

SOUTH DAKOTA



**SCHOOL OF MINES
& TECHNOLOGY**

**South Dakota School of Mines and Technology
Statement of Institutional Priorities
for Faculty Performance**

ADOPTED: Spring 2006

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South Dakota School of Mines and Technology (SDSM&T) Statement of Institutional Priorities for Faculty Performance

I. The Mission, Vision and Goal of SDSM&T

The mission of SDSM&T is established by the South Dakota Board of Regents as that of a technological university specializing in undergraduate and graduate education emphasizing science and engineering (Attachment A). In his President's Report 2004, Dr. Ruch further elaborated on this mission as follows: The South Dakota School of Mines and Technology serves the people of South Dakota as their technological university. Its mission is to provide a well-rounded education that prepares students for leadership roles in engineering and science; to advance the state of knowledge and application of this knowledge through research and scholarship; and to benefit the state, region, and nation through collaborative efforts in education and economic development. SDSM&T is dedicated to being a leader in 21st century education that reflects a belief in the role of engineers and scientists as crucial to the advancement of society. Our vision is to be recognized as a premiere technological university in the United States. Most immediately, our goal is to be recognized as the university of choice for engineering and science within South Dakota and among our peer group of specialized engineering and science universities.

II. Faculty Roles within the SDSM&T Mission

A. General Expectations as to Faculty Roles

SDSM&T is based on a tradition of providing excellent education, a high level of scholarly activity, and quality professional service. Faculty will participate in three broad roles: **teaching, scholarship, and service**. The role of teaching is related to those activities that relate to class instruction, but this role also includes advising. The scholarship role involves activities related to any scholarly activity, which may include research, publications, patents, creative works, and/or creative performances. One key component of scholarship is the activity taking place in a venue that can be critically reviewed by professional peers. The service role is comprised of activities related to governance or leadership roles within the profession, the campus, or the community.

- Faculty members of SDSM&T are expected to employ their knowledge and experience for the enhancement and development of the potential of every student and to provide service to institutional, communal, and professional activities.
- Faculty are expected to commit to the improvement of the learning environment by actively engaging in scholarly works, keeping current in their specialty fields, and building their professional reputation through the merit of their work.
- Faculty members are expected to adhere to and practice personal and professional honesty, integrity and honor and to embrace the Code of Ethics of this institution and of their individual discipline.
- Faculty roles can vary between colleges and departments and within a single department; however every faculty member will have an assigned role. Roles will reflect the department mission and specify assignments in teaching/advising, scholarship, and service.

B. Purpose in Defining Roles. This document seeks to

- provide a guide to preparing focused annual evaluations,
- assist faculty in preparing for promotion and tenure,

- provide advice on documentation for tenure and promotion, and
- assist faculty in their professional development.

C. Relative Importance of areas of Faculty Roles

The relative importance of each area of professional activity (teaching and advising, scholarship, and service) is to be determined individually for each faculty member by the assignment of percentage effort in each area. The assigned percentage of effort in scholarly activity and service will vary by discipline and individual but each should be non-zero and will usually be at least 10%. The percentages of effort are determined by the faculty member with his/her chair during the annual evaluation process, subject to approval by the college dean. SDSM&T recognizes that percentage of effort is not simply a matter of hours spent and that the assigned percentages of workload distribution for any particular faculty member may vary widely from the nominal percentage values above.

III. Overview of the Teaching Role

As stated in Appendix G to the Agreement between the South Dakota Board of Regents and the Council of Higher Education, a fundamental mission of a university is to provide opportunities for learning and academic achievement. Teaching refers to the broad area of student/faculty interaction for educational purposes. Individual faculty members are involved in classroom teaching and in distance education both on-campus and throughout the State. Teaching includes supervision of undergraduate or graduate research work, internships, field trips, independent study, and other activities. In their teaching roles, faculty members may be expected to initiate, develop and evaluate educational programs, courses and related materials; to develop new ways of conveying and sharing knowledge, and training others; and to integrate new knowledge and research into the learning experiences. Faculty members are expected to be competent in the use of technology appropriate to their discipline areas. The institutional mission to prepare students for leadership roles will involve open discussion regarding globalization, and is, therefore, an expectation of faculty in their teaching/advising role.

Teaching is the primary role for the majority of faculty at the SDSM&T. Teaching involves multidisciplinary scholarship and the integration and interpretation of one's own research or that from other disciplines into one's own area of specialty.

At SDSM&T, the percentage of effort in teaching is related to, but is not necessarily a linear function of, the number of course credits taught. Factors such as the number of preparations, section sizes, the number of times the faculty member has taught the course, responsibility for oversight of associated labs, and the level of interaction with students required by the course are also to be considered. Release for mentoring and advising activities will be included in the percentage of effort assigned to teaching. The teaching and advising role includes:

A. Demonstrating competence in teaching and in evaluation of student performance.

Some examples of how this can be achieved include:

- offering consistently challenging and current courses that afford students opportunities to learn the information, methods of inquiry, and professional skills identified in the course descriptions and relevant departmental or program mission statements;
- incorporating scholarly activities or findings into their teaching on a regular basis;
- providing students with information about course objectives, content, activities, and performance expectations;
- being regularly available for out-of-class consultation with students;

- reviewing and periodically revising course content, classroom activities, out-of-class assignments, and evaluation procedures to be consistent with expectations of the respective profession concerning content and quality;
- requiring all students engaged in course activities to make active use of technological resources employed by professional practitioners in the discipline; and
- engaging in collaborative endeavors among faculty and departments.

B. Participating in university efforts to implement assessment policies and procedures.

Assessment activities can occur in many areas of the student experience and some of these may be in the classroom. Faculty roles in curriculum development and expertise in pedagogy are necessary for the successful implementation of any assessment program. Some examples of assessment activities include:

- developing and evaluating program objectives describing the capabilities of the graduates of a program;
- developing and assessing expectations and outcomes for the skills and knowledge to be possessed by students upon graduation from a program; and
- developing and assessing expectations and outcomes for courses delivered by the faculty member.

C. Advising students. The critical and essential activity of advising is both formal and informal guidance intended to help students investigate, identify, and accomplish individual academic and career plans. The academic adviser role is to be a concerned, knowledgeable, and skilled link that enhances the advisee's relationship with SDSM&T. Advising also includes guiding undergraduate and graduate projects, theses, and dissertations. Examples of advisor responsibilities include:

- maintaining advisee records in accordance with confidentiality requirements;
- assisting advisees in locating accurate academic information and directing them to correct and relevant information about university, college, and departmental graduation requirements;
- guiding and monitoring major program planning and encouraging timely progress toward degree;
- informing advisees about possible consequences of academic decisions, including information on academic standards, appeals, and charges of academic dishonesty; and
- advocating institutional and/or professional responsibilities.

IV. Overview of the Scholarship Role

For South Dakota higher education, the BOR-COHE Agreement of 2005-2008 requires scholarship of all faculty and states that "Scholarship, broadly defined, is a prerequisite for competent and current teaching, contributes to the expansion of knowledge and the development of the arts, and enhances the services provided to the public. Each faculty unit member is expected to continue learning in his or her discipline through appropriate journals and books and to participate in the discipline's professional deliberations" (Appendix G, Agreement between South Dakota Board of Regents and Council of Higher Education, 2005-2008).

Scholarship takes a variety of forms at SDSM&T depending on the academic discipline and assigned responsibilities of the individual and the objective of the program of which the individual is part, but it cannot be only for the classroom or take place only in the classroom; it must involve the presentation of one's ideas and works to one's professional peers or the learned public for

debate and judgment. The scholarship role includes:

A. Continued learning and professional development. Some examples of how this can be achieved include the:

- acquisition and use of new skills and knowledge relevant to one's professional expertise;
- submission of research proposals;
- acquisition of research or development grants and contracts;
- presentation or publication of one's ideas and work to professional peers both inside and outside the university community, including proprietary reports substantiated by the sponsoring organization; and
- development of software.

B. Curriculum development. Some examples of how this can be achieved include:

- innovations in curriculum development;
- innovations in curriculum presentation; and
- improvements in pedagogy.

These innovations in curriculum and/or pedagogy must also be presented to professional peers inside or outside the university community for debate and judgment.

V. Overview of Service Role

Appendix G to the Agreement between the South Dakota Board of Regents and the Council of Higher Education recognizes that because universities are publicly supported, the professorate traditionally meets expectations for public service and assists in governing and operating the universities and professional groups. Appendix G states that the recognition and importance of the different forms of service will vary depending upon the:

- mission of the university,
- role of a discipline within the university's function, and
- individual faculty member's assignment.

Service involves utilizing one's professional knowledge and abilities for the benefit of others, including SDSM&T, as well as professional and civic groups. The faculty service role includes three general components: university, professional, and community service.

University service. Some examples of service to the campus include:

- assisting colleagues in working to their full potential through activities that promote a collegial and productive atmosphere at the department, college and university levels;
- participating in academic governance of the university, contributing to college and departmental deliberations and decision-making, and working on campus committees, task forces, and searches;
- assuming responsibilities relating to the academic or support services of the university community;
- participating in university recruitment and retention efforts; and
- coordinating, advising and supervising student organizations or student activities.

Professional service can be achieved through contributions to local, regional, national, or international professional organizations. Some examples of professional service include:

- contributing to the profession as an officer of local, regional, national, or international professional associations;

- participating in meetings, conferences and conventions of professional associations;
- editing professional journals;
- evaluating manuscripts that have been submitted for peer review;
- reviewing proposals for textbooks in one's field of specialization for publishers;
- serving as an organizer or session chairperson of a meeting of a local, regional, national, or international professional association; and
- supporting special projects, including academic institutes or workshops.

Community service can be achieved by serving the local, state, regional, national, or international community. Some examples of community service include:

- discipline related service, including consultation related to the faculty unit member's discipline;
- service as the designated representative of the university; and
- general service in which professional knowledge is applied in work related to civic or professional committees or projects, economic development activities, workshops, or courses.

VI. Overview of Performance Standards for Evaluating Teaching, Scholarship, and Service Roles

In accordance with the agreement between the South Dakota Board of Regents and the Council on Higher Education (Appendix G), SDSM&T has the responsibility to inform faculty members of the university of the relative importance of each area of professional performance and the selection of activities that will be used in evaluating faculty in the annual evaluation, tenure and promotion processes. The University Faculty Collective Bargaining Agreement is available on the SD BOR webpage (http://www.sdbor.edu/administration/policy_planning/agreements/COHE_Agree/agreement.htm).

This Statement of Institutional Priorities for Faculty Performance defines institutional performance standards as they relate to Board of Regents policies 4.10 (Tenure) and 4.11 (Rank and Promotion) and section XI (Evaluation), section XII (Rank and Promotion), section XIII (Tenure), and Appendix G of the Agreement between the South Dakota Board of Regents and the Council of Higher Education as they apply to SDSM&T. Sections 11.3, 12.5 and 13.3 of the BOR-COHE agreement give instructions for the annual evaluation process, and procedures for promotion and tenure, respectively.

It is the purpose of this Statement of Institutional Priorities to provide faculty with a guide to expectations for performance in these endeavors. The performance standards and expectations defined here apply to all faculty members. Any expectation of standards documents developed at a lower level must be consistent with this institutional level document.

A. Levels of Performance

In order to identify and reward excellence, SDSM&T must clarify faculty assignments, develop broad definitions for three areas of performance, namely, **High Level Performance (Exceeds Expectations)**, **Basic Performance (Meets Expectations)**, and **Unsatisfactory Performance (Does Not Meet Expectations)**, and specify related performance standards for the various assignments by rank. **Performance standards** are statements (indicators, descriptors) of what an individual is expected to do in his/her assigned role. **Evaluation** of faculty is an appraisal through documentation of how well the individual has met the performance standards. Evaluation is done to determine promotion, tenure, contract continuation, and/or salary allocation. **Documentation** includes specific examples (e.g. products, activities,

accomplishments) that indicate how standards have been met. Some examples are provided in Appendix B.

B. Use of Performance Standards. The standards discussed below, which apply to all faculty members, are necessarily general in order to provide flexibility. They will be used to assist faculty and their supervisors in the processes of annual evaluation and tenure and promotion. Each is intended to illustrate factors that should be considered, as well as the types of documentation that might be used as evidence of performance. These should be used as guidelines and illustrations. They are not, nor are they intended to be, exhaustive. It is not intended that they simply be used as check lists or rating sheets. Rather, the faculty member should use the examples as guides in evaluating his/her own areas of strength and weakness. Supervisors and faculty will then compare and discuss their independent assessment of the individual's strengths and weaknesses during the annual evaluation process.

VII. Defining Levels of Performance

A. Basic Level of Performance (Meets Expectations) reflects the essential level of performance for the assignments in teaching, scholarship, and service.

B. High Level of Performance (Exceeds Expectations) presumes that all the characteristics of Basic Performance are present/accomplished. High Level of Performance moves beyond the basic level, in either a quantitative or qualitative sense. High Level of Performance is an expectation for promotion, tenure and discretionary salary decisions.

Standards developed by the colleges or departments to augment this document may clarify the indicators of Basic and High Level of Performance for teaching, service, and scholarship. It is expected that, within the Basic and the High Levels of Performance, further degrees of performance can be noted for individual faculty members. (For example, a supervisor might evaluate a faculty member as meeting, exceeding, or substantially exceeding the expectations of the respective levels.)

C. Unsatisfactory Level of Performance (Does Not Meet Expectations) Performance is not defined in detail in this document. By implication, Unsatisfactory is defined in terms of not achieving Basic Performance. Appendix E of the BOR/COHE Agreement, 2005-2008, includes examples of items considered "performance deficiencies or unacceptable conduct."

VIII. Performance Levels Applied to the Role of Teaching and Advising

A. Teaching at the Basic Level of Performance (Meets Expectations). The faculty member is committed to teaching and learning and makes every effort to present relevant and current information and research, uses student-appropriate teaching methods and evaluation strategies, and engages in self-assessment relative to his/her teaching and advising responsibilities. Faculty members should adhere to academic standards in the assessment of performance, and they should ensure that students are informed about the objectives and standards for specific courses through established course outlines and goals.

A representative list of Basic Performance standards for teaching follows and will be a guideline for any college or department standards that may be developed. **The list is not all-inclusive; these are examples only.** In Basic Performance, the faculty member:

- provides an appropriate syllabus for each course;

- develops and uses appropriate instructional materials to meet program objectives and evaluates materials/methods;
- offers challenging and current courses that afford students opportunities to learn the information, methods of inquiry, and professional skills identified by departmental or program mission statements;
- instructs and evaluates at levels meeting department standards for the discipline;
- integrates new knowledge from research;
- reviews and revises program material including textbooks, syllabi, evaluation instruments;
- facilitates assessment and evaluation of courses being taught;
- sponsors field trips, outside speakers, and research projects, if appropriate and consistent with discipline and available resources;
- attends conferences and faculty development opportunities relevant to teaching; and
- uses technology appropriate to the discipline and needs of the students.

B. Teaching at High Level of Performance (Exceeds Expectations). This performance level presumes that characteristics under the Basic Level of Performance are demonstrated, and that performance moves beyond this level. High Level of Performance in teaching may be demonstrated through attitudes and/or activities. A High Level of Performance in teaching may be attained through advanced or extraordinary efforts to enrich the learning experience and the quality of education beyond the levels expected for attainment of the Basic Level of Performance.

A representative list of High Level Performance standards for teaching follows and is to be used as a guideline for any college or department standards that may be developed. **The list is not all-inclusive; these are examples only.** In High Level Performance, the faculty member:

- conceives, explores, develops, implements, evaluates and refines creative, innovative instructional methods, techniques, and materials;
- develops conceptual connections between the discipline, ideas, values;
- models excellence in scholarship and learning;
- is sought by and serves as a mentor for students and other faculty;
- evaluates teaching techniques with a variety of methods, such as peer evaluation;
- is sought by students to serve as member of graduate committee because of the quality of contribution and demonstrated expertise;
- receives teaching awards at the campus, regional, or national level;
- seeks collaborative opportunities to enhance the learning process as appropriate;
- explores the merits of alternative educational approaches to instruction and implements, evaluates, and reports findings; and
- receives fellowships for teaching activities.

C. Advising at the Basic Level of Performance (Meets Expectations). A representative list of advising Basic Level advising standards follows and is to be used as a guideline for any college or department standards that may be developed. **The list is not all-inclusive; these are examples only.** In Basic Level Performance, the faculty member:

- is available to students on a regular basis;
- helps students transition into SDSM&T and into an academic major;
- informs students of university policies and procedures;
- directs students to available resources;
- guides students in the selection of classes to meet academic requirements;
- communicates basic career guidance to students;

- implements the advisor role at graduate/undergraduate level as officially specified by SDSM&T; and
- writes advisee recommendations for scholarships and job placement.

D. Advising at a High Level of Performance (Exceeds Expectations). A representative list of advising High Level advising standards follows and is to be used as a guideline for any college or department standards that may be developed. **The list is not all-inclusive; these are examples only.** In High Level Performance, the faculty member:

- initiates opportunities for interaction with students;
- helps students identify and seek out available support services;
- serves as a mentor for other advisors across campus;
- develops information to assist advisees and makes this readily available to students and other faculty advisors;
- assists students in developing study skills and other techniques to improve their academic performance;
- is recognized as an outstanding advisor and provides training to other advisors;
- develops advising strategies to improve student retention;
- assists students in obtaining experience to enhance their global understanding;
- is sought by graduate students as thesis/dissertation advisor and advises theses/dissertations of exceptional quality; and
- actively seeks out opportunities to enhance advising skills.

IX. Performance Levels Applied to the Role of Scholarship

Scholarship activities must have a peer review component. The representative listings of standards indicating both **Basic** and **High Level Performance** that follow are to be used as a guideline for any college or department standards that may be developed. **These lists are not intended to be all-inclusive; these are examples only.**

A. In Scholarship at the Basic Level of Performance (Meets Expectations) the faculty member:

- presents one's ideas, research or works to one's professional peers or the public; for example, publishes or otherwise disseminates the results of research, scholarship or creative endeavor; produces, exhibits, and/or performs creative works; delivers lectures, papers, speeches or presentations;
- writes and submits quality proposals for competitive research or development grants;
- evaluates grant proposals on the local and state levels;
- contributes to the development of ideas used in competitive grant applications;
- presents original works to colleagues or the campus or regional community;
- contributes as co-author or co-presenter of his or her own research results to joint research projects involving other professionals;
- demonstrates scholarship that enhances the program and supports program goals;
- publishes, performs, or shares poems, novels, plays, musical compositions, and/or works of art in peer review publication or venue;
- serves as a book reviewer;
- applies for fellowships for research or artistic activity;
- applies for assignments at special programs for advanced study;
- applies for copyrights or patents related to the profession or field; and
- engages in documented library and/or laboratory research on a regular basis to support his/her faculty role.

B. In Scholarship at the High Level of Performance (Exceeds Expectations) the faculty member:

- publishes results of research, poems, novels, plays, musical compositions, and/or works of art in peer reviewed publications/contexts;
- delivers presentations, performances, lectures, speeches, or papers at other universities, professional meetings, conventions and conferences on regional, national or international levels because of expertise or professional recognition;
- applies for and receives research and development grants in a competitive environment;
- evaluates grant proposals on the national or international, level;
- receives fellowships for research or artistic activity;
- is selected for assignment at special programs for advanced study;
- obtains copyrights or patents related to the profession or field;
- contributes to the arts or performing arts at a regionally- or nationally-recognized level;
- provides leadership in the development of teams that address research in a multidisciplinary approach; and
- receives regional, national, or international recognition as an expert in his or her field.

X. Performance Levels Applied to the Role of Service

A. The Basic Level of Performance (Meets Expectations) in general service involves basic performance of contract responsibilities. The faculty member must participate in university committees; support projects which contribute to the mission of the university, college, and department; and contribute on a basic level to the benefit of faculty member's discipline and to his/her society. The **Basic Level of Performance** standards listed here are to be used as a guideline for any college or department standards that may be developed. **The list is not intended to be all-inclusive; these are examples only.** In **Basic Performance** in general service, a faculty member:

- serves on and contributes to the Faculty Senate and/or university, college and/or department committees;
- contributes to the development of the library and other learning resources;
- assists with institutional studies or reports such as those required by accrediting organizations;
- completes special studies and projects for the University;
- supports and participates in university recruitment efforts;
- participates in and contributes to meetings and workshops of the discipline/ profession;
- coordinates, advises or supervises sponsored activities of various student clubs, societies, organizations;
- serves in an official, active capacity in a professional organization; and
- serves on city, county, state, regional committees because of professional knowledge or as representative of university.

B. The High Level of Performance (Exceeds Expectations) in general service may be thought of as exceptional efforts to support university programs, committees, professional associations, etc. Individual faculty may demonstrate initiative in committee assignments; they may provide resources, exceptional guidance, perseverance, and follow-through in accomplishing goals of the program/committee/association. The **High Level of Performance** standards listed below are to be used as guidelines for any college or department standards that may be developed. **The list is not intended to be all-inclusive; these are examples only.** For **High Level of Performance** in general service, a faculty member:

- provides leadership for academic or support services of the university community;
- provides significant assistance (leadership of) to departmental, school, college, and university committees;
- expends significant efforts to coordinate, advise and supervise student organizations or student activities which enhance the image of the organization and/or University;
- serves in a leadership position of a regional, national, or international professional association;
- organizes or serves as chairperson of a meeting of a regional, national, or international professional association;
- edits professional journals and/or reviews manuscripts for peer-reviewed publication;
- serves as organizer, or moderator for a discipline related symposium/conference;
- serves as the designated representative of the University to an organization, or activity;
- conducts various institutional studies which impact/assist the University;
- serves on review boards and with accrediting agencies; and
- provides leadership in a discipline-related professional society.

XI. Performance Expectations Related to Rank

The various levels of faculty rank are related to the above performance standards as follows:

Instructor

- Meets basic performance standards in teaching and service.

Assistant Professor

- Demonstrates a greater number of elements of higher performance than what is required for an instructor.
- The expectations for the level of performance in teaching, scholarship, and service should be consistent with the individual's discipline and role assignments.
- Demonstrates potential for professional development to support promotion to a more senior rank and advancement to tenured status.

Associate Professor

- Demonstrates a greater number of elements of higher performance than what is required for an Assistant Professor.
- The expectations for the level of performance in teaching, scholarship, and service should be consistent with the individual's discipline and role assignments.
- Demonstrates potential for increased high level of performance in faculty roles that can lead to distinction and promotion to professor and the award of tenure.

Professor

- Demonstrates a greater number of elements of higher performance than what is required for an Associate Professor.
- Demonstrates appropriate number of examples of high level performance in teaching, scholarship, and service that are appropriate to the individual's discipline and commensurate with the faculty member's role assignments.
- Demonstrates leadership qualities in the department in at least one of the roles of teaching, scholarship, or service.

XII. Relationship of Performance Expectations to Faculty Annual Evaluations

The evaluation of faculty on an annual basis is described in Section XI of the BOR/COHE Agreement, 2005-2008. The evaluation is to establish annual goals and expectations, document progress in achieving goals, provide feedback on performance, and support salary decisions. This is intended to be a joint process between the faculty member and his/her department chair.

The evaluation process involves establishing the faculty responsibilities relative to teaching, research, and service, and the preparation and submission of Appendix F of the BOR/COHE Agreement by the faculty member. The department chair then assesses performance of the faculty member by designating whether the faculty member exceeded, met, or did not meet the level of performance expected. This assessment by the chair uses the standards described herein as the basis for salary, promotion, and tenure recommendations. The Appendix F is then submitted to the Dean of the faculty member’s College for approval.

Current Board of Regents salary policy (BOR/COHE Agreement, Section XIX) requires the faculty member’s supervisors to evaluate him/her as did not meet, met, performed above, or performed substantially above expectations as set forth in Table 1.

Table 1 Standards, Evaluation, and Salary Decisions			
Standards of Performance	Professional Staff Evaluation (Documented in PSE)*	Evaluation for Salary Decisions*	Evaluation Rating for Salary Calculation*
Standards/Indicators of Unsatisfactory Performance	Did not meet expectations	Did not meet expectations	0
Standards/Indicators of Basic Performance	Met expectations	Met expectations	1
Standards/Indicators of High Level Performance	Exceeded expectations	Exceeded expectations	2
		Substantially exceeded expectations	3

*These terms and rating system are the current BOR/COHE negotiated position. See Section XIX (19.1), 2005-2008.

XIII. Relationship of Performance Expectations to Promotion and Tenure

The descriptions of **Basic Performance** and **High Level of Performance** need to be reviewed on a continuum related to rank and tenure decisions. The performance standards for teaching, scholarship, and service will be related to promotion and tenure decisions in varying ways.

- A minimum of **Basic Performance** for the primary role and other assignments would be needed in the following ranks or statuses:
 - Instructor.
 - New Assistant Professor.
 - Continued acceptable performance in annual review.

Performance standards are expected to increase with rank. That is, performance expectations would be of a higher level for assistant professors than for instructors. Instructors are hired at **Basic Performance** level in at least two areas, teaching and service. It is assumed that assistant professors are hired with expectation of **Basic Performance** in all areas—teaching,

scholarship, and service—as appropriate to role. SDSM&T expects they will continue to grow professionally and will be promotable to associate and then to full professor. Consequently, they will demonstrate more examples of **High Level of Performance** in teaching, scholarship, and service (as appropriate to role) as they progress professionally, and this performance needs to be noted on the Appendix F.

Associate Professors and those in tenure-track positions, are expected to demonstrate more examples of **High Level of Performance** in the standards as they progress professionally. To be promoted to Associate Professor, faculty members need to show the potential for tenure and promotion to Professor (Regental policy); and the standards developed for this level must be broad enough to characterize the level of work if the Associate Professor were seeking promotion.

Additional elements of **High Level of Performance** would be needed in the assigned role(s) to be considered for:

- Promotion from one rank to next.
- Associate Professor.
- Full Professor.
- Post Full Professor award designations.
- Rewards: e.g., special opportunities.

Complete Board of Regents policies on criteria for promotion and tenure are set forth in the BOR-COHE Agreement in Section XII and XIII.

(http://www.sdbor.edu/administration/policy_planning/agreements/COHE_Agree/agreement.htm)

XIV. In Summary

The broad definitions and standards given here are representative of the breadth of activities that may be appropriate for various faculty members depending on discipline, rank, and role assignment. This document may be used in developing more discipline-specific college and/or department standards, but any such documents must be consistent with this Statement of Institutional Priorities for Faculty Performance. The types of responsibilities included within the roles are identified more completely in the Agreement between the South Dakota Board of Regents and the Council of Higher Education, 2005-2008.

Commonalities among disciplines and departments at SDSM&T relative to definitions and standards are expected. Because of the unique character of each college and department, and the diversity of emphasis on teaching, scholarship, and service, the related definitions and standards for **Basic Level of Performance** and **High Level of Performance** may vary for each discipline. Standards may also vary among individual faculty members, depending on each individual's discipline, rank, and role assignments. Overall, the appropriateness of the standards is based on the relevance of the standards to the missions of SDSM&T and its constituent colleges and departments. Also, levels of excellence will be related to the best reflections of teaching/advising, scholarship, and service activities in specific disciplinary standards at different rank levels.

This document restates the mission of SDSM&T as approved by the Board of Regents. It clarifies the primary roles of teaching, scholarship, and service for all faculty members and describes, in broad terms, the standards of performance for these three roles. The intent is that the document be used in the spirit in which it is offered, namely, as a guide for faculty and administrators in developing more discipline-specific college and/or departmental performance standards, and for setting goals, identifying opportunities for growth, and accomplishing activities which are within the parameters of SDSM&T's mission.

ATTACHMENT A

SDSM&T OFFICIAL MISSION STATEMENT

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: South Dakota School of Mines and Technology Mission Statement

NUMBER: 1:10:3

The role of the South Dakota School of Mines and Technology is that of a technological university specializing in undergraduate and graduate education emphasizing science and engineering. Degrees are authorized at the baccalaureate, masters, and doctoral levels. The legislature established the South Dakota School of Mines and Technology to meet the needs of the State, the region, and nation by providing undergraduate and graduate programs in engineering and the natural sciences and other courses or programs as the Board of Regents may determine. (SDCL 13-60-1)

The Board implemented SDCL 13-60-1 by authorizing graduate and undergraduate programs in engineering and the sciences to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and the nation. The South Dakota School of Mines and Technology is the technological university within the South Dakota System of Higher Education.

Curriculum

Degrees are authorized at the associate, baccalaureate, masters, and doctoral levels.

A. Undergraduate Programs

An Associate degree program in general studies is approved.

Baccalaureate degree programs in engineering, mathematics and science are approved.

B. Graduate Programs

Masters degree programs in engineering and science are approved.

Doctoral degree programs in engineering and science are approved.

SOURCE: BOR, March 21-22, 1991; Access to Quality, May 1996; BOR, December 2003.

South Dakota School of Mines & Technology Mission Statement

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Attachment B

EXAMPLES OF DOCUMENTATION

Documentation refers to specific examples of products, activities, performance and other accomplishments that illustrate how a standard is being met. This list is not meant to be exhaustive; it is meant for purposes of illustration only.

Documentation for Teaching & Advising efforts and accomplishments will vary depending on the activity being described. Some of the possible methods could include:

- Student evaluations of instruction, including questions devised by the department to evaluate department-specific goals.
- Record of seminars and presentations relating to teaching and advising on- and off-campus.
- Written reports submitted from workshops and meetings attended.
- Written report detailing course modifications undertaken and an evaluation of the effort.
- Record of grant applications submitted and grants received relating to instructional methods.
- Indication of having reviewed textbooks or papers for publication in appropriate media.
- Letters of commendation by students, alumni, and/or peers on advising.
- Advising related awards.
- Evidence of quality, consistent advising; keeping students on target in programs of study.
- Advisor records for advisees.
- Record of grant applications submitted and grants received related to advising.
- Serving on advising enhancement task forces or projects.

Documentation for Research, Scholarship and Creativity Activity efforts and accomplishments will vary depending on the activity being described. Some of the possible methods could include:

- Citations of submitted or published manuscripts.
- Citations of submitted and/or funded grant applications.
- List of research accomplishments.
- List of awards for research.
- Reviews of manuscripts and proposals can be attached to PSEs and applications for promotion and tenure at the faculty member's discretion.
- List of research cited in manuscripts, grant applications, and during instructional activities can be used to indicate that a person has kept abreast of current literature in their area of specialization.

Documentation Relative to Service could include:

- Membership on university, colleges and/or departmental committees and task forces.
- Reports produced for institutional or departmental studies or projects participated in.
- Recruitment seminars and recruitment efforts.
- Function and/or position in professional organizations.
- Membership in city, county, state, or regional committees.
- Civic efforts to promote the mission and interest of the department and SDSMT.
- Service to schools and other universities.
- Recognition or commendation received from administrators or colleagues in academic programs or support activities.
- Leadership role(s) in campus committees, institutional studies and special projects.
- Recognition and appreciation received from student organizations or groups for outstanding efforts and achievements.
- Documentation of leadership position(s) or role(s) in national and international professional organizations.
- Organizational service to meetings of professional organizations.
- Editorial and advisory service to professional journals.