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.