Assist students in locating available resources
- Assist with the GS 100 University Experience or equivalent
- Seek out opportunities to enhance advising skills
- Help students understand the role of general education and foundation courses in the degree program

Advising – Exceeds Expectations:

- Provide *significant* assistance to aid students as they transition into the university (e.g., registration, meet with incoming students and their families)
- Lead and/or develop the GS 100 University Experience or equivalent
- Develop campaigns within advising platform (e.g. Trojan Connect)
- Develop and make readily available information to assist advisees (e.g., checklists, mailing/distribution lists)
- Assist with at-risk advising or the Early Alert Program
- Assist students in developing study skills and other techniques to improve their academic performance
- Encourage students to seek out university resources, policies and procedures to enable them to deal with situations
- Recognize and adapt advising techniques for students with diverse needs
- Develop advising strategies to improve student retention
- Mentor students by serving on dissertation committees or supervising undergraduate research projects outside of assigned courses (The faculty member may account for such activity under service or research)
- Be recognized as an outstanding advisor
- Provide training to other advisors

Scholarship, Research and Creative Activities

This section applies to faculty with research responsibilities. Scholarship, research and creative activities, prerequisites for competent and current teaching, contribute to the expansion of knowledge and the development of the arts, and enhance the service provided to the public. The university expects that faculty make a serious commitment to scholarship, research and creative activities.

Scholarship, research and creative activities may take a variety of forms (a list of acceptable formats is suggested within this document) but, such activities cannot be solely for the classroom.

Faculty members must continue to learn in their discipline through appropriate scholarship, research, creative activities and to participate in the discipline's professional deliberations. Indeed, scholarship, research and creative activities should result in new knowledge in a discipline, ideally in the form of peer-reviewed scholarship/creative activities and artifacts in recognized venues. **In summary, scholarship, research and creative activities must involve the presentation of one's ideas and works to one's professional peers or the learned public for debate and judgment and, at a minimum, this presentation of ideas must include a proposal or invitation to present to a learned audience outside the university.**

Dakota State University recognizes scholarship to include both basic and applied research, as well as other forms of scholarship and creative activity. These aspects of scholarship, research and creative activity are critical to professional achievement:

- Development of knowledge within the professional community – defined as sustained inquiry in the academic discipline, with productivity in the areas of publication, presentation, exhibition and/or performance;
- Development of professional skills and standing within the professional community – defined as recognition among peers and others for expertise in the academic discipline.

There are numerous reputable venues for scholarly manuscript and creative works publication, including fee for publication, online, conference proceedings and traditional formats. The recognition and importance of the different forms and presentations of scholarship will vary depending upon the role of a discipline and the individual faculty member's assignment. It is the faculty member's responsibility to fully describe the impact, benefit and effort expended in their scholarship, research and creative activities.

Scholarship, Research and Creative Activity – Assumed Practices (no documentation necessary):

- Maintain currency in the literature of one's discipline
- Engage with one's discipline through conference attendance, professional meetings, symposiums, and/or related forms of professional development
- Demonstrate sustained inquiry in one's academic discipline
- Adhere to established research related college, university and BOR policies and procedures

Scholarship, Research and Creative Activity – Meets 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 appropriate to the discipline
- Support of research/creative scholarship-related events and activities at the national level, not just as an observer, but as a participant or organizer
- Mentor students by serving as a dissertation/thesis chair, serving on dissertation committees or supervising undergraduate research projects outside of assigned courses (The faculty member may account for such activity under service or advising)
- Serve as Editor/Reviewer for professional publication (The faculty member may account for such activity under service)
- Internal or external recognition for the impact of scholarship
- Evidence that the research or scholarship has had a positive impact appropriate to the discipline
- Demonstrate leadership in fostering quality scholarship in the department and the university

Scholarship, Research and Creative Activity – Exceeds 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 discipline and has a recognized impact on the field
- Submission of grant proposals or generation of resources such as extramural funding to an extent appropriate to the discipline and in amounts that ensure a successful program
- Completion of work required by awarded grants
- 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
- Deliver invited lectures and/or speeches for other universities, professional meetings, conventions and/or conferences
- Develop new software, inventions and/or patents
- Provide consulting or creative services pertaining to one's discipline
- Supervise independent student research which results in publication Publish discipline-related books through a recognized publisher (not self-published)

Service

Service is an integral facet of the profession, and all faculty unit members are expected to participate in the academic governance of their universities, to contribute to the work of departmental committees or task forces, and to participate in searches for new members for the department.

Dakota State University has additionally defined service as the donation of time, effort and energy, without significant compensation, to activities that draw upon the faculty member's professional expertise and knowledge. Significant compensation is defined as more than \$600. Activities that are performed as part of contracted administrative duties such as program coordinator, assessment coordinator, paid club advisor, etc. cannot be listed as service to the University.

There are three aspects to service:

- **Service to the university** -- defined as active participation in academic and university functions and activities, committees, and other governance structures;
- **Service to the discipline or profession** – defined as active participation in professional organizations and their activities;
- **Service to the community or public** – defined as activities that benefit community organizations such as K-12 school districts and organizations, corporations and agencies other than the university.

Citizenship activities by themselves are not sufficient to meet service expectations but may also be included in the annual evaluation documentation provided by faculty members. Faculty members are encouraged to provide these types of nonprofessional behaviors:

- Participate in local, state, and/or national civic activities that promote a positive relationship between the university and the community;

For faculty members who receive workload units for service, evaluation of that service, aligns with board policy 4:38: "A variety of activities are classified as service. The needs of the institution and the expertise of faculty unit members may require that faculty unit members concentrate efforts in certain service areas to the exclusion of activity in other service areas. The recognition and importance of the

different forms of service will vary depending upon the mission of the university, the role of a discipline within the university's functions and the individual faculty unit member's assignment. ”

Service – Assumed Practice (no documentation needed)

- Participate in program and college meetings and committees
- Participate in program/university assessment, evaluation or accreditation
- Participate in faculty, college, or university governance
- Meaningful participation in department, college and university-level service activities, not necessarily all at the same time, but to an extent that demonstrates concern about the unit and University

Service - Meets Expectations

- High impact roles (formal or informal) in department, college, and university level service activities
- Assume leadership role on academic/campus committees
- Serve as a mentor for junior faculty
- Engagement in professional development activities
- Engagement in professional development activities to enhance the student experience
- Support of service-related activities at the university and state levels and beyond
- Mentor students by serving on dissertation committees or supervising undergraduate research projects outside of assigned courses (The faculty member may account for such activity under scholarship or advising)
- Served as reviewer for professional publication (The faculty member may account for such activity under scholarship)
- Engagement in professional and public service activities that make use of the specific expertise of the faculty member
- Effective engagement related to the professional expertise of the faculty member that has an impact beyond the University at the regional, or national level

Service - Exceeds Expectations

- Sponsor or supervise student activities and/or student organizations
- Advise student groups
- Conduct professional development activities to enhance the student experience
- Assume leadership role in faculty, college, or university governance structure, including General Faculty and/or policy development
- Assume a leadership role in program review and accreditation self-study process
- Serve, in a significant manner, as university representative to the larger university community such as serving at the Regental system
- Lead service-related activities at the university and state levels and beyond

- Contribute, in a significant manner, to professional organization(s), agencies, corporations, or school districts
- Plan and implement activities for professional organizations, agencies, corporations or school districts
- Accept appointment in scholarly and/or leadership capacity to a state, regional, national or international position
- Provide consulting services (or serve as resource person) within the academic discipline/professional field
- Serve as a reviewer for an extensive number of papers and/or venues (The faculty member may account for such activity under scholarship)
- Serve on review boards and with accrediting agencies in a manner which has a significant impact
- External recognition for advancing the discipline through service
- High impact roles in the discipline at the regional or national level

Librarianship

Library faculty members are evaluated on their professional effectiveness in service and librarianship rather than, or in addition to, their teaching effectiveness and academic advising. To meet expectations in librarianship, all library faculty members must demonstrate professional performance in these aspects of librarianship:

- Professional effectiveness – defined as the attributes and qualifications linked to the specific position held within the library;
- Professional knowledge – defined as the command and knowledge of one’s specialty area and the ability to instruct in that area, as required,

Central to academic librarianship is the creation, communication, and provision of access to knowledge. DSU library faculty are expected to devote much of their time and energy in exercising their skills in support of the teaching curriculum and faculty research work, developing and preserving appropriate collections and services, and establishing effective bibliographic control over them. They are committed to assisting students to become scholars who can effectively find, critically evaluate, and appropriately use information.

Librarianship – Assumed Practices

- Demonstrate an understanding of policies, procedures, goals, and resources of the library and the ability to work effectively within this framework
- Show professional conduct conducive to a collegial work environment and a standard of professional integrity that will advance the interest of DSU and the Karl E. Mundt Library
- Demonstrate competence in all skills and knowledge implied by the job requirements

- Collaborate with colleagues to improve library services, collections, instruction or learning
- Be available to students (online, by phone, and/or in person) on a regular basis

Librarianship – Meets Expectations

- Teaching at multiple levels or a diversity of courses, as assigned, to meet University needs
- Support program and university-wide program assessment
- Teach in a manner that is up-to-date in content and pedagogy appropriate to the discipline and to the modality of instruction
- Engage in professional development activities to improve librarianship
- Contribute to diversity and inclusion through exhibits, presentations, reference work, or instruction, OR by selecting relevant library resources, OR by providing access to relevant resources
- Develop and use appropriate policies/procedures to meet library objectives
- Interpret and present technical information in a way learners (public, students, and other patrons) will understand
- Contribute to program development and review processes
- Analyze library needs and design services to meet the present and future needs of the university community
- Use technology appropriate to the discipline and needs of learners
- Demonstrate consistently competent performance, with evidence of activity beyond the minimum required for basic performance in assigned responsibilities
- Demonstrate mastery of all skills and knowledge implied by the job requirements
- Assist with the development of innovative services and/or work routines that enhance the library's effectiveness
- Provide leadership in the development of innovative services and/or work routines that enhance the library's effectiveness
- Foster independent learning, creative thinking, exploration of ideas, and lifelong learning

Librarianship – Exceeds Expectations

- Participate in significant professional development activities leading to enhanced skills and performance
- Conceive, explore, develop, implement, evaluate, and refine innovative methods, techniques, and materials
- Apply for and receive library related program and development grants in a competitive environment
- Receive professional recognition for recent or past honors, awards, or contributions to the field
- Apply theories and techniques from faculty development activities
- Be sought by and serve as a mentor for students and other faculty
- Guide and evaluate student research or capstone experiences
- Receive written or verbal testimonials or superior performance from library patrons and/or colleagues
- Demonstrate consistently competent performance, with evidence of activity beyond the minimum required for performance in assigned responsibilities

- Demonstrate mastery of all skills and knowledge implied by the job requirements
- Assist with the development of innovative services and/or work routines that enhance the library's effectiveness
- Provide leadership in the development of innovative services and/or work routines that enhance the library's effectiveness
- Foster independent learning, creative thinking, exploration of ideas, and lifelong learning
- Contribute significantly to the mission of the library and DSU by performing tasks outside of assigned job responsibilities (For example Assistant Librarian taking part in Research activities)