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| **College** | Watts College of Public Service and Community Solutions | |
| **Unit** | School of Community Resources & Development | |
| **Document** | PERSONNEL POLICIES & PROCEDURES | |
| **Voted by faculty** |  | **Date: 05.26.2016** |
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| **Reviewed by Dean** |  | **Date: 5-12-2021** |

**Provost office approval:**

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| **Deborah Clarke, Vice Provost for Academic Personnel** | **Date** |

\*College requested that Policies & Procedures be separated from By-Laws.

**Personnel Policies and Procedures**

**School of Community Resources & Development**

**College of Public Service & Community Solutions**

**Arizona State University**

**Policies and Procedures**

**School of Community Resources & Development**

**College of Public Service & Community Solutions**

These Personnel Policies and Procedures have been prepared under the authority of the Board of Regents of the State of Arizona, the rules and regulations of Arizona State University and the College of Public Service & Community Solutions. These Personnel Policies and Procedures are subject to the policies, rules, and regulations of the above-named bodies.

Note: The section numbering system in these School Personnel Policies and Procedures has been modeled after the same sections in the Arizona State University Academic Affairs Manual (ACD). If a section number is missing, refer to the Arizona State University ACD. The present document serves as an addendum to the Academic Affairs Manual (ACD).

**Section 2**

**Professionalism**

Section 2.0 The School of Community Resources & Development shall adhere to the university personnel policies and procedures concerning academic freedom, academic responsibility, governance, faculty ethics, political activity, and graduate study contained in the academic affairs manual (ACD 200).

**Section 3**

**Faculty Responsibilities**

Section 3.0 The School of Community Resources & Development shall adhere to the policies governing faculty responsibilities contained in the academic affairs manual (ACD 300).

Section 3.1 Faculty workload

A. The Director and appropriate Program Directors, Coordinators and Advisors shall consult with faculty members to discuss teaching assignments, course preferences, committees, and student organization advisement assignments.

B. The normal teaching load in the School of Community Resources & Development shall be two courses per semester (2+2). University service committee assignments and student advisement are a normal component of each faculty member's workload beyond regular teaching loads.

C. The Director, with approval of the Dean, shall be responsible for determining teaching load.

Section 3.2 Release time

Criteria for release time shall include administrative responsibilities and secured external grants or other activities in the interest of the school, college, or university. New faculty on tenure track may be given release time, at least once, during the pre-tenure period.

Section 3.3 Off-campus teaching duties

In accordance with university policy stated in original letters of job offer, the School faculty may be assigned to off-campus teaching activities.

Section 3.4 Outside consulting and service activities

The School of Community Resources & Development shall adhere to the university personnel policies in ACD 510-01 which requires notification of the activity to the School Director using the appropriate form. The Director will make a recommendation to the Dean who will approve or not approve the activity (Reference section 5.5 of this manual)

Section 3.5 Graduate thesis and dissertation committees

All members of the Graduate Faculty as defined by ASU Graduate Faculty Guidelines, including untenured faculty who have successfully completed their probationary review, are eligible to serve as directors or members of doctoral graduate committees. Prior to successful probationary review, untenured faculty may serve as members of doctoral graduate committees and as chairs of master’s committees.

Section 3.6 Syllabus content

Each faculty member shall distribute a course syllabus at the first class meeting of the semester or have it available online for the first day of classes. The syllabus content shall conform to the requirements of ACD 304-10 and at a minimum include:

1. instructor’s name, office/room number, telephone number, and e-mail address
2. office hours and a statement indicating how to contact the faculty member for an appointment outside office hours
3. overall course objectives and expected learning outcomes
4. grade policies
5. absence policies and the conditions under which assigned work and/or tests can be made up, which should include:
   1. the instructor’s general policy
   2. excused absences related to religious observances/practices that are in accord with [ACD 304–04](http://www.asu.edu/aad/manuals/acd/acd304-04.html), “Accommodation for Religious Practices”
   3. excused absences related to university sanctioned events/activities that are in accord with [ACD 304–02](http://www.asu.edu/aad/manuals/acd/acd304-02.html), “Missed Classes Due to University-Sanctioned Activities”
6. lists of any required readings, assignments, examinations, special materials and extracurricular activities
7. policy regarding expected classroom behavior (e.g., use of pagers, cell phones, recording devices)
8. policy requiring academic integrity and against plagiarism (see [Student Academic Integrity Policy](http://www.asu.edu/aad/manuals/acd/studentacint.html))
9. policy against threatening behavior, per the *Student Services Manual*, [SSM 104–02](http://www.asu.edu/aad/manuals/ssm/ssm104-02.html), “Handling Disruptive, Threatening, or Violent Individuals on Campus”
10. policy regarding sexual harassment and romantic relationships between students and faculty
11. notification, if appropriate, warning students that some course content may be deemed offensive by some students and how to bring this to the attention of the instructor or, alternatively, to the unit chair or director
12. a reminder to students when requesting accommodation for a disability that they must be registered with the Disability Resource Center (DRC) and submit appropriate documentation from the DRC.

The instructor may want to state that the course content, including lectures, are copyrighted material and students may not sell notes taken during the conduct of the course (see [ACD 304–06](http://www.asu.edu/aad/manuals/acd/acd304-06.html), “Commercial Note Taking Services” for more information).

An optional statement may be included in the syllabus indicating that the information in the syllabus, other than grade and absence policies, may be subject to change with reasonable advance notice.

Section 3.7 Retention of course related material

All course-related materials, papers, and examinations not returned to students must be retained by the instructor for one year.

Section 3.8 Posting of grades

Student grades may not be posted by name or any readily identifiable number. Full student social security numbers or other identification may not be used in posting grades unless students have given prior written consent for use of the numbers. Instructors may use:

A pre-assigned number for each student

A code name or

The last 4 digits of the ASU student id number.

Section 3.9 Accommodation of religious practices

The School of Community Resources & Development shall adhere to the university policy in ACD 304-04.

Section 3.10 Class attendance

Each faculty member shall notify and have the approval of the Director before arranging for teaching responsibilities to be carried out by another faculty member or person when there is a reasonable need to be absent from class, including medical reasons, personal emergency, and professional conferences/meetings.

Section 3.11 Selection and ordering of textbooks

Class textbook orders are to be placed online or through the school office in accordance with the procedures and deadlines noted in the university policy in ACD 305-05.

Section 3.12 Faculty reporting date

A. All faculty members and the Director are expected to be present for duty on campus during orientation week, one week preceding the beginning of fall and spring semester instruction.

B. The Dean, in consultation with the Director, shall determine exclusions to this policy and any actions for non-compliance.

Section 3.13 Office hours

A. University policy states that every faculty member is expected to post and maintain regular office hours. (ACD 305-05)

B. The minimum number of office hours shall be two (2) hours per week.

Section 3.14 Graduate and undergraduate advisement

A. All faculty members may be called upon to serve as academic advisor for undergraduate and graduate students.

B. The faculty shall assist the undergraduate advisors with specialized advisement, internship placement, and supervision.

Section 3.15 Commencement

A. Faculty members designated by the Director and Dean are required to participate in university commencement and college convocation programs.

B. The Director shall request voluntary participation in commencement and if necessary rotate faculty assigned to commencement. All faculty members are expected to attend college convocation.

Section 3.16 Curriculum and program development

Each faculty member shall be actively involved in the curriculum and program development through the relevant committees described in the School By-laws, and any additional committees deemed necessary by the Director, Dean or Provost.

Section 3.17 Matters requiring faculty consideration and action

A. Recommendation to the College Dean for appointment or removal of the Director, and for input on the periodic evaluation of the Director.

B. Recommendations for appointment of new faculty members.

C. Recommendations to the Director for appointment or removal of program directors.

D. Recommendations concerning appointment and management of faculty associates and adjunct faculty.

E. Proposals for significant changes in school objectives or organization (*e.g.*, establishment of new degree program, creation or dissolution of recognized positions or units within the school, establishment of formal relations with other agencies).

F. General and specific guidelines for faculty recruiting efforts.

G. Policies, criteria, and procedures related to evaluation of faculty members.

H. School curriculum (*e.g.*, required courses, course sequences, prerequisites, degree requirements, and other curriculum matters).

I. School policies and procedures governing admission, advising, evaluation, and retention of students.

J. School standards and procedures related to the ethics and propriety of research, teaching, and service activities.

K. Adoption of by-laws, policies, and procedures and any amendments to them.

**Section 4**

**Nondiscrimination**

Section 4.0 The School of Community Resources & Development shall adhere to College of Public Service & Community Solutions and university personnel policies and procedures concerning nondiscrimination, and affirmative action and equal opportunity employment guidelines.

Section 4.1 Statement of reaffirmation of commitment to AA/EEO

The School of Community Resources & Development is committed to following the letter and spirit of affirmative action regulations of the State of Arizona, the University, the College, and the School as articulated by the Office of Equity & Inclusion. School hiring and review committees shall make every effort to support diversity and inclusivity among faculty, staff, students, and the public.

Section 4.2 Prohibition against discrimination, harassment, and retaliation

Any complaint involving discrimination, harassment and retaliation in the School of Community Resources & Development should ensure assurance of confidentiality and protection of complainant and follow prescribed university policy as outlined in ACD 401 with reporting directly to the Office of Equity and Inclusion/Title IX Coordinator.

Section 4.3 Romantic or sexual relationships between faculty members and students

School faculty shall follow ACD 402 with respect to romantic or sexual relationships with students. Such relationships are generally prohibited.

**Section 5**

**Personnel**

Section 5.0 The School of Community Resources & Development shall adhere to the College of Public Service & Community Solutions and university personnel policies and procedures including established affirmative action and equal opportunity guidelines when conducting all personnel actions. These include hiring of faculty and the School Director, annual probationary reviews, tenure reviews, annual performance reviews, and termination of contracts.

Section 5.1 Recruitment of new faculty

A. The Director shall initiate the process of faculty appointments following approval from the Dean and with advice and input from the faculty as a whole.

B. The Director shall appoint a search committee of at least three (3) members. When the search is for a tenure-track hire, the Chair and majority of committee members must be tenure-track.

C. The faculty, acting as committee of the whole, shall instruct the search committee with regard to necessary and desirable primary and secondary teaching areas and other skills, specifying priorities as appropriate.

D. Search committees must include diverse representatives.

E. Duties of the Search Committee

1. The Search Committee shall be responsible for advertising the position and for identifying, contacting, and providing preliminary evaluations of applicants.

2. The Search Committee files of invited candidates shall be open to all regular faculty members. The Committee shall make regular progress reports to the faculty.

3. Upon the advice of the entire faculty, the Search Committee shall be responsible for inviting candidates for interview and for all arrangements associated with such visits.

4. The Search Committee, with input from the faculty as a whole, recommends the candidate for hire to the Director, who will forward the Committee's and his/her individual recommendations to the Dean and other appropriate individuals.

Section 5.2 Conditions of appointment for the Director

A. Appointment

1. The search and appointment procedures for selecting the School of Community Resources & Development's Director shall follow those outlined in the College of Public Service & Community Solutions’ By-Laws (as adopted 4/26/11).

2. The Director is appointed by the President of the University based on a recommendation from the Dean of the College.

3. The Director shall hold a tenured faculty appointment in the School of Community Resources & Development at the time his/her appointment begins.

B. Removal of the Director

The School Faculty may petition the Dean of the College of Public Service & Community Solutions requesting the removal of the Director. Such action may be taken by a majority vote of the School Faculty at a special meeting called for that purpose. Such a meeting shall be directed by the School Senior Faculty Senator who shall advise the Dean.

C. Evaluation of the Director

In accordance with university regulations outlined in ACD 111-03 the Director shall be evaluated by the College of Public Service & Community Solutions' Dean with input from the faculty. This review should be done every two years.

Section 5.3 Faculty review procedures

The principles of fairness, openness, and clearly specified criteria will characterize all personnel activities of the School. In addition, Arizona State University and State of Arizona affirmative action regulations shall be followed in letter and in spirit.

A. Annual performance review

An annual review is conducted for all faculty members in the School following the procedures outlined in the School’s *Personnel Policies and Procedures* document and incorporates the preceding three years of data on a faculty member in accordance with Board of Regents and University policy. Annual review decisions presume a balanced workload. Faculty will negotiate with the School Director to determine what meritorious work is when a disproportionate percentage of effort is assigned in any area. Evaluations should be conducted with reference to the unique requirements and practices of the discipline. Annual review decisions are based on the previous three years. Faculty members will be assessed based on the criteria below for each of the three categories of activity including teaching, research and service:

* Level 5=Extraordinary performance (greatly exceeds expectations on many criteria)
* Level 4=Exceeds expectations (exceeds expectations on many criteria)
* Level 3=Meets expectations (meets expectations on all criteria)
* Level 2=Partially meets expectations (meets expectations for most criteria)
* Level 1=Unacceptable performance (does not meet expectations)

Receiving a rating of “3” indicates a faculty member is meeting expectations. Tenured faculty who receive a rating of “1” (unacceptable performance) in any single area (teaching, research or service) and/or in their overall rating may be subject to the additional post-tenure review procedures described below. The final evaluation rating for a faculty member will be a weighted average based on effort assigned to each category and the evaluation score received for each category.

1. Each faculty member will annually provide information on his/her professional activities during the past year and performance plans for the coming year. These data will be advisory to the School Director and the School Personnel Committee in conducting a review of faculty performance, personal progress, future potential, and in making performance pay recommendations. It is the individual faculty member's responsibility to assemble and submit these materials to the appropriate persons or bodies for review.

2. The assistant to the Director will be responsible for distributing this information to the School Director and the School Personnel Committee. These data will be due from each faculty member annually according to the review schedule established by the College Dean's office. They will then be made available to the appropriate faculty members based on the established School review process.

These data shall be consistent with the latest merit guidelines approved by the faculty and organized as follows:

Research. Activities reported in this category include, but are not limited to, primarily those conducted or reported at forums designed to reach a predominantly national audience (as opposed to predominantly Arizona).

a. Publications, including manuscripts published, in press, or accepted for publication, but not including those in preparation or under editorial review. Publications or manuscripts may include articles, reviews, and research notes appearing in refereed journals; academic books; or chapters in academic books.

b. Research grants or contracts, including specification of whether one is a principal investigator or a research participant, culminating in research reports (e.g., government or institutional reports).

c. Research papers presented at organized professional conferences or workshops.

Teaching. Activities reported in this category include, but are not limited to, courses taught; dissertation, thesis or practicum responsibility; honors student advising; other advising; preparation of new courses; and online course development. Student evaluations of teaching performance **MUST** be included in this area. Peer teaching evaluations should also be included when available, as may other evidence of teaching effectiveness.

Service. Activities reported in this area will fall into three (3) general sub-areas: community, professional, and university.

a. Community responsibilities include, but are not limited to, memberships on boards and committees of community groups; service (as distinguished from research) contracts with state and local agencies and organizations; local meetings or conferences.

b. Professional responsibilities include, but are not limited to, participation in professional conferences (other than paper presentations, but beyond mere attendance); memberships on boards, committees or professional groups which bring national or regional visibility to the School; and editorial responsibilities on professional journals or book series.

c. University responsibilities include, but are not limited to, committee service or other special responsibilities to the School, the College, or the University including administrative roles.

3. Faculty members are evaluated at two levels in the School. Untenured tenure-track faculty members are reviewed by the School Personnel Committee which provides detailed feedback on the faculty member’s productivity and progress toward tenure to the School Director. Other faculty members are reviewed by a peer reviewer from within their program areas. Peer reviewers are enlisted by the Personnel Committee and provide feedback on the faculty member’s productivity to the School Director. The School Director completes written evaluations for all faculty members taking the peer reviews under advisement. The evaluation of a faculty member's performance and expectations for the future will be discussed with him/her by the School Director. Evaluations and post-tenure review ratings based on the evaluation are forwarded to the Dean.

4. Performance pay increases

a. Faculty members who are awarded a performance pay increase will be informed by the School Director and/or the Dean.

b. Faculty members may appeal a performance pay recommendation according to the following procedure:

Faculty member must prepare a formal letter of appeal to the Dean, including a statement of the reason(s) for requesting the review and provide all necessary documentation and data.

The Dean shall report his or her decision to the faculty member filing the appeal.

5. Performance (merit) evaluation criteria

a. Performance pay is based on the premise that all faculty members who continue to make solid contributions to the scholarly, teaching, and service programs of the School should receive some level of meritorious consideration. Performance allocations should be based on a system of sharing, rather than competition.

b. All performance adjustments will be distributed based on the percentage of the pool available (equal dollar distribution), not on the basis of the percent of faculty salary.

1. Merit is determined through the annual review. Each faculty member is subject to receiving one of five merit ratings in each performance category (teaching, scholarship, service) consistent with the College scale: (5) extraordinary performance, (4) exceeds expectations, (3) meets expectations, (2) partially meets expectations, and (1) unacceptable performance. The overall evaluation will be a weighted average based on a faculty member’s performance. The faculty of SCRD has the right and responsibility to determine the types and variety of evidence used to make these judgments.
2. Probationary review

In addition to annual review, untenured faculty members are reviewed by the SCRD Personnel Committee and School Director during the third year of their probationary period; they are evaluated on teaching, research, and service. Untenured faculty members also receive a progress toward tenure review by the School Director during the spring of their first, second, and fourth years. They receive a full probationary review in the third year. Recommendations for continued appointment should be consistent with the results of these reviews. The criteria for probationary review, which encompass teaching, research, and service are exemplified on pages 26-39, of this document. These reviews undertaken by the School’s Personnel Committee and/or School Director are independent of the annual review of junior faculty conducted by the School’s Personnel Committee. Continuing appointment is contingent upon successfully meeting the criteria outlined in this document.

B. Promotion review

1. The review process shall follow the process specified by ACD 506-05. Recommendation for promotion of a faculty member may be initiated by the Director, the School Personnel Committee, or by request of the faculty member. The Chair of the School Personnel Committee, in cooperation with the Director, shall assist the faculty member in collecting all relevant promotion materials. The faculty member has the responsibility of ensuring that all required materials are included in the review materials. Criteria for promotion, which encompass teaching, research, and service are exemplified on pages 26-39, of this document. Any SCRD faculty member seeking promotion is reviewed based on that person’s cumulative and ongoing contribution. Please refer to the SCRD Personnel Policies for Fixed Term Faculty.
2. The School Director shall solicit the requisite number of outside reviewer letters when required and consistent with university policy based on a list of prospective reviewers provided by the faculty member and a list developed by the Director. All letters are confidential and should be from persons knowledgeable of the candidate's field
3. Upon review of all appropriate materials, the School Personnel Committee shall forward to the Director a summary of the committee's consensus and views and recommendation in a letter and on the appropriate university personnel form.
4. The Director shall make an independent recommendation and forward the accumulated promotional related materials to the College Dean. All supporting documentation considered at the School level shall be forwarded.
5. The criteria for promotion to each rank are included on pages 26-39 of this document. These criteria are not to be taken as inflexible rules, but are to serve as guidelines for the School's review. Additionally, while years in rank are indicated within the guidelines, performance rather than time in rank shall be the primary determinant for all promotional decisions.
6. Promotion from Assistant Professor to Associate Professor will be granted if the faculty member has successfully met the School, College, and University criteria as outlined in the appropriate documents.
7. Promotion from Associate Professor to Professor is based on established School, College, and University criteria. Associate Professors are never required to apply for promotion. Since there is no rank above that of Professor in the academic community, promotion to this rank must be made with greatest care and consideration. The rank is not a designation of long service, but is a recognition of superior achievement with every expectation of continuing contribution to the university. For details on criteria related to teaching, research, and service that are considered for promotion to professor see page 25-39, of this document.
8. Non-tenure track faculty are eligible for promotion based on established School, College, and University criteria with the inclusion of the School Personnel Committee as the first level of review. Non-tenure track faculty are primarily evaluated on excellence in teaching as well as service contributions. For details on promotion criteria considered for teaching and service see pages 26-29 and pages 36-39, of this document.

C. Tenure review

1. The review procedures for tenure decisions will parallel those established for promotion decisions. The School Personnel Committee will evaluate the candidate’s materials and forward a recommendation letter to the School Director. The School Director shall make an independent written recommendation and provide an oral statement of the strengths and weaknesses of the case to the candidate based on the reviews at the academic unit level; the candidate may choose to withdraw from further consideration at this point. The accumulated tenure materials are then forwarded to the Chair of the College of Public Service & Community Solutions Personnel Committee. All supporting documentation considered at the School level shall be forwarded.

In most cases, the review for tenure accompanies the review for promotion to Associate Professor. Occasionally a faculty member hired as an Associate Professor without tenure will seek only tenure. The record must demonstrate consistent productivity and imply continued excellence in teaching, scholarship, and service as described in this document. In most cases, the review for tenure accompanies the review for promotion to Associate Professor. Occasionally a faculty member hired as an Associate Professor without tenure will seek only tenure. The record must demonstrate consistent productivity and imply continued excellence in teaching, scholarship, and service as described in this document.

2. The criteria to be considered for tenure will follow those outlined in the ACD, the College of Public Service & Community Solutions’ documents, and the School’s criteria (see page 26-39 of this document). Tenure is recommended on the basis of excellent performance and the promise of continued excellence. Granting of tenure signifies that there is evidence to suggest a potential to achieve the rank of Professor.

D. Promotion from Associate Professor to Professor

The recommendation for promotion to Professor should be made on the basis of significant career achievement. Besides demonstrating accomplishment in scholarship, teaching, and service, the faculty member must also demonstrate academic leadership and attain national/international recognition.

E. Post-Tenure Review

Post-tenure review is determined through the annual review of all tenured faculty members and, like the annual review, is based on the preceding three years of data. In post-tenure review decisions, the Director reviews the data submitted by the faculty. The School Director makes a recommendation to the Dean indicating each faculty member's post-tenure review rating based upon the criteria outlined in this document. Each tenured faculty member is subject to receiving one of three post-tenure review ratings within each of the areas of teaching, scholarship and service consistent with the University scale: (AS) Above Satisfactory, corresponding to annual evaluation ratings of 4 or 5; (S) Satisfactory, corresponding to annual evaluation ratings of 2 or 3; or (U) Unsatisfactory corresponding to annual evaluation ratings of 1.

Faculty who receive unsatisfactory (1) ratings, either in a single area of responsibility or in their overall review, will develop and implement either a Faculty Development or a Performance Improvement Plan in accordance with College and ABOR policies and procedures.

F. Promotion of Fixed-term Faculty

The process for promotion of non-tenure track faculty will correspond to the processes used for other tenure and promotion procedures in the School. Fixed-term faculty members play an important role in the success of the School’s education and research mission. Promotion of faculty in these multi-year, fixed term appointments is warranted when achievements are tangibly demonstrated. Promotion recognizes a quality of work higher than that expected for renewal, and is based neither on promise nor longevity, but on demonstrated excellence.

A fixed-term faculty member may be promoted if the following considerations are present: the faculty member has had five years of full-time employment in a faculty position at the university level, with at least three years of full-time employment at ASU; and depending on the faculty member’s appointment, demonstrated excellence in teaching as exemplified in Section II of this document, and/or demonstrated excellence in research as exemplified in section III of this document, and demonstrated excellence in service as exemplified in Section IV of this document. Promotion to the highest rank is dependent on evidence of a substantial and sustained record of excellent performance and may be sought after an additional five years at ASU.

The expectations for teaching excellence and the manner in which it is evaluated are the same for all fixed-term faculty appointments. Assigned job responsibilities, however, may vary considerably from candidate to candidate depending on the needs of the unit. Therefore, promotion criteria should be applied in the context of and as appropriate to the job description.

G. Continuing status

1. Untenured tenure-track faculty will receive a progress to tenure review by the School Director in the second, fourth and fifth years. This review shall occur in the fall semester and be a written evaluation of progress toward meeting the School’s criteria followed by a discussion regarding progress and future goals.

2. The procedure for reviewing third year probationary faculty will generally parallel those established for promotion and/or tenure decisions up to the level of the College Dean, with the exception that solicitation of external letters of review are not required for review of probationary faculty. In accordance with university guidelines and practices, all supporting documentation relevant to probationary faculty review procedures as determined by the School and the College Personnel Committees shall be forwarded to the College Dean and other appropriate review bodies.

3. Faculty members under review shall be informed of the recommendations of the appropriate Personnel Committee, the Director, and the Dean. Such information shall be transmitted to the candidate only orally, and only by the Director and/or the Dean as appropriate.

H. Sabbatical leaves

1. After six (6) years of regular full-time service a tenured faculty member is eligible to apply for sabbatical leave, which is granted on recommendation of the University President and the Board of Regents. A tenure-track faculty member may apply during his/her sixth year with the leave contingent upon a positive tenure decision. The granting of sabbatical leave is based on a plan for significant course or program development or scholarship. The granting of a sabbatical leave should not be viewed as automatic or a form of deferred compensation. It is awarded on the merit of the faculty member's petition and institutional needs.

2. The School subscribes to University and College of Public Service & Community Solutions’ sabbatical leave policies and will follow the guidelines for implementation as outlined in the University academic affairs policy and procedure manual.

3. If circumstances require that a substantial change be made in the sabbatical project after it has been approved or after the leave has begun, the applicant must obtain approval for the change from his or her Director and Dean. Failure to receive approval before making the change may result in a requirement that the individual refund part or all of the salary received during the sabbatical leave.

4. No later than the end of the first semester following completion of the sabbatical leave the faculty member shall submit a written report outlining the accomplishments and products produced as a result of the sabbatical leave to the Director and the Dean.

Section 5.4 Market and Equity Adjustments

A. Market/equity reviews will be conducted in accordance to the guidelines established by the University and the College of Public Service & Community Solutions.

Section 5.5 Supplemental Professional Activities (ACD 510-01)

A. Faculty may participate in supplemental professional activities that enhance the professional competency of the individual and bring credit, not only to the employee, but to the university as well. These activities may render valuable service to business; industry; professional groups; local, state, and federal government; nonprofit organizations, as well as providing an important ongoing link between the university and the surrounding community.

B. Faculty members must submit a notification of consulting or other remunerative arrangement form to the Director, who will forward a copy to the Dean for approval, who in turn will forward a copy to the office of the Provost. Failure on the part of a faculty member or academic professional to submit this form prior to beginning the work can result in university disciplinary action.

C. Supplementary professional activities are guided by policies outlined in the ACD 510-01 manual and shall not exceed 312 hours per academic year for those on academic year contracts or 384 hours per fiscal year for those on fiscal year contracts.

D. Guidelines for approving supplemental professional activities include the following:

1. The consulting or supplemental professional activity must not interfere with the regular work of the employee.

2. These activities must be directly related to the faculty member's competence in his or her area of expertise.

3. Prior written notification must be given by the faculty to his or her Director on the form provided by the Office of the Provost and must be approved by the Dean.

4. The activity must be fully consistent with all rules promulgated by the University and the Arizona Board of Regents.

Section 5.6 Summer Session Appointments

A. Procedures. The Director (in consultation with program directors) has the responsibility for making all faculty summer session appointments and shall, insofar as it is economically feasible, meet all faculty requests for summer session employment. When budget allocations do not meet the faculty requests for employment, the Director shall make individual appointments based upon course needs, financial considerations, and the qualifications of the faculty available to teach. The following policies and procedures shall govern summer session employment.

B. Policies.

1. University and College of Public Service & Community Solutions policies shall govern all summer session appointments.

2. No faculty member shall be required to teach during summer session.

3. Regular full-time faculty members desiring to teach shall be given consideration over visiting professors, graduate assistants, or faculty associates when possible.

4. No faculty member on an academic salary may be promised a position on the summer session faculty.

5. The Director shall determine faculty desires to teach summer session and at the earliest possible date make faculty appointments for the following summer and communicate this to the faculty.

Section 5.7 Professional development travel

A. The following policies and procedures shall prevail in the allocation of School travel funds by the Director:

1. Full-time faculty members are encouraged to attend professional meetings, including conventions, whether subsidized by university funds or through personal means.

3. Full-time assistant professors, associate professors and professors are eligible for travel assistance immediately on appointment. In the event that eligible faculty requests for travel assistance do not use all allocated funds, the Director may use these funds for graduate assistants or non-tenure track faculty participation at professional meetings that advances research, teaching and learning goals of the School.

4. Available travel money will be divided as equitably as possible among all eligible faculty members who request financial assistance to attend meetings that year. Distribution of funds will be dependent on such factors as state and university policies, the number of conferences, the nature of conferences, professional demand and money available. Travel money will be allocated on an individual basis and, therefore, is not transferable from one faculty member to another.

5. Allocation of travel funds will be determined by the Director at the beginning of each school year. The following priorities shall prevail.

Priority 1: tenure-track faculty members presenting scholarly research reports or papers.

Priority 2: a member of the executive committee of a professional organization, and/or holding a major elective position; a participant, such as a program director, panel member, reactor, secretary, or a minor elective position; a faculty member with school responsibilities, e.g., recruitment, in-service training, etc.

Priority 3: a passive participant attending for in-service education purposes.

Section 5.8 Appointment of teaching and graduate assistants

A. The Graduate Faculty shall participate in the selection of students to fill School teaching/research assistantships each year. School teaching/research assistantships are defined as those FTE positions primarily serving the needs of the School.

B. The Graduate Program Director shall be consulted and agree upon how these positions are assigned and allocated including the percent of FTE to be awarded and how many assistantship positions shall exist based on budget constraints.

C. Research assistantships or other positions for students, funded through sources other than the School's primary state budget, shall be filled by the faculty member who serves as the project director, principal investigator, or otherwise designated as recipient of the funds of the position.

Section 5.9 Other personnel policies and procedures

A. Notification of resignation - only the Provost has the authority to accept resignations from Arizona State University faculty.

1. Letters of resignation must be submitted to the Provost through the College Dean. In fairness to the School, such letters should be submitted as early as possible in the academic year in order to give the School adequate time to conduct a search for the new faculty member. The Provost will then send a letter of acknowledgment to the faculty member and copies of both letters to the College Dean and School Director.

2. The Assistant Vice President for Academic Personnel may request an exit interview with the faculty member.

3. Faculty members who have resigned must turn in keys, return library books, and complete all business with the university before leaving.

B. Employment of relatives (ACD 515)

1. The employment of relatives act prohibits a university official from appointing or recommending for appointment any relative to any position of employment within the unit of which the official is a member.

2. Members of the same family may be employed in the School of Community Resources & Development provided each prospective faculty member meets the position requirements, except in the following situations:

a. When one member of a family is responsible for making decisions in personal matters involving the appointment, retention or salary level of another member of the same family.

b. When one member of a family is responsible for supervising, evaluating or auditing the work of another member of the same family or

c. When other circumstances exist that place members of the same family in situations of actual or reasonably foreseeable conflict between the interests of the university and the interests of the family members.

C. Supervision or instruction of relatives (ACD 515)

An employee cannot participate in [key decisions](http://www.asu.edu/aad/manuals/acd/acd002.html#keydecisions) involving a relative who is a university employee or student. The responsibility for key decisions must be assigned to another individual who is higher in administrative rank than either relative (an [alternate administrator](http://www.asu.edu/aad/manuals/acd/acd002.html#alternateadministrator)). In some cases, it may be necessary to assign the responsibility to someone of an equal rank (e.g., another Dean, director, chair, or coordinator), but the responsibility for key decisions cannot be given to someone whose own evaluation will be supervised by one of the relatives. Students who may require a course taught by their relative will have to alert the appropriate Chair or Director who will make alternative arrangements for the student.

The arrangement must be put in writing and placed in the personnel file of each relative. The appropriate Dean or Director is responsible for establishing administrative review and for responding to complaints or concerns about the review process. If a Dean, Director, or [Vice President](http://www.asu.edu/aad/manuals/acd/acd002.html#vicepresident) is one of the related family members, then the Executive Vice President and Provost of the university or the [President](http://www.asu.edu/aad/manuals/acd/acd002.html#president) (if the Executive Vice President and Provost of the university is one of the related family members) will be responsible for arranging alternate administrative review.

**Section 7**

**Leaves and Absences**

Section 7.0 The School of Community Resources & Development shall adhere to the University personnel policies and procedures concerning faculty leave from campus. These include sick leave, family leave, illness, injury, bereavement, vacation leave, sabbatical leave, jury duty, military leave, and leaves without pay.

**School of Community Resources and Development**

**Faculty Review Criteria**

**I. OVERALL PHILOSOPHY**

**A. Philosophy**

The School of Community Resources and Development (SCRD) has developed a strong professional curriculum, advanced a broad and rigorous research agenda, and arranged effective partnerships with local and regional community organizations. The faculty subscribes to a philosophy that all members demonstrate balanced accomplishment in their academic pursuits. Faculty members are expected to be accomplished teachers, scholars and citizens. Faculty will be recruited, offered continuing status, awarded tenure, and promoted predicated on this perspective. Procedural aspects of these processes are detailed in the School’s *Personnel Policies and Procedures* document.

The ACD Manual (<https://www.asu.edu/aad/manuals/acd/index.html>) contains concepts, principles, and procedures regarding the academic evaluation system at Arizona State University. In this document, specific SCRD expectations for annual evaluation, post-tenure review, probationary review, promotion, and tenure are delineated in accordance with the ACD Guidelines and ABOR (Arizona Board of Regents) policies. Any ACD Guidelines and ABOR policies that are approved and implemented after the effective date of these standards will take precedence over this document.

**B. Descriptions of Concepts**

*Teaching*

Teaching is a highly valued activity in SCRD. Faculty members are expected to be accomplished teachers. Any faculty member seeking reappointment, tenure, and/or promotion must be proficient in teaching. It is the responsibility of SCRD to identify the indicators and performance criteria for accomplishment in this area. ASU’s policy requires multiple indicators of evidence of teaching effectiveness. Teaching is a highly complex activity and it requires a variety of indicators. Section II (p.26-29) provides a detailed description of the criteria used within SCRD to evaluate teaching.

*Scholarship*

The concept of scholarship includes two major dimensions: research and other scholarly activities. Research is a prevalent scholarship activity in the School. Other scholarly activities (e.g., grant proposals, conference presentations) are also valued. The SCRD faculty endorses scholarly efforts that represent the spectrum of orientation from basic to use inspired and solutions oriented. Faculty members are expected to be accomplished scholars. Any faculty member seeking tenure and/or promotion must be accomplished in scholarship as described in this document. Section III (p.30-35) provides a detailed description of the criteria used within SCRD to document accomplishment in scholarship.

*Service*

Service includes activities that contribute to the University, College, and School missions. Three categories of service are: institutional, professional field, and community. SCRD faculty members highly value service. It is expected that they will demonstrate increasing levels of service accomplishment and leadership as their careers progress. Any faculty member seeking reappointment, tenure, and/or promotion must be proficient in service. Section IV (p.36-39) provides a detailed description of the indicators used within SCRD to document accomplishment in service.

*National/International Recognition*

It is expected that tenured and tenure-track faculty members will attain national/international recognition in the course of their professional careers. This recognition may be in teaching, scholarship, or service. In seeking promotion to the rank of associate professor, evidence of the emergence of such recognition is required. Promotion to full professor must be based on an overall record of excellence in the performance of responsibilities. The candidate must also demonstrate continued effectiveness in teaching, research, scholarship and/or creative activities, and service since the promotion to associate professor and evidence of contributions at a level beyond that reflected in the promotion decision to associate professor. Generally, an overall record of excellence requires national and/or international recognition for scholarly and/or creative achievement. There are many manifestations of such recognition, and these are exemplified in Sections II (p.26-29), III (p.30-35), and IV (p.36-39) of this document.

*Academic Leadership*

Academic leadership involves activities of a faculty member that are known to positively and substantially influence the University, the profession, or the community. Tenured faculty are expected to be actively involved in academic leadership. Academic leadership is broadly conceived, and may be demonstrated in teaching, scholarship, or service. Academic leadership is a necessary condition for recommendation for promotion from Associate Professor to Professor. Faculty seeking promotion to the rank of Professor should establish and present evidence of the importance and quality of academic leadership as well as the quantity and duration of academic leadership. Many manifestations of academic leadership exist, and these are exemplified in the indicators in Sections II (p.26-29), III (p.30-35), and IV (p.36-39) of this document.

*School Responsibility*

SCRD has the responsibility of developing specific criteria and standards for promotion, tenure, post-tenure, continuing probation, and merit, but these criteria and standards must also be consistent with the general standards of the College of Public Service and Community Solutions and Arizona State University, and be approved by the College Dean and the Vice Provost for Academic Personnel. Additionally, the School has the responsibility of determining specific guidelines to assist in the professional development of its members.

**C. Guiding Principles**

The following plan is based on the assumption that teaching, scholarship, and service can be distributed among the School faculty. In general, tenure track and tenured faculty members in the School are expected to assume a load of teaching (40%), research (40%), and service (20%). Exceptions to these loads may be negotiated in special cases in a way that represents the needs of an individual’s interests and talents while enabling the School to meet its collective goals. Non-tenure track faculty most often assume a load of teaching (80%) and service (20%). The variety of types of non-tenure track faculty, however, necessitates individualized workload assignments. Contributions to departmental and/or university affirmative action and minority student recruitment and retention are expected to be integrated into teaching, research, and service activities of the faculty.

Review decisions should consider both the quality and quantity of work completed during the review period. Faculty should provide evidence documenting the quality and quantity of teaching, scholarship, and service efforts. The School Director and faculty representatives, as described in the School’s *Personnel Policies and Procedures* document, are expected to evaluate these contributions when determining ratings for faculty performance and recommendations for continuing appointment, tenure, and promotion.

A wide range of teaching, scholarship, and service should be accepted as contributions due to the diverse expertise of the faculty. The faculty of the School recognizes the many ways in which important contributions can be made to the institution, profession and community. The activities and criteria listed in this document are considered examples only and should be considered as guidelines rather than invariable standards. The faculty and the School Director are encouraged to consider additional activities that are equivalent in quality and quantity.

A faculty member's institutional administrative responsibilities (e.g., Center Director, Program Director) will be considered in the School’s evaluation and reward systems. During annual review, merit, tenure, and promotion processes, administrative service will be assessed like other service activities described in this document; it will be evaluated in terms of its intensity, time expenditure, quality, and impact. The evaluation of the School Director by the Dean to determine administrative reappointment will take into account relevant University policies that pertain to administrative reappointment.

Integration of teaching, scholarship, and service is encouraged and valued. Some activities are multi­dimensional and can be considered in more than one of the three areas of teaching, scholarship, and service at the discretion of the School Director.

ASU, the College and the School have determined that their strategic directions are rooted, in part, in the need for interdisciplinarity, community involvement, experiential learning, application of research to real-world problems, involvement of students in research, global engagement, and innovation. Activities of this nature will be valued in the evaluation processes.

The School Director and faculty reviewers should take into account the stage of a faculty member's career when determining rating recommendations by recognizing, for example, that newer faculty will require time to build a research program, and senior faculty will carry larger service loads.

No set of guidelines can completely replace the judgment of the School Director and College Dean. However, when a faculty member's work meets the quality and quantity expectations described in this document, the Director and the Dean will recommend the appropriate actions.

**II. GUIDELINES FOR JUDGING TEACHING**

**A. Overview**

School of Community Resources and Development expects all faculty to engaging in teaching and to be strong teachers. The criteria for teaching performance provide some comparability in evaluation, while recognizing the diverse ways in which teaching excellence may be demonstrated. Individuals seeking continuing appointment, promotion, and tenure are evaluated on their contributions in the classroom, course and curriculum development, mentoring students, and other related activities. Faculty are expected to contribute to the unit's goals, such as increasing persistence rates, reducing time to graduation, maintaining a high level of student satisfaction with the program, and making appropriate changes if student evaluations of classes fall into the lower ranges, such as "four" or "five" on the five-point scale. Student course evaluation scores should be viewed in light of several considerations, such as student perceptions of difficulty or controversial topics. School policy prevents faculty from serving as doctoral dissertation committee chairs prior to successful completion of their probationary review. The School recognizes research indicating that women and racial and ethnic minorities are often disadvantaged in student evaluations of teaching and will consider that when using course evaluations in evaluation of faculty.

**B. Evidence of Teaching Effectiveness**

The evidence must include at least three (3) different types of documentation of teaching excellence, one of which must be the candidate’s Summary of Student Evaluations as required by ABOR policy. Other types of evidence may include:

recent, objective, and substantive peer or director evaluations of teaching

teaching or mentoring honors/awards

scholarship with a focus on pedagogy

evidence of student success through a sequence of courses

evidence of mentoring such as student theses and dissertations (especially to completion)

papers co-authored with students and projects with student collaborators

evidence of student career success related to the candidate’s teaching or mentoring

examples of effective teaching innovation by the candidate

peer review of student portfolios or other evidence determined to be appropriate by the chair/director in consultation with the candidate

facilitation of workshops on learning outcome assessment or other pedagogical topics

The evidence of student learning and accomplishment will vary among courses and faculty members. This evidence should be related to both the objectives of the course and the grading system (as outlined in the syllabus).

**C. Other Activities Related to Teaching**

As a part of their teaching responsibilities, faculty members often participate in related activities that enrich the quality of education at ASU. A description of these activities should be included in the review materials and be considered part of teaching productivity. These activities include, but may not be limited to the following that are generally listed in order of importance of contribution:

* New preparations or substantial revisions of in-person or online course content
* Development or use of innovative course materials or technologies
* Participation in faculty or student development activities related to teaching
* Undergraduate student advisement (including chairing honors committees, overseeing independent studies or honors contracts, program advisement, and field supervision)
* Graduate student advisement (including chairing committees and overseeing independent studies)
* Development of learning assessments
* Recipient of a University or national teaching award
* Acceptance of an external teaching-related grant
* Acceptance of an internal teaching grant
* Leading a teaching workshop or seminar or conducting a teaching- or curriculum-oriented conference presentation
* Development of new programs of study
* Serving as a program coordinator or director
* Development and dissemination of innovative teaching materials at a national or international level
* Development of a research article that informs the topical area taught
* Development and delivery of a regional, national or international teaching workshop

**D. Academic Leadership in Teaching**

Criteria related to the demonstration of academic leadership in teaching include, but are not limited to, the following:

* Significant curriculum development. The faculty member assumes the chief responsibility for developing an academic area. Areas may involve degrees or certifications.
* Course development. The faculty member assumes the chief responsibility for developing a block of new courses to meet important or growing needs in the School.
* Workshops/Seminars/Colloquia. The faculty member may offer or coordinate a workshop, seminar or colloquium at ASU or another institution. This activity may be local, regional, national, or international in scope. It should be demonstrated that the activity is important to disseminating information to the broadest audience, thereby enhancing the faculty member's, the School’s and the University's reputations.

**E. National/International Recognition in Teaching**

Faculty members are encouraged to seek recognition in their teaching. Criteria related to the demonstration of national or international recognition in teaching might include, but are not limited to, the following:

* Providing national or international workshops, colloquia, symposia and papers involving the broad dissemination of new knowledge related to teaching
* Developing and broadly disseminating information related to new pedagogical techniques via teaching related publications
* National or international recognition of graduate or honors student work conducted under the supervision of a faculty member
* Invitations to consult on curriculum development with other universities
* Receipt of a national level teaching award
* Acceptance of an external teaching-related grant

**F. Rating Teaching in the Annual Review Process**

*Level l: Unacceptable Performance (does not meet expectations)*

Performance at a level less than that specified in Level 2.

*Level 2: Partially meets expectations (meets expectations for most criteria)*

Faculty members are expected to be competent teachers, as evidenced by the creation of a classroom climate that respects students and welcomes diversity, and by quality contributions in all of the following areas:

* A well-developed syllabus that includes the elements required by the ACD
* Availability to students outside of classroom hours
* Course content that is relevant and current as evidenced by readings, texts and updated course materials
* Student evaluation items generally below 3.0 on a 5.0 point scale, with 1.0 being the best, and written comments that are satisfactory
* Evidence of student learning, which may include tests, papers, projects, etc.
* Other evidence of effectiveness such as peer evaluations

*Level 3: Meets expectations (meets expectations on all criteria)*

Faculty members are expected to meet Level 2 performance standards, as well as student evaluation items generally below 2.5 (with 1 being best), generally positive written comments, and quality contributions in at least two of the “other activities related to teaching” as described above.

*Level 4: Exceeds expectations (exceeds expectations on many criteria)*

Faculty members are expected to meet Level 3 performance standards, as well as

student evaluation items generally below 2.0 (with 1 being best), generally positive written comments, student advising and mentoring as appropriate within School guidelines, and a high-quality contribution in several of the “other activities related to teaching” as described above.

*Level 5: Extraordinary performance (greatly exceeds expectations on many criteria)*

Faculty members are expected to meet Level 4 performance standards and demonstrate academic leadership and/or national/international recognition in teaching.

**G. Rating Teaching in Renewal, Promotion, and Tenure Processes**

*Probationary Review*

As part of the third-year probationary review, tenure-track faculty members must meet minimal teaching expectations consistent with the level 2 annual review criteria to receive a positive recommendation for continuing appointment, including at least one positive peer teaching evaluation.

*Promotion to Associate Professor and/or Tenure*

Faculty members seeking promotion to Associate Professor and/or tenure are expected to demonstrate high levels of competence in teaching. This includes a sustained record of positive student evaluations, at least two positive peer teaching evaluations, current and innovative course design and delivery, evidence of student learning, and mentoring and advising of students.

*Promotion to Full Professor*

Promotion to the rank of Professor also requires demonstration of high-quality teaching.

This includes a sustained record of positive student evaluations, at least two positive peer teaching evaluations, current and innovative course design and delivery, evidence of student learning, and mentoring and advising of undergraduate and graduate students. In addition, demonstration of academic leadership and/or national or international recognition in teaching is desirable.

*Promotion of Fixed Term Faculty*

Fixed-term teaching focused faculty are eligible for promotion based on demonstrated excellence in teaching (and service to the School, in accordance with the job description). For the first-level promotion, faculty must demonstrate a sustained record of positive student evaluations, at least two positive peer teaching evaluations, current and innovative course design and delivery, evidence of student learning, and mentoring and advising of undergraduate students. Promotion to the higher levels of a fixed-term faculty member’s classification requires demonstration of the additional criteria of academic leadership and/or national recognition in teaching. Please refer to the SCRD Personnel Policies for Fixed Term Faculty.

**III. GUIDELINES FOR JUDGING SCHOLARSHIP**

**A. Overview**

The School of Community Resources and Development expects all tenured and tenure track faculty members to engage in productive scholarship. Evidence of productive scholarship can be supported by the published record as well as other original work of a professional nature. Faculty are expected to contribute to the School’s scholarship by maintaining an active program in research through refereed publications, grants and contracts, presentations, and other scholarly endeavors. Faculty members are expected to define a focus for their scholarly activities. Scholarly activities should be systematic, showing an evolutionary development or contribution. Activity should also show evidence of an individual maturing as an independent scholar and mentor to junior faculty and graduate students.

In tenure, promotion, and probationary reviews, the emphasis is on quality and impact rather than quantity of scholarly products. Quality and impact refer to the effect that scholarship makes on advances in knowledge, the professional community, and the enrichment of teaching and mentoring. Quality is best judged by candidates' peers in their fields. It is assessed, in accordance with University guidelines, both by peers within the College and those from other universities.

The productivity of research and creative activities normally is evaluated through the products that result from the faculty member's program of scholarly activity. The products of scholarship are multidimensional, a balance of products across a diversity of outlets both acceptable and desirable. External validation of one's work through successful products is requisite to promotion and tenure at ASU.

**B. Evidence of Scholarship**

Generally listed in order of importance, criteria related to the demonstration of accomplishment in scholarship might include, but are not limited to the following four categories:

*Publications*

* Papers in academic journals. Recognition is given to publications in reputable academic journals. The quality of the products will be determined in the context of norms for the candidate's discipline. The value attributed to journal papers is variable, and will be evaluated by the quality of the paper, the quality of the journal, the scope of the journal (international, national, regional, or local), and the scope of the distribution of the journal. Generally, juried (peer-reviewed) outlets are accorded more significance than editor-only reviewed outlets. Open access papers are valued more if peer-reviewed and not in pay to publish outlets. A faculty member should provide evidence of journal quality.
* Books. Special consideration will be given to scholarly books that extend the frontiers of knowledge or produce novel applications of existing knowledge to professional problems. Textbooks that compile and organize existing knowledge will be given less importance. Readings, edited books, and proceedings shall be given less importance than standard textbooks.
* Chapters in books. Book chapters will be evaluated both in terms of the inherent quality of the piece and scope of impact or dissemination. Refereed chapters are given greater consideration than non-refereed chapters in edited volumes.
* Professional Reports, Technical Reports, Informational Reports, Monographs. Professional publications will be evaluated in terms of their quality, with reference to the intended audience. As with books and book chapters, the scope of dissemination will be considered.
* Professional publications. Non-refereed research publications intended for either an academic or professional audience will be considered as part of the candidate’s efforts at knowledge dissemination but are not accorded the same status as peer reviewed products.
* Papers in progress. Evidence of papers in progress, particularly related to continuing work of funded projects, manuscripts under review, and formal working papers serve only as an indicator of the candidate's ongoing potential productivity.

*Conference Proceedings/Presentations*

* Conference papers/presentations. The value attributed to conference papers is variable, and will be evaluated by the quality of the paper, the quality of the conference, the scope of the conference (international, national, regional, or local), the scope of the distribution of the paper, whether the paper was refereed, and whether the paper was invited.

*Grants and Contracts*

* Research-based grants and contracts. Funded grants and contracts provide evidence of scholarly activity that is judged important by external funding agencies. Therefore, external funding will receive greater consideration than internal (University) funding. Grant and contract proposals and awards are evaluated in terms of the funding agency and the scope of the funded research and are advanced through the appropriate university office. National or international funding agencies are accorded a higher level of importance than regional or local agencies.

*Other*

* Other endeavors. While scholarly research is the primary focus of the School, evidence provided for scholarship production in other forms (e.g., lectures, unique equipment, computer software/program design, video productions, public datasets, popular media) will be evaluated with respect to the scope of dissemination, character of receiving audience, prestige of validating authority, and institution or agency. External validation of quality is essential.

**C. Academic Leadership in Scholarship**

Evidence related to the demonstration of academic leadership in scholarship might include, but is not limited to, the following:

* Identifying, developing, funding, designing, implementing, and completing research projects of significant scope. Consideration is given to the extent to which such projects enhance one's recognition, and involve other faculty, graduate and undergraduate students. The recognition of the institution served will also be considered.
* Serving as an editor for a scholarly book published by a well-known press.

**D. National/International Recognition in Scholarship**

Evidence related to the demonstration of national/international recognition in scholarship might include, but is not limited to, the following:

* Extensive publications related to a research theme in primary scholarly outlets to the extent that the candidate is recognized by her/his peers as a leading scholar in that area.
* Obtaining substantive funding through competitive proposal writing.
* Number and quality of invited addresses, symposia, colloquia, and presentations.

**E. Rating Scholarship in the Annual Review Process**

*Level l: Unacceptable Performance (does not meet expectations)*

Fails to produce evidence of Level 2 performance.

*Level 2: Partially meets expectations (meets expectations for most criteria)*

Active program of quality scholarship that contributes to the discipline's body of knowledge and includes an average of three substantive activities annually for pre-tenured faculty members, and two substantive activities annually for tenured faculty members related to the evidence of scholarship or equivalent. See Section II. B. for activities that constitute “substantive.”

*Level 3: Meets expectations (meets expectations on all criteria)*

Meets Level 2 performance standards plus evidence of quality peer reviewed research accomplishment as evidenced by at least an annual average of two of the following or equivalent:

* Acceptance or publication of a peer reviewed journal article to which a substantive contribution was made (may be indicated by order of authorship)
* Publication of a book chapter
* Publication of textbook or edited book
* Acceptance of external grant submission

*Level 4: Exceeds expectations (exceeds expectations on many criteria)*

Meets Level 3 standards and is distinguished by the quality and quantity of substantive contributions that advance knowledge. A faculty member should demonstrate a mix of scholarly activities. This might include authorship on more than two peer reviewed papers per year on average largely in top-tier journals and as a primary author (or the mentor of a graduate student who is first author), authorship on a scholarly book, peer reviewed conference presentations, and/or receipt of a major externally funded research grant or contract

*Level 5: Extraordinary performance (greatly exceeds expectations on many criteria)*

Meets Level 4 standards and, in addition, is distinguished by highly significant contributions that advance knowledge such as primary authorship (or the mentor of a graduate student who is first author) of more than three peer reviewed papers in top-tier journals (annual average) or receipt of a major competitive research grant or contract.

**F. Rating scholarship in renewal, promotion, and tenure processes**

*Probationary Review*

As part of the third-year probationary review, tenure-track faculty members must exceed minimal research expectations for continuing appointment. Candidates must demonstrate clear potential for achieving tenure and promotion to Associate Professor within their allotted time frame which is unlikely to happen if minimum annual expectations are not exceeded.

*Promotion to Associate Professor and/or Tenure*

Faculty members seeking promotion to Associate Professor and/or tenure are expected to provide evidence of a strong, focused, and ongoing research agenda resulting in publication of peer reviewed journal articles and/or scholarly books. The number of publications will vary depending upon the type of publication. Quality and impact rather than quantity are the primary considerations in evaluating research publication productivity. Evidence of maturing as an independent scholar and a continuing research agenda is essential. Research may be published either in journals and chapters or in books, although peer reviewed journals are the primary outlets for faculty in the disciplines represented in the School. Other forms of creative expression and other outlets for dissemination of research and creative work may be utilized if appropriate to the discipline of the individual faculty member. All publications will be considered in the tenure and promotion decision, but publications after joining the ASU faculty are emphasized.

*Quality Indicators:*

* Published mostly in top, selective, refereed journals in the individual's disciplinary field, including broad-based, core journals or by academic or academically-oriented presses. As well, while each of the School’s disciplines have widely accepted top-tier journals, due to the interdisciplinary nature of the School, high quality journals in other disciplines are acceptable.
* Makes original contributions to theory, empirical understanding or methodology and generates cutting edge insights for the field.
* Has coherence and demonstrates substantial mastery of important research topics.
* Leads to or emanates from external funding.
* Provides evidence of a promising trajectory of future publication and promotion.
* Provides evidence of impact on the field.

*Impact Indicators:*

* The published work is sufficient in quantity and uses appropriate outlets to reach intended audiences. Generally, a faculty member will achieve a minimum of 12 papers in refereed publications at the time of application for tenure. Papers can be published, posted online with doi, or accepted for publication with documentation of acceptance. While all publications are considered, those published during employment at ASU are more heavily weighted. It is noted that this is a guideline and not an invariable standard given that quality is more important than quantity, and other types of publications such as academic books are also of value.
* Citations and other indicators that research is recognized by other scholars, influencing the work of other scholars, or is utilized by other scholars. It is incumbent on the faculty member to demonstrate research and publication quality. Examples of indicators include personal H factor (value of at least an H of 8), using tier ratings of journals (external discipline ratings are more credible than internal professional ratings) and recognized academic publishers.
* Evidence that the work is meaningful to other users; e.g., research contributions are applied in practice or provide the basis for training or technical assistance.

*Other Important Considerations:*

* Authorship. Collaborative work is considered valuable in the School, thus, joint authorship is common. The relative weight of co-authored publications will be evaluated on an individual basis depending on the contribution of the authors. Solo or lead-authored publications, and publications done in conjunction with graduate students, will be given the most weight unless other conventions apply.
* Funding. Availability of funding varies depending upon the specialty of the individual. Faculty members in the School are encouraged to seek funding for their scholarly work with external sources being of higher importance. All faculty members are expected to apply for funding at least once every two years. While receiving such funding is desirable and contributes to a candidate’s evidence of scholarly productivity, it is not a requirement for promotion to Associate Professor.
* Conference Presentations. Presentation of papers at academic and professional conferences is an important indicator of recognition and involvement in the individual’s disciplines. Thus, presentations at international, national, regional, and other conferences will be considered in evaluation for tenure and promotion.

*Promotion to Professor*

Promotion to the rank of Professor requires demonstrated academic leadership and/or national/international recognition in scholarship as previously described. National and international distinction is demonstrated through scholarly contributions that advance the state of knowledge in the field. This may be judged by highly influential research publications, significant effort and success with funded research, nominations for awards of practice or scholarship, invitations to international conferences, and participation on expert panels and other forums.

*Promotion of Fixed-term Faculty*

Fixed-term teaching focused faculty members are not required to engage in scholarship. Occasionally non-tenure track teaching faculty do participate in research activities and such activities should be considered as exceeding expectations. Scholarship related to teaching and instruction is valued and can be considered part of the teaching function among instructional faculty. Fixed-term faculty with workloads related to research will use the same research guidelines outline for tenure track faculty. Please refer to the SCRD Personnel Policies for Fixed Term Faculty.

Fixed-term research focused faculty are eligible for promotion based on demonstrated excellence in research (in addition to teaching and/or service to the School), in accordance with workload specifications and the job description. For the first-level promotion, faculty must demonstrate a sustained record of excellence and impact in research, appropriate to a non-tenure track faculty member. Promotion to the highest level of a fixed-term research faculty member’s classification requires demonstration of the additional criteria of academic leadership and/or national recognition in research.

**IV. GUIDELINES FOR JUDGING SERVICE**

**A. Overview**

The School of Community Resources and Development expects all faculty members to engage in service. Service encompasses three areas: institutional, professional field, and community. At the same time, untenured tenure-track faculty members are encouraged to limit their service commitments so as to focus on their research agendas.

Institutional service (School, College, and University), service to the professional field and service to community are accorded equal importance. ASU has considerable service needs to be fulfilled by faculty. Professional contributions to one’s academic field are also expected of faculty, who are encouraged to accept these kinds of responsibilities when possible. Such contributions are also important in enhancing the University's image. With its commitment to community engagement, community service is valued in the sense that faculty often have many skills to offer agencies and organizations outside of the University. This is especially true within the Watts College of Public Service and Community Solutions and the School of Community Resources and Development.

Activities that constitute community service and professional field service may overlap in some cases. Generally, community service refers to service to populations, groups, organizations, or governments in a metropolitan area or state that involves a faculty member’s expertise. Professional field service is service to the academic community. Both types of service are valued.

When evaluating faculty contributions in the area of service, the quantity or frequency of service should not be the only consideration. Quality and impact of service should be primary considerations. Service should contribute significantly to resolving the needs of the University, the professional field, or community (including government agencies and nonprofit organizations) at local, regional, state, national, or international levels.

*Additional Considerations Related to Service*

* Evaluations of service should consider the intensity, time expenditure, quality, and impact of service activities. The Director and faculty reviewers should make judgments about the quality of service that take into account the seniority and rank of the faculty member. Junior faculty are expected to carry a smaller service load than senior faculty. Faculty members should be able to provide documentation of the quality of their service activities. However, the nature and extent of documentation required will vary with the nature of the activity.
* Activities encompassed under service must be largely *pro bono* or compensated through release time from other university responsibilities; compensated consulting outside of university duties cannot generally be credited as service.
* The activities must contribute to the greater good of the School, College, University, or broader community and, in the case of public/community service, must involve the academic expertise of the faculty member. Volunteer tasks that are unrelated to academic expertise are not generally credited as service.

**B. Evidence of Service Effectiveness**

Criteria related to the demonstration of accomplishment in service are listed below, but these are examples only and do not exhaust the large range of possibilities. At the institutional level, University-level service is generally valued most, followed by College and then School service. Exceptions to this are when College or School service requires considerable commitment of time and effort. Professional service at the international or national level is considered the most important, followed by regional and local level service.

*Institutional Service Examples:*

* Serving on the Faculty Senate
* Chairing committees or task forces
* Serving on committees or task forces
* Accepting special projects or assignments
* Serving as an administrator of an academic program, unit, or center
* Initiating new projects that seek to improve academic, research, or service impacts
* Student club advisors
* Attending School and College faculty meetings and graduation ceremonies

*Professional Field Service Examples:*

* Holding an office in a professional or academic organization
* Serving on boards or committees for academic organizations
* Involvement with conferences such as session chair or reviewer
* Serving on accreditation or program review teams for other universities
* Journal manuscript and grant proposal reviewer
* Academic journal editor, associate editor, or reviewer

*Community Service Examples:*

* Serving on boards or committees of community organizations
* Pro bono consulting for community organizations
* Speaking to community groups
* Contributions to relevant blogs, newsletters, or other communication modes

**C. Academic Leadership in Service**

Academic leadership in service is held in high regard and is demonstrated by engaging in high-level leadership roles.

**D. National/International Recognition in Service**

Criteria related to the demonstration of national/international recognition in service include, but are not limited to, the following:

* Significant involvement with professional or community organizations
* Serving as an editor of an academic journal
* Serving as a program reviewer or other consulting role for peer programs
* Serving as a reviewer for major grant-making organizations

**E. Rating Service in The Annual Review Process**

*Level l: Unacceptable Performance (does not meet expectations)*

Fails to produce evidence of Level 2 performance.

*Level 2: Partially meets expectations (meets expectations for most criteria)*

Conscientious, active, productive service in any area: institutional, professional field, and community.

*Level 3: Meets expectations (meets expectations on all criteria)*

Conscientious, active, productive service in more than one area of service: institutional, professional field, and community. In addition, a substantial contribution in at least one of the areas is required. Substantial contributions are those involving a moderate level of work intensity, time expenditure, quality, or impact such as a frequent journal paper reviewer, School committee member, a board member of a regional or local professional or academic organization, a conference paper reviewer, or a student club advisor.

*Level 4: Exceeds expectations (exceeds expectations on many criteria)*

Level 3 performance plus a notable achievement in quality or quantity of service in one of the areas is required. Notable achievements are those involving high levels of work intensity, time expenditure, quality, or impact such as serving as a journal associate editor, School committee chair, College or University committee member, a conference session chair, or a board member of a national/international academic or professional organization.

*Level 5: Extraordinary performance (greatly exceeds expectations on many criteria)*

Level 4 performance plus an outstanding contribution in one of the three areas of service (institutional, professional field, and community) as evidenced by a highly visible leadership position or role, or external national recognition of the faculty member's service such as holding office in a national/international level organization, directing a Center, chairing a University level committee, or serving as a journal editor.

**F. Rating Service in Renewal, Promotion, and Tenure Processes**

*Probationary Review*

As part of the probationary review, tenure-track faculty members must meet minimal service expectations consistent with the Level 2 annual review criteria to receive a positive recommendation for continuing appointment.

*Promotion to Associate Professor and/or Tenure*

Faculty members seeking promotion to Associate Professor and/or tenure are expected to demonstrate engagement in a variety of service activities. This includes a sustained record of service in at least two of the areas of service (institutional, professional field, community) and a substantial contribution in at least one area. Assistant Professors generally have a lower service expectation than faculty at higher ranks.

*Promotion to Professor*

Promotion to the rank of Professor requires demonstrated academic leadership and/or national/international recognition in service.

*Promotion of Fixed-term Faculty*

Fixed-term faculty members are eligible for promotion based on demonstrated service to the School, in accordance with the workload specifications and the job description. For the first-level promotion, faculty must demonstrate a sustained record of service appropriate to a non-tenure track faculty member. Promotion to the highest level of a fixed-term faculty member’s classification requires demonstration of notable achievement in at least one additional area of service appropriate to a non-tenure track faculty member. Please refer to the SCRD Personnel Policies for Fixed Term Faculty.