



College	College of Public Programs	
Unit	School of Community Resources and Development	
Document	Personnel Policies and Procedures; Statement of Professional Responsibilities	
Approved by the faculty		Date:
Reviewed by the dean		Date:

Provost office approval

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**Personnel Policies and Procedures
School of Community Resources & Development
College of Public Programs**

Arizona State University

Revised and Adopted: November 14, 2008

Policies and Procedures
School of Community Resources & Development
College of Public Programs

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 Programs. These Personnel Policies and Procedures, further, 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 Policies and Procedures Manual. If a section number is missing, refer to the Arizona State University Personnel Policies and Procedures Manual. The present document serves as an addendum to ACD Manual.

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 policies and procedures 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 policies and procedures manual (ACD 300).

Section 3.1 Faculty workload

- A. The director and program directors shall consult with faculty members to discuss teaching assignments, course preferences, committees and students' 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 tenure track 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 (college policy is currently being formulated).

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 (Reference section 5, no. 5.5 of school policies and

procedures manual)

Section 3.5 Graduate thesis committee

- A. All members of the Graduate Faculty (as defined in the School by-laws) shall serve as directors or members of graduate committees in consultation with the Dean of the Graduate College and the Director of the School Graduate Program.

Section 3.6 Scheduling of examinations

- A. Final examinations are required in all classes during the period printed in the class schedule.
- B. Requests for early final examinations may not be granted by instructors. Requests which seem to have merit may be referred to the Dean of the College in which the student is enrolled. If the Dean finds that a student must leave early because of circumstances beyond the student's control, the Dean may authorize arrangements whereby the student can complete the course work and take the final examination before leaving.

Section 3.7 Syllabus content

Each faculty member shall distribute a course syllabus at the first class meeting of the semester. The syllabus should set out policies regarding attendance, grading, cheating, emergencies, and how the special needs of disabled students are to be handled.

Section 3.8 Retention of course related material

All course related materials, papers and examinations must be retained for one year.

Section 3.9 Posting of grades

- A. 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:
 - 1. A pre-assigned number for each student
 - 2. A code name or
 - 3. The last 4 digits of the ASU student id number.

Section 3.10 Accommodation of religious practices

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

Section 3.11 Class attendance

- A. Each faculty 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 (medical reasons, personal emergency and professional conferences/meetings which require out-of-state travel).

Section 3.12 Selection and ordering of textbooks

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

Section 3.13 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 3.14 Office hours

- A. University policy states that every faculty member is expected to post and maintain regular office hours. Office hours should be posted outside the faculty member's office door and should be scheduled to include most days of the week and both morning and afternoon hours.
- B. The minimum number of office hours shall be two (2) hours per week.

Section 3.15 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 advisor with specialized advisement, internship placement and supervision.

Section 3.16 Commencement

- A. Faculty members designated by the director and dean are required to participate in university commencement and college convocation program.
- B. The director shall rotate faculty assigned to these events so as to not place an unfair demand on any single faculty member.

Section 3.17 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.

Matters requiring faculty consideration & action

- A. Recommendation to the College Dean for appointment or removal of the director, and for the annual 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 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 Affirmative Action

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

Section 4.1 Statement of reaffirmation of commitment to AA/EEO

- A. 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.

Section 4.2 Affirmative action plan

- A. The School of Community Resources & Development Affirmative Action Committee will update (every three years) and approve the school's affirmative action plan, or any changes thereto, and to act in accordance with this plan.

Section 4.3 Appointments to search committees

- A. The School of Community Resources & Development faculty member who serves on the College of Public Programs Affirmative Action Committee should serve on all School of Community Resources & Development faculty and director search committees.

Section 4.4 Sexual harassment complaints

- A. Any sexual harassment complaints in the School of Community Resources & Development should ensure assurance of confidentiality and protection of complainant.
- B. The communication of sexual harassment complaints should originate with an informal discussion with the director. If the director is the target of the complaint, the process should begin with an informal discussion with the Dean of the College of Public Programs.

**Section 5
Personnel**

Section 5.0

The School of Community Resources & Development shall adhere to College of Public Programs 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 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.

- B. The director shall appoint a search committee of at least three (3) members, designating one of them as Chair.
- 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 representation by women and minorities.
- 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 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. Election Procedures
 - 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 Programs' By-Laws (as adopted 4/11/90).
 - 2. The director shall be elected for a term of three (3) years and may be re-appointed for an additional two (2) years with the approval of a majority vote of eligible voting faculty. A director may not serve more than five (5) consecutive years.
 - 3. The director shall hold a tenured faculty appointment in the School of Community Resources & Development at the time his/her appointment begins.
 - 4. Full time tenured and tenure track faculty shall be eligible to vote.

5. The School of Community Resources & Development's Senior Faculty Senator shall be responsible for initiating and conducting the election and shall serve as a member of the search committee.

B. Removal of the Director

1. The School Faculty may petition the Dean of the College of Public Programs, 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

1. In accordance with university regulations the director shall be evaluated by the school faculty on an annual basis. Such evaluations shall be conducted by the Senior Faculty Senator with the written results being made available to the school faculty and a copy being forwarded to the College of Public Programs' Dean.

Section 5.3 Faculty reviews

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. Vitae

1. Each faculty member will annually provide information on his/her professional activities during the past year. These data will be advisory to the director and the School Personnel Committee in conducting personnel reviews 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 director will be responsible for receiving this information from each faculty member. These data will be due from each faculty member annually on or about April 1st, unless the review schedule established by the dean's office requires earlier collection. They will then be made available to each faculty member serving on the established school committees of review and in which he or she is eligible to share in the evaluation and decision-making.

These data shall be consistent with the merit guidelines approved by faculty on March, 1990 and organized as follows:

Research. Activities reported in this category include only those conducted or reported at forums designed to reach a predominantly national audience (as opposed to predominantly Arizona).

- a. Publications, including manuscripts "in press" or "accepted for publication" but not including those "in preparation" or "under editorial review". Publications or manuscripts may include articles, reviews, research notes appearing in refereed journals 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 applied 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 courses taught, thesis or practicum responsibility, advising, preparation of new courses, etc. Student evaluations of teaching performance **MUST** be included in this area.

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

- a. Community responsibilities include memberships on boards and committees of community groups; service (as distinguished from research) contracts with state and local agencies; jurisdictions or organizations; local meetings or conferences.
- b. Professional responsibilities include 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; editorial responsibilities on professional journals or book series.
- c. University responsibilities include committee service or other special responsibilities to the School, the College or the University.

B. Evaluation for promotion

1. Recommendation for promotion of a faculty member may be initiated by the director, the School Personnel Advisory Committee or by request of the faculty member. The Chair of the School Personnel Advisory Committee, in cooperation with the director, shall assist the faculty member in collecting all relevant promotion materials. It is the faculty member's responsibility to insure that all required materials are included in

the review materials.

2. Upon review of all appropriate materials, the School Personnel Advisory Committee shall forward to the director a summary of the committee's consensus and views and recommendation on the appropriate university personnel form.
3. 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.
4. The criteria for promotion to each rank follow. 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.

Promotion to Instructor.

- a. Shall have a master's degree or correlative professional experience.
- b. Shall be capable of effecting teaching.

Promotion to Assistant Professor

- a. Shall have the doctorate or correlative professional experience.
- b. Shall have shown ability to teach effectively.
- c. Shall be qualified to serve on masters and/or doctoral committees.
- d. Shall show promise as a productive scholar by having engaged in significant research or other scholarly, technical or creative professional activity.
- e. Shall show promise as a contributor to the discipline and profession through public service activities.

Promotion to Associate Professor

- a. Promotion from Assistant Professor to Associate Professor will be granted if the faculty member has successfully met the School, College and University criteria. These shall include service as an academic advisor and committee member when selected, and shall include demonstrated

independence and creativity in the teaching of courses for which the faculty member has had full responsibility.

- b. The faculty member shall have made substantial contributions to the discipline and as a teacher and scholar, the latter being evidenced by significant research and academic publication or through technical or creative professional activities.
- c. Shall have made contributions to the discipline and profession through public service activities.

Promotion to Professor

- a. Promotion from Associate Professor to Professor is based on established School, College and University criteria. Associate Professors are never required to apply for promotion. These shall include continuing contributions to the discipline as a scholar, to students as a teacher and to the community in effective leadership and public service.
 - b. 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.
 - c. Shall have established a reputation of excellence as a teacher and a scholar and shall show promise of continuing scholarly productivity and public service.
5. External Referees - The use of external referees shall be governed by the following regulations:
- a. Individuals shall always have the option of having their school solicit letters from external referees for any promotion decision.
 - b. For promotion to Assistant Professor, letters from referees outside the university are not required.
 - c. For promotion to Associate Professor and Professor and in all tenure decisions, the School shall solicit at least ten letters from outside the university. At least five of these shall be from persons drawn from a list of names suggested by the candidate, and at least five shall be chosen jointly by the director and the Chair of the Personnel Committee from persons not suggested by the candidate. All letters are confidential and should be from persons knowledgeable of the candidate's field.

- d. All letters which schools solicit must be forwarded to the Chair of the College Personnel Committee.

C. Evaluations for tenure

1. The review procedures for tenure decisions will parallel those established for promotion decisions. All faculty members with tenure shall vote on tenure decisions. This vote shall be conducted by the School Personnel Advisory Committee and recorded on the appropriate forms and forwarded to the director.
2. The director shall make an independent recommendation and forward the accumulated tenure materials to the Director of the College of Public Programs Personnel Committee. All supporting documentation considered at the School level shall be forwarded.
3. The criteria to be considered for tenure will follow those outlines in the university academic affairs policy and procedures manual and the College of Public Program's by-laws.
4. External Referees. The School shall solicit at least four letters from outside the university. At least two of these shall be drawn from a list of names suggested by the candidate, and at least two shall be chosen jointly by the director in conjunction with the Director of the School Personnel Advisory Committee from persons not suggested by the candidate. All letters are confidential and should be from persons knowledgeable of the candidate's field.
 - a. Individuals shall have the option of requesting their school to solicit additional letters from within the university for tenure decisions.
 - b. All letters which are solicited and received must be forwarded with the complete file to the College of Public Programs Personnel Advisory Committee.

D. Evaluation for continuing status

1. The procedure for reviewing second, fourth, and fifth year probationary faculty will parallel those established for promotion and/or tenure decisions, with the exception that solicitation of external letters of review are not required for annual 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 Committee, shall be forwarded to the College Dean and other appropriate review bodies.

2. Faculty members under review prior to their final probationary year shall be informed, at their request, 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.

E. Sabbatical leaves

1. After six (6) years of regular full-time service and on recommendation of the University President, the Board of Regents may grant sabbatical leave to faculty members.
2. The School subscribes to University and College of Public Programs sabbatical leave policies and will follow the guidelines for implementation as outlined in the University academic affairs policy and procedure manual.
3. The Chair of the Personnel Committee will inform the individual on sabbatical leave concerning the option to submit for merit consideration while on leave from the university.
4. 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 supervising 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.
5. 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.

F. Performance reviews (merit)

1. Procedures
 - a. Faculty shall have their performance, personal progress and future potential formally reviewed on a scheduled basis at least once every twelve months.
 - b. During the performance pay (merit) review period, each faculty member will prepare his/her vita update for review by their program peers. The program director will distribute a list of faculty names and merit categories to all tenure track faculty members. Faculty will then vote "yes or no" on the merit considerations. A majority (i.e. one more than half) of

affirmative votes are required to qualify a faculty member for consideration in each performance category discussed below. Additional annual peer review policies are outlined in the SCRD Statement of Professional Responsibilities: Annual Performance Review, Salary Allocation, Post Tenure Review guidelines.

- c. The evaluation of a faculty member's performance and expectations for the future will be discussed with him/her by the director. A written statement recording the sense of this discussion will be provided to the faculty member by the director. Faculty members shall be given the opportunity to add their comments to the statement as part of the record.
- d. Faculty members who are awarded or denied a performance pay increase will be informed by their director.
- e. 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 will then forward the appeal to the College Personnel Committee for review based on a complete examination of all available evidence, the College Personnel Committee shall recommend to the Dean a course of action in response to the faculty appeal.

- f. The Dean shall report the College Personnel Committee's recommendation and his or her decision to the faculty member filing the appeal.
2. 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. The allocation of meritorious and highly meritorious monies 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). The exact system to be used for merit evaluation is being developed and will be amended to this document when completed and approved by the faculty.

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 Programs and shall utilize written criteria established by the faculty of the School of Community Resources & Development and approved by the Dean of the College.

B. Principles - The following principles will be applied in developing market and equity recommendation.

1. In evaluation of an individual's record, evaluation criteria must be applied in a firm, objective, consistent and professional manner. Insofar as possible, the review process should rely on professional judgment rather than simply counting the number of publications, grants funded, courses taught, or community service projects conducted.
2. No quotas are to be established regarding the number or percentage of persons placed in an individual market value level.
3. The director will submit the recommendations from the School to the dean on the appropriate form. If the dean believes that criteria were not applied objectively in a specific case, this case will be discussed with the director of the unit. The dean has the right to change classifications that appear to deviate from a fair and professional application of the criteria. Final recommendations are to be made by the dean to the provost.
4. Evaluative criteria are to be applied in such a way that persons are not discriminated against because of rank, gender, age, personal circumstances, race, or ethnicity. Assistant professors are to be compared with other assistant professors at comparable universities, not with associates or full professors. Similarly, comparisons of associates are to be with associates at comparable universities who have similar years in rank, and not with full professors.
5. All cases for which no market adjustment is recommended must be justified in writing by the director and reported to the individual faculty member.
6. Years in rank may include years of comparable experience at comparable universities prior to employment at Arizona State University. Experience in the private sector that is truly exceptional may also be considered. Directors should make recommendations regarding the "correct" years in rank for persons with relevant prior experience.

Section 5.5 Supplemental Professional Activities

- A. Faculty may participate in supplemental professional activities which 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, 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 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.
 - 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 the 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 Programs 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 adjunct faculty.
4. No faculty member on an academic salary may be promised a position on the summer session faculty.
5. The director shall survey the faculty early each fall to 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 Out-of-state travel

A. The following policies and procedures shall prevail in the allocation of school out-of-state 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.
2. The director shall solicit travel request from faculty members early each fall semester to determine the needs for the academic year.
3. Full-time assistant professor, associate professor and professors are eligible for travel assistance immediately on appointment. In the event that eligible faculty requests for out-of-state travel assistance do not use all allocated funds, the director may use these funds for graduate assistants, instructors of adjunct faculty participation at professional meetings whenever they are presenting a research report or scholarly paper.
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 after faculty requests have been reviewed. The following priorities shall prevail whenever possible.

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 teaching/research assistantships each year. Teaching/research assistantships are defined as those FTE positions allocated to the school in the personnel category of the state budget and paid with these state funds.
- B. The faculty 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.
- 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 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
 - 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 personnel 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 which 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.

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 and leaves from campus. These include: sick leave, maternity leave, illness, injury, bereavement, vacation leave, sabbatical leave, jury duty, military leave and leaves without pay.

STATEMENT OF PROFESSIONAL RESPONSIBILITIES

School of Community Resources & Development

INTRODUCTION

The ASU School of Community Resources & Development advances the social, economic, environmental and cultural well-being of our local and global communities through instruction, research and service. We provide nationally recognized interdisciplinary research expertise and innovative academic programs in nonprofit leadership and management, parks and recreation management, and tourism development and management. The School of Community Resources & Development has developed a strong professional curriculum, advanced a broad and rigorous research agenda, and arranged effective partnerships with local and regional community organizations. The School is strongly committed to research, teaching, and public and professional service that result in the analysis and dissemination of leisure information and provision of technical assistance to the community at-large.

PHILOSOPHY OF EVALUATION

The following plan is based on the assumption that teaching, service, research, and creative activities can be distributed among the School faculty. In general, 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 a faculty member's interests and talents while enabling the School to meet its collective goals of teaching (40%), research (40%) and service (20%). An exception to the normal load needs to be negotiated with the director. Faculty must make a contribution in all three areas; the lowest percentage allowable is 10%. Contributions to departmental and/or university affirmative action and minority student recruitment and retention are expected to be integrated into the teaching, research, and service activities of the faculty.

EVALUATION CRITERIA

Research and Creative Activity Standards: Evaluation Criteria

The productivity of research and creative activities normally is evaluated through the "products" that result from the faculty member's program of scholarly activity. Products include such things as refereed journal articles, books, textbooks, grant proposals and grant reports, research reports, task force reports, edited books, edited journals, book chapters, book reviews, refereed conference presentations, video or audio tapes, performances, and so forth. Research and creative "products" (including works in progress) contribute toward the assessment of productivity, regardless of whether the intended audiences are academic colleagues, students, non-academic lay or professional groups, newspaper readers, and so forth. Thus, public/community service work that results in written reports, presentations, or performances may be evaluated as part of research and creative activities, or as part of an integrated research/service program. Productivity normally is measured by the number of research-based or creative products of particular types or "quality" levels that contribute to the achievement of the School's goals,

which are produced or appear in print during the evaluation period. 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 creative endeavors.

To measure the quality of research/creative activities, indicators such as the extent to which the work reflects appropriate scholarly standards, the impact on intended audiences, and the importance, innovativeness, and relevance of the work are considered. Indicators of quality also include the quality of the refereed journal/publication, quality of the publisher, quality of the conference, centrality of the journal/publication (publisher or conference) to the overall mission of the School, size of the audience to which the product is distributed, citations in citation indices, published or unpublished peer reviews, reprints of previously-published articles in edited books, publication of subsequent editions of books, and so forth.

The professionalism and citizenship of research and scholarly activity is evaluated using indicators such as contributions to cultural diversity; mentoring of other faculty; participation in grant proposals with multiple investigators; co-authoring papers with graduate or undergraduate students; involving students in research projects through individualized instruction; participation in unit, college, or university colloquia to present research; helping others with their research and publications and conducting research so that it meets the accepted professional standards of the discipline, school, college, and university.

Research and creative activities that exceed the minimum expectations for productivity, quality, and/or citizenship should be counted toward merit evaluation.

Teaching Standards: Evaluation Criteria

Teaching productivity is determined by indicators such as student credit hours produced through classroom and individualized instruction, the number of credit hour classes taught in classroom settings, difficulty of teaching assignment(s), involvement in instructional or curriculum innovations that increase productivity or quality of the learning environment, and other activities that contribute to the unit's ability to serve its students, taking into account the FTE assigned, the rank and experience of the faculty member, and the difficulty of the assignment. Teaching productivity must be taken into account when reviewing faculty so that faculty who teach more classes or more SCH, or are able and willing to teach larger classes, required classes, and lower division classes can be properly rewarded, given that the level of quality is acceptable. Individualized instruction and mentoring are expected of all faculty; heavier than average (for the unit) participation in individualized instruction and mentoring should count toward merit evaluations in teaching, provided the quality is acceptable.

Quality and impact of classroom and individualized instruction is assessed through indicators such as student evaluations of classes, peer or director review of class syllabi and other pedagogical materials, other peer or director reviews such as attending class, and other feedback from students. Faculty are expected to contribute to the School'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. Additional indicators of quality

include having up-to-date and appropriate course materials; maintaining scholarship needed to insure an adequate level of knowledge; teaching in such a way that few legitimate student complaints are generated; using appropriate delivery mechanisms and pedagogy; being attentive to course requirements (including meeting the class the requisite number of times, creating class content that generally is consistent with the course description, being available to students through office hours, and having assignments that are appropriate to the role of the course in the curriculum); and willingness to address issues raised in student evaluations or other reviews of teaching.

The professionalism and citizenship of teaching is assessed through indicators such as willingness to be helpful to students; setting good examples for students; the showing of respect for students; and responsiveness to the instructional needs of the unit through the development of new courses, the teaching of large classes, and/or teaching classes that are less desirable, from a faculty point of view, when asked to do so. Faculty citizenship includes making positive contributions to other faculty and to the overall instructional mission of the unit. Other indicators of instructional contributions include ability and willingness to teach across all levels offered by the unit and across different types of courses (e.g., required courses, lower division courses); participation in individualized teaching; assurance that the curriculum and course content are relevant and up-to-date; providing leadership in student organizations when requested; developing new courses or delivery systems when asked to do so; upholding professional ethics and standards within and outside the classroom; and contributing to a positive environment for all, including minority students and women within and outside the classroom.

Teaching that exceeds the minimum standards of productivity, quality/impact, and citizenship should be considered toward meritorious evaluations in teaching.

Service Standards: Evaluation Criteria

Activities encompassed under service must be largely pro bono or compensated through released time from other university responsibilities. The activities must contribute to the greater good of the unit, college, university, or broader community and, in the case of public/community service, must involve the academic expertise of the faculty member.

University service (school, college, and university-wide) includes attending faculty meetings, providing leadership within the unit, participating in graduation exercises and other student-oriented activities at the unit, college, or university level, serving on committees and task forces, serving in the academic senate, and accepting special project assignments (such as "loaned executive" or coordination of the unit's speakers series) when asked. Administrative service includes associate director, graduate director, undergraduate director, and so forth; other services include less tangible activities such as providing computer assistance for other faculty, special training programs for faculty or students, etc.

Professional (academic) service includes holding offices in national or regional associations; serving on national or regional committees; serving as program chair or local arrangements chair for conferences; making accreditation visits or program reviews to other universities; editing

academic journals; serving on editorial boards; serving as reviewer for journals or granting agencies; serving as judge for student contests, etc.

Public/community service includes activities that serve community organizations or interests, provided that such activities draw on the scholarly expertise of the faculty member and also are recognized by the unit as contributing to its service goals. Such activities include research or instructional projects for or with non-academic groups, holding offices in non-academic professional associations, membership in professional, public or community-based organizations, on-going relationships with community-based organizations, public agencies, or other organizations provided that these relationships involve instruction, technical assistance, training, research, and so forth.

The evaluation of service is based on indicators such as: (1) regular attendance at faculty meetings unless explicitly excused, (2) willingness to participate in a "fair share" of committee assignments, with regular attendance and participation in the activities of the committee, (3) willingness to take on special projects or assignments as requested by the chair/director or faculty as a whole, (4) positive citizenship contributions to the well-being of the unit in terms of minority recruitment and cultural diversity, as well as the other aspects of good citizenship noted under teaching and research/creative activities, and (5) adherence to professional standards of conduct.

The quality/impact of university service and the citizenship of service are assessed by the chair/director (with input as appropriate from peer reviews or personnel committee reviews, interviews with students, surveys or input from other committee members).

Public/community service publications, presentations, written products, performances or talks, etc., represent integrated scholarship overlapping research/creative activities and service. These must be counted toward the productivity of the faculty member in one category or another, or within an integrated research/service category that also combines the person's research and service FTE.