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Appendix A 2013-2014 CLAS Faculty Annual Prospective Responsibility Assignment Form
Mission Statement -- Department of English at ASU 2012-2013

Mission: The English Department at Arizona State University strives to map the contours of what it means to be human by examining the how and why of human passions, hopes, dreams, achievements, anxieties, downfalls, transgressions, and failures in our past, present, and future. Our distinguished faculty examine these complex networks by actively engaging in creative writing and scholarly research, and by being committed to excellence in teaching.

Rationale: Since language is at the core of what it means to be human and is the vehicle through which social and cultural communities are created and sustained, our mission is obviously crucial. It has been made all the more pressing recently in the face of sweeping economic, cultural, social and political changes spawned in part by the shift from an industrial society to a knowledge-producing, information society and by increasing globalization. In this transformation, we and our students are confronted with, and must learn to participate in, increasingly multilingual and polycommunicative practices. Increasing educational demands wrought by a changing socio-economic landscape require flexible approaches to meet the diverse needs of an ever expanding diverse student body that must become adept at multiple critical inquiry-driven, speaking, reading, and writing skills. Our robust and unique department has taken important steps to meet the ever burgeoning new social demands. No one disciplinary perspective is adequate to account for the complexities of how people use language, participate in communication, and create and understand texts. Our very strength as a department thus rests with our aggregate of different disciplines that explore all aspects of how humans use language in imaginative, civic, social, cultural, personal, academic, and public settings. The multidisciplinary perspectives of creative writing, English education, film and media studies, linguistics, literature, rhetoric, and composition create productive sites of contrasting and complementary theories and methodological approaches to understanding and teaching how people use language to create, circulate, and consume various kinds of texts in diverse media.

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*English Department Administrative Positions*
Chair Maureen Daly Goggin

Associate Chair Robert Sturges

Graduate Director Deb Clarke

Undergraduate Director Cora Fox

Director of Writing Programs Shirley Rose

Director of Second language Writing Paul Kei Matsuda

Director of English Education Jim Blasingame

Director of PhD (applied linguistics) Karen Adams (fall 2012), Paul Kei Matsuda (spring 2013)

Director of PhD (English Education) Jim Blasingame

Director of PhD (literature) Deb Clarke

Director of PhD (rhet/comp/ling) Peter Goggin and Karen Adams (fall 2012), Roy Major (spring 2013)

Director of MFA (creative writing) Pete Turchi

Director of MA (comp literature) Claudia Sadowski-Smith

Director of MA (literature) Taylor Corse

Director of MA (linguistics) Elly van Gelderen

Director of MA (rhet/comp) Elenore Long

Director of MTESOL Bryan Smith (fall 2012), Mark James (spring 2013)

Director of MAS (film & media) Aaron Baker

GSEA Advisor: Peter Goggin

English Club Advisor: Mark Lussier
Assignments AY 2012-2013

Arbitrator: Rosalynn Voaden

Area Committees:

Creative Writing: P. Turchi (Chair) GSEA rep: Courtney Fowler

English Education: Blasingame (Chair)

Film and Media Studies: Baker (Chair), advisor: Michelle Laws

Linguistics/ Applied Linguistics/ TESOL: van Gelderen (Chair), advisor: Linda Sullivan; GSEA rep: Meredith Moss and Juval Racelis

Literature: Broglio (Chair), advisor: Wes Jackson; GSEA rep: Jenny Downer

American Literature Subcommittee: Lockard (Chair)

British Literature Subcommittee: Broglio (Chair)

Comparative Literature Subcommittee: Sadowski-Smith (Chair)

Rhetoric/Composition: Miller (Chair, fall 2012), Boyd (Chair, spring 2013) GSEA rep: Daniel Bommarito

Assessment Committee: Warriner (Chair, fall 2012), Castle (Chair, spring 2013), Lockard, Baker, Lamp, Pritchard (spring 2013), Smith, Saidy

Awards Committee (Faculty): Rios (Chair), A. Matsuda, Corse, LaRue

Awards Committee (Graduate): Clarke (Chair), Hannah (fall 2013), Goldberg (spring 2013), Sadowski-Smith, Gillon, Luna

Awards Committee (Undergraduate): Fox (Chair), Holbo, Savard

Ad hoc By-laws Committee: Horan (Chair), Warriner, P. Matsuda

Curriculum Committee, Undergraduate: Fox (Chair), Farmer, Haggins, T. Hummer, Renaud (fall 2012), Warriner, Sullivan

Department of English Newsletter Committee: Hogue (Chair, Fall 2012), Cutrara (Chair spring 2013), Hoyt, Kelly, Rios, Wells, LaRue, Luna

Election Committee: Ball (Chair), Tohe, Ellis
Faculty Senators: Heenan, Mallot, Farmer

Graduate Committee: Clarke (Chair), Adams (fall 2012), Baker, Blasingame, Corse, van Gelderen, P. Goggin, James (spring 2013), Long, Luna, Major (spring 2013), P. Matsuda (spring 2013), Sadowski-Smith, Smith (fall 2012), P. Turchi, GSEA rep Alaya Swann

Hiring Committee: P. Goggin, Horan, James (spring 2013), Long, P. Matsuda (fall 2012), Miller, Sturges (ex-officio), M. Goggin (ex-officio)

Ad Hoc Homecoming/Family Weekend Committee: L. Turchi (Chair), Dean, Ison, Irish, Johnson, Maring, Thieme, LaRue, Norgren, Zingale

MA Comparative Literature Admissions Subcommittee: Sadowski-Smith (Chair), Bebout (spring 2013), Newhauser

MA Literature Admissions Subcommittee: Corse (Chair), Maring, Holbo

MA Rhetoric/Composition Admission Subcommittee: Long (Chair), Daer, Ore

MA Linguistics Admissions Subcommittees: van Gelderen (Chair), Gillon, A. Matsuda

MTESOL Admissions Subcommittee: Smith (Chair, fall 2012), James (Chair, spring 2013), Prior, Smith

MAS Film and Media Studies Admissions Subcommittee: Baker (Chair), Haggins, Sandler

MFA Creative Writing Admissions Subcommittees:

Fiction: Ison, McNally, P. Turchi

Poetry: Dubie, Rios, Goldberg (spring 2013), Savard

Parliamentarian: Elizabeth Horan

Personnel Committee: Bivona, Corse, Hawkes, McNally, Sadowski-Smith, Sandler, Sturges (ex-officio), M. Goggin (ex-officio)

Ph.D. Applied Linguistics: Adams (Chair, fall 2012), P. Matsuda (Chair, spring 2013)

Ph.D. English Education Admissions: Blasingame (Chair), Early, Saidy

Ph. D. Literature Admissions Subcommittee: Clarke (Chair), Mallot, Ryner

Ph.D. Rhetoric/Composition/Linguistics Admissions Subcommittee: P. Goggin (co-Chair) and Adams (co-Chair, fall 2012), Major (co-Chair, spring 2013), Gillon, van Gelderen, Lamp, Rose

Research, Creative Activity, and Social Committee: Daer (Chair), Bacino, Bebout (spring 2013), Himberg, Prior, Saidy, Zingale

Writing Programs Committee: Rose (Chair), Daer, TBA
Ad Hoc Teaching Evaluation Committee: Early (Chair, fall 2012), James (Chair, spring 2013), Bebout (spring 2013), Green, Heenan, Hicks, Ryner

Ad Hoc Self-Study Committee: Broglio (Chair), Adams (fall 2012), Baker, Blasingame, Newhauser, Rose, P. Turchi

Ad Hoc Placement Committee: Clarke (Chair), Bebout (spring 2013), Irish, Ore, Prior, Voaden, Kimbro (GSEA President)

GSEA Advisor: Peter Goggin

English Club Advisor: Mark Lussier

Hayden’s Ferry Review Advisor Tara Ison

Faculty and Committee Meetings

Department faculty meetings are normally held at 3:20 p.m.—4:20 p.m. on the first Wednesday of each month. Unless otherwise notified, departments meetings for fall 2012 will be held on 9/5/12, 10/3/12, 11/7/12, 12/5/12, and for spring 2013 on 2/6/12, 3/6/12, 4/3/12, and 5/1/12.

Other standing and ad hoc committees are scheduled at 3:20 p.m. on the remaining Wednesdays of the month.

Area committees meet on the second Wednesday of each month.

Other standing committees meet on the third Wednesday of each month.

Department colloquiums are normally held on the fourth Wednesday of each month.

http://english.clas.asu.edu/faculty-interest

DEN 005 Graduate Scholars of English Association Revised 5/15/2013

GSEA Website: http://asu-gsea.wikispaces.com/

GSEA Officers 2012-2013

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<tr>
<td>Vice President</td>
<td>Paris Masek</td>
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<tr>
<td>Secretary</td>
<td>Rebecca Robinson</td>
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<tr>
<td>Treasurer</td>
<td>John Henry Adams</td>
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<td>GTA Representative (Graduate Teaching Assistant/Associate)</td>
<td>Emily Cooney</td>
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<td>Literature Programs</td>
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<td>Daniel Bommarito</td>
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<td>Meredith Moss</td>
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01 Department Administrative Offices

The main department administrative office is LL 542. Mailboxes for regular faculty members, visiting scholars, and faculty associates are located there. Students of these teachers may call the main number, 5-3168, for emergency messages. The FAX number for the main office is 5-3451. Faculty and staff can reach the main office by calling 5-3168.

The administrative office for teaching assistants and associates is LL314/LL312, the Writing Programs office. Mailboxes for TAs are located there, and students of TAs may leave emergency messages at 5-3853. The FAX number in the Writing Programs office is 5-2553.

The administrative office for English Education is LL 215, and the phone number is 5-3105.

02 Faculty Conference and Meeting Rooms

There are two faculty conference and meeting rooms. LL 316 is the faculty conference and meeting room for the English department; LL 165 is a conference and meeting room shared between English and the Languages and Literatures department. Those who bring food in either room should make every effort to keep the area clean.

Some reference materials owned by the department are kept in LL 316 and should be used there. Every faculty member is entitled to a key to LL 316 and the room is available to all except when meetings are in progress. Any faculty member requiring the use of LL 316 for a committee meeting should see the instructions on this page.

LL 165 may also be scheduled for meetings. See the Office Supervisor in the main office for scheduling procedures.

03 Frank D’Angelo Graduate Student Reading Room

LL 311 is the graduate student meeting and conference room. Mailboxes for graduate students are located in this room. A computer for accessing e-mail and the library and a typewriter are provided for graduate student use. Those who eat lunch in this room should make every effort to keep the area clean. Some reference materials owned by the department are kept in this room and should be used there. Normally classes are not scheduled in this room.

04 Office Care
If an office needs custodial attention or maintenance, the occupant should notify the custodian on their floor or email Facilities Management (FACMAN).

05 Telephones, Fax Transmittals, and Voice Mail

The department's telephone bill is a major expense, and everyone is asked to cooperate in limiting long distance calls to those essential for the department's operation. Regular faculty members have single-line numbers in their offices. Graduate students and Faculty Associates have a local line available in LL 311. Faculty should limit long distance calls to business length for departmental business; long distance charges in excess of $10 per month will be billed to the faculty member. Long distance personal calls are not allowed. Please scan and email rather than using the fax machine. Faculty members may receive faxes in the main office at (480) 965-3451.

Voice mail is provided for all professors, associate professors, assistant professors, lecturers, instructors, academic professionals and staff.

06 Cassette Tape/CD Player and TV/VCR Player and Proxima

A portable cassette tape/CD player is available to the faculty for classroom use. A TV, VCR and a LCD Projector are also available to faculty for classroom use. You may also reserve equipment with Classroom Support http://www.asu.edu/it/tempe/classrooms/equipment/equipment-request.html

See the office assistant in the main office to reserve or check out any of the other equipment.

07 Photocopiers/Duplicators

A short-use photocopy machine is available in LL 542 for regular faculty members and for faculty associates. This machine should not be used for more than five copies at a time. There is a heavier photocopy machine in LL541C for jobs of less than 40 copies per original. The department photocopiers and duplicators are to be used for professional purposes only. (See DEN102-03) Another photocopy machine is available in the Writing Programs Office, LL314, for instructional purposes only. This machine is available for jobs of less than 40 copies per original. It is available for use to teaching assistants and associates, faculty associates, and all other faculty.

The copiers in LL312 and LL541C both have scanning capabilities. In an effort to become more sustainable, it is suggested that you make PDF files rather than copies whenever possible. To access the copiers, you will need your Affiliate ID that is located on your Sun Card. It’s the second number beginning with 1XXXXXXXXX. The last 4 digits of your affiliate ID is your personal access code for the copiers in LL312 and LL541C. For jobs of 40 or more copies per original, please use the duplicator located in LL312. This machine provides the same quality of copies as a normal copier, but produces them much more economically.

8 Mobile Laptop Computer Lab
The Mobile Lab is available to English Department Faculty, Instructors, TA’s and Staff after they complete a short training program. To sign up for training or to check availability, contact Bruce Matsunaga (bhm@asu.edu). To check out the Mobile Lab you need to request it, fill out an authorization form and leave your ASU ID or Drivers License with the main office. The Mobile Lab is only available for use in the following classrooms in the LL building.

9 Computer Supplies

The department does not provide computer supplies for faculty computers. The business manager in the main office will provide information about recharged printer cartridges.

10 Computer, Printers and Audio/Video Equipment problems

Computer or printer problems can be reported to the HCF Computer Lab at 5-0423. Other equipment problems should be reported to the Office Assistant/Receptionist in the main office. Please provide the following information: date, time, activity, number of people affected by the problem, and the specific complaint.

11 E-mail

An e-mail account is provided for all professors, associate professors, assistant professors, lecturers, instructors, and academic professionals. Faculty are expected to check their e-mail on a regular basis. The department chair will communicate all important information regarding department events, policies, and procedures through the medium of e-mail.

12 Department Web Page

Department information can be found at http://english.clas.asu.edu/. This is supervised by the department webmaster. Please contact the main office at 5-3535 for webmaster information.

DEN 102 Department Services

Revised 8/18/09

01 Photocopying and Duplicating

All instructional members can use the copiers either on the 3rd floor (LL312) or 5th floor (LL541C). Affiliate IDs (ASU ID starting with 1) are needed to access the copiers. The ID for copier usage is the last four digits of the affiliate ID. Copyright laws should be respected when making copies of materials. (see below). Both the copiers on the 3rd and 5th floors are also scanners. It is strongly suggested that materials be scanned to PDFs and uploaded to the web for use. When feasible, multiple pages should be copied on double-sides. Article-length materials may be placed on reserve at the Hayden Library. All copiers are to be used for Instructional purposes only.

What are the legal boundaries for copying?

According to the U. S. copyright law, reproducers of copyrighted materials must obtain permission from the copyright owners and often must pay royalties before reproducing the material. Educational use does not justify use without the appropriate permissions and royalties. The bulk copying of materials
and the creation of "course packets" is illegal until the permissions are secured. Purchasing a book or journal does not give you the right to copy it.

Provisions of the law include:

- It is always illegal to copy the same item without permission from term to term.
- No more than nine instances of permitted multiple copying may be done for one course during one term.
- It is always illegal to use copies of the same material in more than one section or course in the school.
- It is always illegal to copy "consumable" works such as workbooks, exercises, and standardized tests.
- It is always illegal to copy materials as a substitute for purchase of any copyrighted material.
- The "fair use" doctrine in the U. S. copyright law permits certain limited copying of copyrighted material. These "fair use" permissible types of copying include:
  - A teacher may make a single copy of a brief part of a copyrighted work for teaching or research. Multiple copies of no more than 1,000 words or 10%, whichever is less, of a complete article, story, or essay that is more than 2,500 words can be made. Multiple copies of no more than two of the published pages or no more than 10% of the words found in the text, whichever is less, of a complete article, story, or essay that is less than 2,500 words may be copies. If a poem is less than 250 words and not printed on more than two pages, the whole poem may be copied. If a poem is more than 250 words, no more than 250 words may be copied.
  - Illustrations: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue may be copied.
  - This copyright information comes from the booklet "Questions and Answers on Copyright for the Campus Community" copyrighted in 1991 by the National Association of College Stores, Inc. and the Association of American Publishers. For more information, see http://www.copyright.gov.

The office staff will not make illegal copies that are requested on work orders.

What are the Legal Punishments for Copying? Civil and criminal penalties may be imposed. Civil remedies include an award of monetary damages of up to $100,000 per work infringed.

How may you use copyrighted material? You must secure permission before you copy the copyrighted materials and often there is a royalty fee. Most local copy shops will assist you with permission requests if you supply them with the information. They usually have access to the Copyright Clearance Center as well as to publishers and can facilitate the process. Sometimes the permissions can be obtained quickly,
but it usually takes several weeks or more. The copy shop will make the copies after the permissions are secured and students can buy the copied materials at the copy shop.

02 Control of Expenses for Photocopying and Duplicating

Instructors who require a large amount of duplicated material for a particular class should take the material to one of the commercial photocopy services near the campus. These businesses will pick up and deliver materials to faculty offices or the main office.

03 Library Photocopying

The department will provide grants of up to $50 (in the form of a photocopy card or reimbursement of copy center receipts) for photocopying to faculty working on a research project that requires extensive copying of materials. Requests will be accepted throughout the year as long as funds are available. Faculty should submit a brief paragraph describing the project to the department chair. Faculty opting to be reimbursed must submit the original copy center receipts to the business manager; all receipts must be submitted together on a once per fiscal year basis.

04 Announcements

Announcements and daily events are posted on the Kiosk in the hallway on the 5th floor and via email daily. Consult with the main office regarding posting paper flyers in the 5th floor hallway. Publications, participation in professional meetings, honors, or activities of special interest to the department will be announced several times a year in and posted on the department website. All information should be provided to the Outreach Program Coordinator.

Information and ideas appropriate to Accents on English, the department newsletter for alumni and Friends of English, may be submitted to the the Outreach Program Coordinator. Information appropriate to the Writing Programs should be given to the Associate Director of the Writing Programs to place in Writing Notes.

05 Mail

The mail carrier usually arrives in the main office between 9:00 and 9:30 a.m. and collects outgoing mail. Incoming mail will be distributed by the office assistant. In order to expedite mail distribution, faculty and staff are asked to refrain from distributing flyers and from standing at the counter while mail is being distributed.

Printed departmental envelopes should be used for departmental business only. Faculty and staff must pay for personal mailing. For bulk mailings, a folded "self-mailer" is recommended. Campus mail envelopes should be used for all on-campus communications.
Individuals requiring special mail services (i.e., certified mail, return receipt, registered mail, express mail, etc.) should ask for assistance in the main office LL542.

Addresses for temporary or permanent leaves and summer vacations, along with forwarding instructions, should be left in the main office with the secretary. The staff will not release this information to the public. However, professional addresses and e-mail addresses will be released. If faculty members wish for other information to be released, they must provide permission in writing specifying what may be released. If a faculty member leaves a forwarding address, the department will forward first class mail. All important Department/University communications will be forwarded automatically, providing a forwarding address has been left with the office. All other mail will be held for the faculty member until his/her return. At the faculty member’s specific request and at his/her expense, this mail will be forwarded.

06 Keys

All keys must be issued directly from key control via the main English office. Keys may not be transferred among faculty and staff. Faculty and staff members may obtain keys for their own offices, faculty lounges and workroom, and a building key, by filling out requests from the English office. Instructions for when and where to pick up keys will be given at the time requests are filled out. Keys will be ready for pick-up three to four days after the request has been received by DPS. The keys must be returned to the English office upon termination of employment or when moving into a new office. Faculty and staff may have three keys at a time at no charge. Beginning with the 4th key issued, there is a $7 per key charge which is to be paid by the requestor. If you receive a “medeco” key or a master key, there is automatically a charge of $6 to $7.

There is a fine for lost or stolen keys, ranging from $10.00 for an individual door to $100.00 for a building master, in addition to rekeying costs. Report lost or stolen keys to the Department of Public Safety (DPS) office at 5-3456, and notify the office assistant in the main office, who will then instruct faculty and staff on procedures for obtaining a new key.

07 Department & University Media Resources

Media & Podium Keys can be checked out or reserved for a semester. Please check with the Office Specialist in the main office in LL542.

Contact Classroom Support to reserve media equipment 965-3342.

08 Hayden Library Reserve

The reserve sections of the university libraries will hold items for regular faculty members who want their students to have limited access to library or personal copies of books, articles, files, etc. The materials may be checked out by the students for two hours, one day, or three days, as the instructor specifies. Instructors who want to place materials on reserve will fill out a reserve form and submit it at least three weeks before classes start for a semester. Teachers will be responsible for picking up their personal materials after the semester is over.
09 Faculty and Committee Meetings

Department faculty meetings are normally held at 3:30 p.m. on the first Wednesday of each month. Other standing committees are scheduled on remaining Wednesdays of the month at 3:15 p.m.:

- Area committees meet on the second Wednesday of each month.
- Other standing committees meet on the third Wednesday of each month.
- Department colloquiums are normally held on the fourth Wednesday of each month.

Committee meetings are scheduled by committee chairs as needed. Attendance, participation, and, when appropriate, preparation for these meetings are considered to be responsibilities of appointment for tenured and tenure-track faculty. The department chair, associate chair, and staff will be provided a copy of all committee minutes and other duplicated items concerning department business.

10 Humanities Computing Facility

The Humanities Computing Facility (HCF), LL347, provides computer facilities and support for all faculty and graduate students in the departments of English, Languages and Literatures, Film and Media Studies. Its primary aim is to promote computer literacy and an awareness of how computers can be used in humanities research and teaching.

The facility consists of a local area network of computers, all with access to laser and line printing. A high resolution scanner and Optical Character Recognition software is available for use.

HCF supports the local area network which links all computers in the departments of Languages and Literatures, English and Humanities. This network allows access to networked software and shared printers.

The Humanities Computing Facility is run by ITO. Matthew Weideman oversees the lab and can be reached at (965-0423). He coordinates the day to day running of the lab, and is responsible for providing technical support to faculty and graduate students. He also coordinates the technical support provided by student assistants. This technical support is available to faculty and staff who have problems with their office computers. All support queries, regarding hardware or software, should be directed to HCF in the first instance.

The Humanities Computing facility is officially open Monday - Friday, 8:00 - 5:00. Access outside these hours can be arranged at the discretion of the HCF manager. The HCF is not available to undergraduate students.

11 Information Released by Office Staff

Unless faculty write specific instructions to the contrary, the office staff will 1) release name, office number, office phone number, and office hours to phone callers and visitors; 2) withhold home phone numbers and addresses except in dire family emergencies; 3) take a message at the caller's request, or if
If a faculty member is on sabbatical and in town, take a message and put it in her/his mailbox; 4) if an immediate reply is required, and it is known that the faculty member is not on campus, the staff member will take the caller’s name and phone number and then contact the faculty member at her/his home phone number with the information; 5) the staff member will refer caller to Human Resources if a faculty member is no longer employed at ASU.

12 Teaching Tools

Any ranked faculty member may submit a request to the chair to purchase or rent materials for use in the classroom. Normally, these materials will be used in the academic year during which the request is made. The request must be in writing and must include purchase information. When the purchase is made, the entire Department will be informed so that other members may take advantage of these purchases. Until the Department can find appropriate space to house these materials, the faculty member who makes the request will keep the materials in his/her office. At the beginning of each semester, a list of the teaching tools already purchased and available for faculty use will be distributed.

DEN 201   Bylaws of the Department of English   March 26, 2012

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I. GOVERNANCE

I.A. Use of these bylaws

I.A.1. Definitions

The terms used in these bylaws are to be interpreted in a common sense manner. For example, "teaching assistant" will refer to all graduate students with teaching appointments, whether as assistant or associate, unless the context clearly indicates that a narrower interpretation is intended.

I.A.2. Interpretation
Disputes concerning the interpretation of these bylaws will be decided by the Parliamentarian, whose decisions are subject to departmental review. In the event of conflict between this document and those of the University or the Board of Regents, the latter two shall prevail.

I.A.3. Scope

These bylaws will govern the operation of the Department of English.

I.A.4. Implementation

These bylaws will become effective upon approval by two-thirds of the members present and voting at a department meeting. This document will then be identified as the Bylaws of the Department of English (1997). Amendments will be incorporated in a timely fashion.

I.A.5. Amendment

I.A.5.a. The chair may appoint an ad hoc committee to review these bylaws, in accordance with II.C.3.b. below.

I.A.5.b. Amendments to these bylaws require a two-thirds majority of those voting and must be approved by the College of Liberal Arts and Sciences and the Office of the Executive Vice President and Provost for approval.

I.A.5.c. Proposals for amendments to these bylaws must be sent to the voting membership at least ten days prior to the date on which action is to be taken on them. This provision is not subject to a motion to suspend the rules.

I.B. Department Membership

I.B.1. Membership

Membership consists of all persons on teaching or research appointment in the department holding the rank of professor, associate professor, assistant professor, lecturer, instructor, visiting faculty, clinical faculty, research faculty, adjunct faculty (affiliated faculty, faculty research associate, faculty associate), postdoctoral fellow, teaching assistant or associate, or research assistant. All persons holding positions in the department as classified staff are also members of the Department of English. All members may attend department meetings.

I.B.2. Voting Membership

The voting members of the Department of English shall include the following: members who hold the rank of professor, associate professor, assistant professor, clinical professor or lecturer and who are on a teaching, research, or administrative appointment of 50% or more in the department. Members on approved leave may retain voting rights.

I.C. Rules and Regulations
I.C.1. Frequency of Meetings

Department meetings are called by the Chair at least four times a year. Ordinarily an agenda shall be distributed at least four days prior to the meeting. The Chair must call a meeting if requested in writing by ten or more members of the department and will distribute the agenda at least four days prior to the meeting.

I.C.2. Conduct of Business

I.C.2.a. Fifty percent of the voting membership shall constitute a quorum for the conduct of business. Proxy votes, in writing and for one meeting only, shall be permitted but not in the determination of a quorum.

I.C.2.b. A simple majority of those voting at department meetings shall be sufficient for the adoption of all measures within the jurisdiction of the department except as other provisions of these bylaws require a two-thirds majority.

I.C.2.c. Department meetings will be conducted according to the current edition of Robert's Rules of Order Newly Revised.

I.C.3. Voting

I.C.3.a. All department elections, except the recommendation of a Chair, will consist of a primary and a final election. The highest vote getters in a primary will run in the final. There should normally be twice as many candidates in a final election as there are offices to be filled.

I.C.3.b. All department elections will be by secret ballot. Results are to be tallied by a duly appointed election committee.

I.C.3.c. Results of all final elections will be announced without numerical tally. Vote count information will be available on request to the chair of the election committee.

I.C.3.d. Vacancies in elected positions are to be filled by the runners-up in final elections. If for some reason the runner-up is unable to fill a vacancy, the Chair will call a special election governed by the provisions of I.C.3.a. above.

I.D. Personnel Policies on Temporary Appointments

I.D.1. Graduate Assistants

Appointments are awarded for one year (occasionally for one semester) and may be renewed for a second year. Renewal is based on favorable evaluation and on progress in a master's program. Graduate assistants in master's programs normally serve for no more than two years but at the discretion of the Chair in consultation with the Director of Writing Programs and Director of Graduate Studies may be appointed for a third year if justified by their progress in their degree programs, performance, and departmental need. Graduate assistants in the MFA program normally serve for no more than three
years but may be appointed for a fourth year depending on favorable evaluation, on progress in their
degree programs, and on departmental need as determined by the Chair with the advice of the Director
of Writing Programs and Director of Graduate Studies.

I.D.2. Graduate Associates

Appointments are awarded for one year (occasionally for one semester) to applicants who hold a
master’s degree. Ph.D. students may serve a maximum of five years; renewal beyond that point is not
possible. During the five-year period of eligibility, renewal is based on favorable evaluation and on
progress in the Ph.D. program as determined by the Chair with the advice of the Director of Writing
Programs and Director of Graduate Studies

I.D.3. Instructors

Depending on departmental needs, qualified persons may be appointed as instructors on an annual
basis.

I.D.4. Faculty Associates

Depending on departmental needs, qualified persons may be appointed as faculty associates on an
annual or a semester-by-semester basis.

II. OFFICERS

II.A. Department Chair

[See the pertinent sections of the ASU Academic Affairs Policies and Procedures Manual (ACD) and the
College of Liberal Arts and Sciences Bylaws for a general description of the functions and duties of
department chairs.]

II.A.1. Selection

The Chair is officially appointed by the Dean of the College and serves at the pleasure of the Dean.
During the year before the search for a permanent (not acting or interim) replacement of a Chair, the
current Chair will consult with the department and the Dean about the need for replacement. In accord
with ACD 111-01, the Dean will appoint a search committee with at least half of the members of the
search committee elected by the members of the English Department. Candidates selected from outside
must be invited to the campus to meet with the department or must be available via video to meet with
the department. All department members are encouraged to provide the search committee with an
assessment of strengths and weaknesses, program direction, and all matters which affect selection. The
Committee’s recommendation of a nominee should be guided by feedback from membership of the
Department of English.

II.A.2. Term of Office
In accord with ACD 102, the Chair, like all academic administrators, serves on a renewable annual appointment. As part of the renewal process and in accord with ACD 111-03, the Dean of CLAS will solicit faculty and academic professional input about the Chair at least every other year.

II.A.3. Duties and Responsibilities

As the chief administrative officer, the Chair shall

II.A.3.a. represent the department in its official business with other University authorities, the students, and the public;

II.A.3.b. execute university policies insofar as they affect the department;

II.A.3.c. in consultation with the Hiring Committee, recruit and recommend persons to fill vacant and new faculty and staff positions;

II.A.3.d. in consultation with the Budget and Personnel Committee, prepare the budget;

II.A.3.e. review in writing the academic performance of all faculty members and academic professionals in the department and supply them with a written summary of the review; review candidates for probationary, tenure, and promotion review;

II.A.3.f. encourage professional development in instruction and research among all members of the department;

II.A.3.g. appoint all directors and supervisors of department programs and chairs of all committees and the members of the committees and appoint new committees and disband others, unless otherwise noted below;

II.A.3.h. maintain a permanent record of the minutes of department meetings, officer appointments, and committee assignments;

II.A.3.i. assume all other responsibilities specified in the College of Liberal Arts and Sciences Bylaws and the ASU Academic Affairs Policies and Procedures Manual.

II.B. Elected Officers

II.B.1. Senators

The voting membership of the department elects senators to serve for three-year terms which do not run concurrently. The senator filling the term which began earliest, even if serving as a replacement, is the senior senator. Senators are expected to be in regular attendance at senate and department meetings and to report senate activities to the department. When controversial issues arise, senators should invite broadly based departmental opinion before voting by polling the department or through discussion of the issue in a departmental forum. The senior senator conducts the annual evaluation of the Chair and reports its results to the Dean. Elections of senators are held annually in March; senators
elected at that time will begin service in the following fall semester. The same senators serve at both University and College levels.

II.B.2 Arbitrator

A department arbitrator is elected from among the tenured faculty but may not be a member of the Budget and Personnel Committee. The arbitrator shall consult informally, privately, and in the strictest confidence with faculty and academic professionals who object to personnel decisions that affect them directly. The arbitrator should make every attempt to keep avenues of communication open. The arbitrator is expected to support neither the Chair nor the Budget and Personnel Committee nor to champion the cause of an aggrieved person. The arbitrator is to function in the role of conciliator and has no authority to render judgment. The election for arbitrator is held annually in March; the arbitrator begins service in the following fall semester.

II.C. Appointive Positions

All appointments are made by the Chair and are for one year.

II.C.1. Associate Chair

The Associate Chair is appointed by and responsible to the department Chair. The Associate Chair prepares the semester course schedules and University catalog copy, serves as acting chair in the absence of the Chair, and performs whatever other occasional duties are assigned by the Chair. The Associate Chair is an ex officio, nonvoting member of the Budget and Personnel Committee and the Hiring Committee. The Associate Chair does not stand for election to the Budget and Personnel Committee or the Hiring Committee.

II.C.2. Program Directors

II.C.2.a. Director of Graduate Studies

The Director of Graduate Studies serves as chair of the Graduate Committee. The director is deputized to act on applications for admission to English programs. Applications for admission to the MTESOL program, MA programs, the MAS program, and the Ph.D. programs are subject also to the recommendation of the respective degree committees. The director serves as liaison between the Department of English and the Graduate College. The Director of Graduate Studies does not stand for election to the Budget and Personnel Committee or the Hiring Committee.

II.C.2.b. Director of Undergraduate Studies

The Director of Undergraduate Studies coordinates and directs those aspects of the undergraduate program concerning (Liberal Arts) English majors and minors. Duties include chairing the Undergraduate Curriculum Committee and serving as head adviser. As chair of the Undergraduate Curriculum Committee, the Director of Undergraduate Studies reports to the Chair, for action by the department, the committee’s recommendations on the introduction of new undergraduate courses or programs,
deletion or modification of existing ones, and changes in the English major and minor. In consultation with the Chair, the Director of Undergraduate Studies appoints committees and their chairs to oversee each multi-section course (except rhetoric and composition courses) and coordinates the activities of these committees. As head adviser, the director oversees with the assistance of additional advisers as needed, advisement of new and continuing undergraduate English majors and minors, including those students who are also members of the University Honors College. The Director of Undergraduate Studies does not stand for election to the Budget and Personnel Committee or the Hiring Committee.

II.C.2.c.1. Director of Writing Programs

The Director of Writing supervises and directs the Writing Programs; with recommendations from the Writing Programs Committee, supervises the preparation and revision of curricula and selection of texts; supervises all teachers of Writing Programs courses; helps the Chair and others evaluate teachers of Writing Programs courses; helps organize and prepare a fall workshop for first-year Teaching Assistants and Associates; helps organize and prepare a fall workshop for new Faculty Associates; helps with lecturer "rotation" into the various administrative tasks in the Writing Programs; coordinates the efforts of the various Writing Programs committees; organizes and prepares a fall workshop for all other teachers in the program; aids College offices in the evaluation of first-year composition credits of transfer students and students in general; coordinates articulation among the community colleges and the Writing Programs; Chairs the Writing Programs Committee; serves on the Graduate Teaching Assistant and Associate Selection Committee. The Director of Writing does not stand for election to the Budget and Personnel Committee or the Hiring Committee.

II.C.2.c.2. Director of Second Language Writing

The Director of Second Language Writing works with the Director of Writing Programs to supervise and direct the second language writing program; trains TAs and teachers for all courses in our ESOL program; works on the preparation and revision of curricula; helps the Director of Writing Programs evaluate the teachers of second language writing.

II.C.2.d. Director of English Education

The Director of English Education coordinates and directs all aspects of the undergraduate and graduate programs concerned with teacher education and English (MEd, MA, and PhD in cooperation with the Mary Lou Fulton Teachers College). The director supervises student teaching and advisement, the development of new course offerings and seminar programs, and research affecting the teaching of English in schools and community colleges served by Arizona State University. The Director of English Education does not stand for election to the Budget and Personnel Committee or the Hiring Committee.

II.C.2.e. Graduate Program Directors

A Director will be selected to guide each graduate degree program (MA in Rhetoric and Composition, MA in Linguistics, MA in Literature, MA in Comparative Literature, MTESOL, MEd in English Education,
MFA in Creative Writing, MAS in American Media and Popular Culture, PhD in Rhetoric, Composition, and Linguistics, PhD in English Education, and PhD in Literature). Generally, graduate program directors:

• Coordinate advisement of students in the program;
• Report status of program to Chair;
• Submit annual reports regarding program status;
• Evaluate and coordinate curriculum changes;
• Coordinate program examinations;
• Participate as requested on relevant College and University committees;
• Coordinate program activities and consult with Chair and other University officials;
• Write and update annually a description of program operations;
• Evaluate admissions applications to the program

• Chair the awards committee for graduate students.

II.C.3. Other Appointive Positions

II.C.3.a. Library Representative

The Library Representative is the Chair of the Library Committee; serves as liaison between the department and the University Library; is familiar with the library collection; and, in consultation with faculty members, searches booksellers' catalogs and digital resources for titles needed by faculty members and students.

II.C.3.b. Parliamentarian

The Parliamentarian maintains and interprets these bylaws; chairs any ad hoc committee appointed by the Chair to review the bylaws of the Department of English; fulfills the usual function of a parliamentarian, interpreting and ruling on matters of procedure in department meetings.

III. STANDING COMMITTEES

III.A. Budget, Personnel, and Hiring Committee

The Budget, Personnel, and Hiring Committee is comprised of two committees: the Budget and Personnel Committee and the Hiring Committee. Although the two committees operate independently, they may on occasion meet together as needed.

III.A.1. Budget and Personnel Committee: Only tenured faculty may sit on the Budget and Personnel Committee. Members of the committee are elected by secret ballot for two-year terms. The committee consists of three professors and three tenured faculty from any rank. In the first year of the election cycle, one professor and two tenured faculty from any rank are elected, and in the second year, two professors and one tenured faculty member from any rank. No person may serve on the Budget and Personnel Committee or the Hiring Committee or any combination of the two committees for three consecutive terms. Elections for the Budget and Personnel Committee are normally held annually in
March. Those elected to the Budget and Personnel Committee may not be a member of the Hiring Committee. Persons elected begin service in the following fall semester.

The Budget and Personnel Committee advises and is consulted by the Chair on budget and faculty personnel matters including work distribution and teaching assignments, tenure, promotion, retention, post-tenure review, salary policies, sabbatical leaves, and junior and senior leaves. The Chair and Associate Chair are nonvoting, ex officio members of the committee. The Budget and Personnel Committee will elect a chair by secret ballot from among its members at the beginning of each academic year.

III.A.2. Hiring Committee: Members of the committee are elected by secret ballot for two-year terms. Only tenured faculty may sit on the Hiring Committee. The Committee consists of two professors, and three tenured faculty from any rank. In the first year of the election cycle, one professor and two tenured faculty from any rank, and in the second year, one professor and one tenured faculty member from any rank. No person may serve on the Budget and Personnel Committee or the Hiring Committee or any combination of the two committees for three consecutive terms. Elections for the Hiring Committee are normally held annually in March following the elections for the Budget and Personnel Committee. Those elected to the Hiring Committee may not be a member of the Budget and Personnel Committee. Persons elected begin service in the following fall semester.

The Hiring Committee advises and is consulted by the Chair on all matters related to hiring and appointment of faculty on tenure and tenure-track lines. The Chair and Associate Chair are nonvoting, ex officio members of the committee. The Hiring Committee will elect a chair by secret ballot from among its members at the beginning of each academic year.

The Hiring Committee receives from the Department Chair information about all upcoming hires and the constitution of search committees for those hires. The Hiring Committee maintains an overview of all matters related to hiring, and works in conjunction with appropriate staff on scheduling campus visits. The Hiring Committee reviews application files of finalist candidates arrived at by the search committee. The Hiring Committee conducts interviews of onsite candidates, solicits search committee recommendations, reviews responses to candidates from faculty and staff, and offers a collective assessment and recommendation regarding the candidates to the Department Chair.

III. A. 3. Directors of programs and faculty in the relevant area are to be consulted in decisions to hire.

III. A. 4. Department policies and procedures regarding appointment of personnel, tenure, promotion procedures and criteria, termination contracts, sabbatical leave, leave of absence, travel, grants, and supplemental professional activities accord with those of the College of Liberal Arts and Sciences. (See College of Liberal Arts and Sciences Bylaws.)

III.B. Appointive Committees

The term of membership on appointive committees is one year. Unless otherwise stipulated, appointive committees may include nonvoting members of the department and/or students; nonvoting members
of the department and students may vote in the proceedings of the committee to which they have been appointed. Meetings of appointive committees shall be open to all department members. Policy recommendations of appointive committees, including proposed changes in departmental governance and curriculum, shall be submitted to the department and the Chair for approval. All other actions and recommendations of appointive committees are given directly to the Chair but reported to the department.

III.B.1. Awards Committee

This committee facilitates matters pertaining to awards programs that involve members of the departmental community. There are three subcommittees on this committee: 1) faculty awards, 2) graduate student awards (chaired by the Director of Graduate Studies), and 3) undergraduate student awards (chaired by the Director of Undergraduate Studies).

III.B.2. Library Committee

This committee acts as a liaison between the department and ASU libraries and is chaired by the Library Representative.

III.B.3. Research, Creative Activities and Social Committee

Membership consists of at least six faculty members or academic professionals. This committee is charged with stimulating research, scholarship, and creative activity within the department. It awards funds for department colloquia, for visiting speakers, and for support of research and creative activity among tenured faculty, tenure-track faculty, academic professionals, and graduate students. This committee also oversees social activities for the department.

III.B.4. Graduate Committees

III.B.4.a. Graduate Committee

The Director of Graduate Studies chairs this committee, which is composed of the graduate program directors, the Director of English Education, the Associate Chair (ex officio). The Graduate Committee considers and initiates proposals for new graduate courses and programs or for modifications of existing courses and programs and cooperates with the Undergraduate Curriculum Committee on matters pertaining to 400-level courses. The Director of Graduate Studies reports the recommendations of the Graduate Committee to the department.

III.B.4.b. Ph.D. Committee

This committee, chaired by the Director of the Ph.D. program, considers all matters pertaining to the Ph.D. program, including recommendations on modifications. It makes its recommendations to the Graduate Committee. The faculty membership of this committee represents the special areas in the discipline. The Director of Graduate Studies is an ex officio member of the committee unless that person is the committee chair.
III.B.4.c. MA Literature Committee

This committee, with faculty membership ordinarily representing as widely as possible all areas of study, meets with, considers proposals from, and makes recommendations to the Director of Graduate Studies. Three members are appointed by the Chair to make recommendations on applications for admission to the MA in Literature Program when asked to do so by the Director of Graduate Studies. The director of the MA in Literature Program chairs the committee. The chair of the committee consults with new students and recommends advisers and thesis committee chairs. The Director of Graduate Studies is an ex officio member of the committee.

III.B.4.d. Linguistics/TESOL Committee

This committee recommends to the Director of Graduate Studies the requirements for the MA in English with a concentration in linguistics and for the Master's Program in the Teaching of English as a Second Language. The committee also reviews candidates for admission to both programs. The director of the Linguistics/TESOL Program is chair of the committee.

III.B.4.e. MFA in Creative Writing Committee

This committee recommends the types and number of creative writing courses to be offered in the academic year. It recommends policy regarding the program and comprehensive examinations in the program. The director of the MFA in Creative Writing Program is chair of the committee.

III.B.4.f. MA Comparative Literature Committee

Members of this committee include faculty members whose special interests include comparative literature. This committee recommends policy, courses, admission, and the comprehensive examination structure for the program in comparative literature. The director of the MA in Comparative Literature Program is chair of the committee.

III.B.4.g. MA Rhetoric and Composition Committee

This committee recommends policy, courses, admission, and requirements for the Master’s Program in Rhetoric and Composition. The director of the Master’s Program in Rhetoric and Composition is chair of the committee.

III. B.4.h. MAS in American Media and Popular Culture Committee

This committee recommends policy, courses, admission, and requirements for the Master's in Advanced Studies program in American Media and Popular Culture. The director of the Master's Program in American Media and Popular Culture is chair of the committee.

III.B.4.i. Writing Programs Committee
Members of this committee are representatives from the various categories of teachers (e.g. track faculty, lecturers, instructors, faculty associates, academic professionals, and teaching assistants and associates) as well as the Writing Center. The Director of Writing Programs chairs this committee. The committee advises the Director about such matters as the evaluation of teachers, textbook selection, curriculum design, standards for student performance, and consideration of student grievances in composition. The Writing Programs Committee is responsible for all undergraduate rhetoric and writing courses.

III.B.4.j. Graduate Teaching Assistant and Financial Aid Awards Committee

Members of this committee include the Director of Graduate Studies (as ex officio chair), the Director of Writing Programs, and the directors of the various graduate programs (or their representatives) who coordinate admission and financial aid evaluations for each departmental graduate program unit. The Committee makes recommendations for teaching assistantships, associateships, and financial aid to the departmental chair. Each teaching assistantship and associateship offer is subject to the prior approval of the Director of Writing Programs.

III.B.4.k. English Education Committee

This committee, chaired by the Director of English Education, considers policy, programs, course offerings, and all other matters relative to undergraduate and graduate English education and makes recommendations on these matters to the department.

III.B.4.l. Undergraduate Curriculum Committee

Membership consists of the Director of Undergraduate Studies, Associate Chair (ex officio), faculty representing the major areas of English studies, and one student member. (When discussion concerns 400-level courses, the Director of Graduate Studies attends committee meetings.) The committee considers and initiates proposals regarding undergraduate course offerings and programs, whether the introduction of new courses or programs or the modification or deletion of existing ones. Through the committee chair, the committee makes its recommendations to the Chair and the faculty.

III.B.4.m. Election Committee

Membership consists of three tenured faculty members or academic professionals with continuing status. This committee tallies ballots in all department elections. Elections are held in March and April: the election for Budget and Personnel Committee first; that for the Hiring Committee second; that for Arbitrator third; and that for University Senate last.

III. C. Other Committees

Other appointive or ad hoc committees will be constituted by the chair of the department as needed.

DEN 202  Policy on Sexual Harassment

I. Purpose: To comply with Arizona State University policy on sexual harassment
II. Sources: ASU Academic Affairs Policies and Procedures Manual, ACD 402

III. Policy: The university prohibits sexual harassment by employees and students and will not tolerate sexual harassment that unlawfully interferes with an individual’s work or educational performance or unlawfully creates an intimidating, hostile, or offensive working, learning, or residential environment. Violations of this policy may result in disciplinary action up to and including termination for employees, and in sanctions including suspension or expulsion for students. Violations of this policy by persons who are not employees or students of the university are subject to sanction under the Student Code of Conduct or the Rules for the Maintenance of Public Order as they may be adopted and amended by the Arizona Board of Regents.

This policy is subject to constitutionally protected speech rights and principles of academic freedom. This policy shall be implemented and interpreted in accordance with the First Amendment Guidelines attached to the university’s Campus Environment Team policy (available in the University General Counsel’s Office and in the Office of Equal Opportunity/Affirmative Action [EO/AA]). Questions about this policy may be directed to the Office of EO/AA and the Student Life offices at ASU Main and ASU West.

VIOLATIONS OF POLICY

The following conduct shall constitute violation of this policy:

1. making sexual advances or requesting sexual favors if submission to or rejection of such conduct is the implicit or explicit basis for imposing or granting terms and conditions of employment or education at the university;
2. making sexual advances, requesting sexual favors, or otherwise discriminating on the basis of gender in a manner that unlawfully creates an intimidating, hostile, or offensive working, residential, or educational environment at the university or that otherwise unlawfully interferes with an individual’s work or educational performance;
3. engaging in any sexual contact against a person who has not given consent or committing any act of sexual assault, public sexual indecency or sexual abuse against a person who has not given consent, if the act is committed on university property or in connection with any university-sponsored event or activity;
4. acting, recommending action, or refusing to take action in a supervisory position in return for sexual favors, or as a reprisal against a person who has rejected, reported, filed a complaint regarding, or been the object of sexual harassment; or
5. disregarding, failing to investigate, or delaying investigation of allegations of sexual harassment to the extent that action, reporting, or investigation is appropriate or required by one’s supervisory position.

CONFIDENTIALITY

The university shall protect the confidentiality of the identities of and statements made by parties and witnesses involved in a sexual harassment report or complaint to the extent permitted by law and to the
extent that continued protection does not interfere with the university’s ability to investigate allegations of misconduct brought to its attention and to take corrective action.

AMOROUS RELATIONSHIPS

In recognition of interests in privacy and free association, university policy does not prohibit fully consensual amorous relationships. Even an apparently consensual amorous relationship, however, may lead to sexual harassment or other breaches of professional obligations, particularly if one of the individuals in the relationship has a professional responsibility toward or is in a position of authority with respect to the other, such as in the context of instruction, advisement, or supervision. Due to the power difference, it may be difficult to avoid the appearance of favoritism or to assure a truly consensual relationship. Amorous relationships may result in conduct that amounts to sexual harassment or that violates the professional duties of even-handed treatment and maintenance of an atmosphere conducive to learning or working. In light of these serious risks, every individual in a position of authority should take great care not to abuse that power in personal relationships. Specifically, if involved in an amorous relationship with someone over whom he or she has supervisory authority, the individual must remove himself or herself from any participation in recommendations or decisions affecting evaluation, employment conditions, instruction or the academic status of the other person in the relationship, and must inform his or her immediate supervisor of the action taken.

VIOLATIONS OF LAW

Employees and students may be accountable for sexual harassment under applicable local, state, and federal law as well as under university and Arizona Board of Regents’ policies. Disciplinary action by the university may proceed while criminal proceedings are pending and will not be subject to challenge on the ground that criminal charges involving the same incident have been dismissed or reduced.

PROCEDURES

An employee or student alleging sexual harassment may report the harassment or officially file a complaint. Allegations of sexual harassment must be made in good faith. The complainant shall determine which procedure(s) shall be used to address the allegation. Time frames identified in the following procedures may be extended for good reason, such as when classes are not in session or upon mutual agreement by the parties to the report or complaint.

FILING A REPORT OF SEXUAL HARASSMENT

An individual who believes that he or she is or has been the victim of sexual harassment as prohibited by this policy may report the conduct to any or all of the following: 1. the academic or administrative official(s) responsible for the unit(s) involved; 2. the immediate supervisor of the alleged harasser if the alleged harasser is an employee; 3. the Student Life Office (ASU Main, 965-6547 or ASU West, 543-8130) if the individual making the report or the alleged harasser is a student; or 4. the Office of EO/AA (ASU Main, ADM B113, 965-5057; TDD 965-0471). (The university Title IX coordinator is the director, EO/AA.) The recipient of the report will have a meeting with the alleged harasser or may request the
director/designee, EO/AA to conduct the meeting. The meeting shall include: alerting the alleged harasser to the perception of the impact of his or her behavior, providing the individual with a copy of the ASU sexual harassment policy, encouraging attendance at one of ASU’s sexual harassment workshops, and encouraging greater awareness of behaviors which may lead to perceptions of sexual harassment. Before having this meeting, all administrative officials must consult with the director, EO/AA or his or her designee. The meeting must be conducted within 15 days of the receipt of the report.

FILING A COMPLAINT OF SEXUAL HARASSMENT

Employees and students may officially file an informal or formal complaint with the Office of EO/AA. The complainant may decide whether the complaint will be handled under the informal or formal resolution process. The complainant may also change an informal complaint to a formal complaint at any time. If the alleged harasser or the complainant is a student or student organization and the alleged conduct occurs on university property, a complaint may be filed with the Student Life Office (ASU Main or ASU West). The initial complaint must be filed within 120 days after the individual know or has reason to know of the alleged harassment or the failure to take appropriate action.

OFFICE OF EO/AA COMPLAINT PROCEDURES

Informal Complaint - This process does not require the complainant to file a written complaint and involves reaching a voluntary resolution of the complaint within 60 days of the receipt of the complaint. This process requires identification of the complainant and the allegation(s) to the respondent within seven days of the receipt of the complaint. It may involve an investigation, interviewing witnesses, and review of materials provided by one or both parties to the complaint. With the consent of the complainant, it may also involve resolution by a settlement agreement developed in lieu of or as a result of an investigation.

Formal Complaint - This process requires submission of the EO/AA Complaint Form (available from the Office of EO/AA, ASM B113). The complaint will be shared with the respondent within seven days of receipt, and a written response is required from the respondent within 15 days of his or her receipt of the complaint. This process may involve an investigation, interviewing witnesses, and review of material provided by one or both parties to the complaint. The formal complaint process will result in a report with resolution recommendations submitted to the provost/vice president over the respondent within 90 days of receipt of the complaint by the Office of EO/AA. The provost/vice president will accept, reject, or modify the recommendations and will provide written notification to the parties within 15 days of the report. Complete complaint procedures are identified in the "Procedures for Resolving Complaints of Unlawful Discrimination." A copy of these procedures is available in the Office of EO/AA.

BOARD ON EQUAL OPPORTUNITY COMPLAINT PROCEDURES

If the complaint is not resolved to the complainant’s satisfaction through the Office of EO/AA processes, the complainant may request review by the ASU Board on Equal Opportunity (BEO). The complainant must complete and file a Request for Hearing form (which is available in the Office of EO/AA) with the
chair of the BEO within 15 days after receipt of notification from the Office EO/AA that the resolution process is completed. Faculty may file a complaint directly with the BEO by submitting the Request for Hearing to the chair of the Clearinghouse Committee within 30 days of the occurrence of the actions that form the basis of the complaint. If the BEO determines that the grievance falls within its jurisdiction, the hearing process will be initiated and completed within 90 days after the complaint was received by the BEO. Summer, vacation, holiday, and other academic leave periods are excluded from the 90 day period. The BEO will submit a written report to the president who will provide a written decision to accept, reject, or modify the recommendations to the parties within 15 days of receipt of the report. The BEO will proceed under the procedures of university policy, "Board on Equal Opportunity" which is available in the Office of EO/AA.

**STUDENT CODE OF CONDUCT AND STUDENT DISCIPLINARY PROCEDURES**

When the sexual harassment complaint involves a student or student organization, a complainant may file a complaint by submitting a written referral stating the facts of the alleged harassment to the Student Life Office (ASU Main or ASU West). The Student Life Office shall determine whether a policy violation has occurred and determine any sanctions to be imposed within 60 days of the receipt of the referral.

**FILING EXTERNAL COMPLAINTS** In addition to or as an alternative to the procedures set forth above, employees and students may file a complaint with an appropriate external investigatory agency, such as the Arizona Attorney General's Office, the Equal Employment Opportunity Commission, or the Office of Civil Rights of the Department of Education. Many agencies require that the complaint be filed within 180 calendar days of the last act of harassment or discrimination; the Equal Employment Opportunity Commission requires that the complaint be filed within 300 calendar days of the last act of harassment or discrimination.

**CROSS-REFERENCES**

For appropriate grievance procedures for faculty members and academic professionals, see:

1. **ACD 403**, "Procedures for Resolving Complaints of Unlawful Discrimination" and
2. **ACD 404**, "Board on Equal Opportunity."

For appropriate grievance procedures for classified staff, service professionals, and administrative staff, see the Staff Personnel Policies and Procedures Manual:

1. **SPP 103**, "Procedures for Resolving Complaints of Unlawful Discrimination" and
2. **SPP 104**, "Board on Equal Opportunity."

For appropriate grievance procedures for students, see the Student Affairs Policies and Procedures Manual:

1. **STA 104-01**, "Student Code of Conduct and Student Disciplinary Procedures"
2. **STA 401-01**, "Student Code of Conduct--Administrative Procedures"
GENERAL INFORMATION:

The federal Family Education Rights and Privacy Act (also known as FERPA, and/or the Buckley Amendment) affords students certain rights with respect to their educational records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the university receives a request for access.

Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

Note: Students must provide photo identification in order to access their education records.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students who believe their record is inaccurate or misleading should write to the university official responsible for the record. Clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing about the request for amendment. Additional information about the hearing procedures will be provided to the student when notified of the right to a hearing.

Note: FERPA does not address grade disputes or grievances, which are pursued through other university and/or college procedures.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic, research, or support positions; a person or company with whom the university has contracted (such as an attorney, auditor or collection agency); a person serving on the Board of Regents; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
A school official is a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Note: A parent of a dependent student may challenge denial of access to the dependent student's record by producing the most current copy of Internal Revenue Form 1040. (Dependency is defined by Section 152 of the Internal Revenue Code of 1954.) If that form lists the student in question as a dependent, the parent will be required to sign an Affidavit of Dependency which affirms that the student is his/her tax dependent. The affidavit will be retained by the office of the Registrar, and must be renewed each tax year. Upon receipt of these documents, the dependent student records will be made available to the parent as specified under the Buckley Amendment.

4. The right to file a complaint with the U. S. Department of Education concerning alleged failures by Arizona State University to comply with the requirements of FERPA. (Students are encouraged to first contact the Office of the Registrar.) A complaint may be filed with the Department of Education at the following address:

Family Policy Compliance Office
U. S. Department of Education
400 Maryland Avenue, SW
Washington, DC, 20202-4605

Definitions:

Student is any individual formally admitted to Arizona State University.

Education Record is any record(s) directly related to a student and maintained by Arizona State University or by a party acting for the university. This includes any information or data recorded in any medium, including, but not limited to: handwriting, print, tapes, film, microforms, and electronic media.

Directory Information (or releasable information) is general information that may be released to anyone without the consent of the student, unless the student indicates otherwise:

Student Name
Local, Permanent, and ASU E-mail Address
Local Telephone Number
Date and Place of Birth
Degrees and Awards Received
Residency Status
Academic Level
Major
College
Dates of Attendance
Participation in Officially Recognized Activities/Sports
Weight/Height of Members of Athletic Teams
Most Recently Attended Institution

Personally Identifiable Information (or nonreleasable information) includes all information not defined as directory information, plus any information including directory information that the student has instructed ASU not to release. Personally identifiable information may not be released without the prior written consent of the student, except to the extent that FERPA authorizes disclosure without consent.

Student Control of Directory Information:

Students may control release of directory information by submitting a form at the Office of the Registrar's Records Information Counter or at any Registrar Site.

Unless otherwise requested, a student's name, local address, local telephone number, home address, class standing, and college will appear both in the directory of faculty, staff, and students on ASU’s Web pages and in the printed ASU Directory of Faculty, Staff, and Students, which is published each fall semester. (The web directory also lists the student's ASU e-mail address.) To avoid the release of directory information in the printed directory, the appropriate form must be submitted to one of the Registrar locations mentioned above, before the end of the third week of the fall semester. Students may limit the release of directory information on the Web page and/or in response to general inquiries at any time, by submitting the appropriate form.

ASU has a policy that regulates and permits the sale of enrolled student directory information only through the Office of the Registrar. Unless otherwise directed by the student, directory information is subject to sale to outside purchasers.

Students accessing education records or receiving university services must provide proof of identification.

SIS User Information:

Release status information may be found on the RG51 and DB10 screens on ASU's Student Information System.

Questions or requests for additional information may be directed to the Registrar's Records Information Section, Student Services Building, 144, (480) 965-3124.

Office of the Registrar, Arizona State University, revised May 26, 1999

DEN 204.1 Sabbatical Leave Revised 9/2011

Eligibility: A faculty member is eligible for a sabbatical leave after six years of full-time service at the rank of assistant professor or higher. The sabbatical leave shall be either for one or two semesters. If the sabbatical leave is for two semesters, the compensation will be three-fifths of the recipient's salary; if
the sabbatical leave is for one semester, it will be full pay for that period. The salary awarded during a sabbatical leave is based on the contract salary for the year during which the sabbatical leave is taken.

**Supplemental Support Limitations:** A faculty member on sabbatical leave may supplement his or her leave pay with funds from fellowships, scholarships, employment, or grants-in-aid; however, the total income from these sources and the salary shall not exceed the scheduled state salary for the semester or year on leave. A request for sabbatical leave should not ordinarily be approved at any level if the applicant wishes to accept a full-time teaching position at another institution.

**Continuation of Service:** A member of the faculty granted sabbatical leave is required to return to the university for further service. If he or she chooses not to return, the case will be reviewed by the proper authorities, and he or she may be required to refund the amount of pay received during the period of sabbatical leave.

**Report on Sabbatical:** On completion of a sabbatical leave, and not later than the end of the first semester thereafter, the faculty member will file a final report with the president of the university, a copy of the same going to the dean of the college, covering the attainment of the purpose stated in the application. The form is sent to the faculty member from the dean's office.

Form for report available here: [Sabbatical Report](#). (Use Mozilla Firefox to download the form.)

**Additional Sabbaticals:** Following the sabbatical leave, six years of further service shall be required before the faculty member can become eligible for a second sabbatical leave. Leaves of absence without pay for periods ordinarily not to exceed one year will be counted as periods of service towards the sabbatical leave.

**PROCEDURES**

1. **Faculty member:** Submits TWO hardcopy packets and ONE electronic copy containing: application form, a description of the project (no more than 2 pages), current curriculum vitae (bibliographic entries must be full citations including pagination), and previous sabbatical reports (if applicable) to chair on or before **August 31** of the year preceding requested leave.

   The sabbatical application form is available here at: [Application for a Sabbatical Leave](#): Download and complete this form. (Use Mozilla Firefox to download the form.)

2. **Personnel Committee:** Reviews material and makes recommendation.

3. **Chair:** Forwards to dean all required materials.

4. **Dean:** Notifies faculty of final decision in early December.

If the sabbatical request is not approved at department or college level:

1. **Chair:** Informs applicant of reasons for recommendation or decision.

2. **Faculty member:** Responds, if desired.
3. **Chair or Dean**: Reconsiders decision, if warranted.

See ACD 705

**DEN 204.2 Junior and Senior Faculty Semester-Long Research Assignment**

October 31, 2012

**Junior Faculty Semester-Long Research Assignment**: Junior faculty on tenure track are eligible for a one-time, one semester release from teaching and other major service commitments before the tenure and promotion year. A faculty member may choose a semester of his/her second, third, fourth, or fifth year to take this release time. The faculty member is encouraged to maintain contact with graduate advisees or to make other arrangements so that students' progress will not be significantly impacted because of a faculty member's absence. Junior faculty must apply for this assignment one year **prior** to the year in which they plan to take the leave. For example, requests for junior semester-long research assignment in either semester of academic year fall 2012-spring 2013 would have to be submitted in fall 2011.

No later than September 15th, junior faculty submit the following to the department Chair and the Personnel Committee:

- Junior Faculty Semester-Long Research Assignment Request form (see link to form below)
- One-page plan detailing how that release time will be used toward the candidate's research goals
- Current curriculum vitae
- Evidence of effective classroom instruction

The Chair in consultation with the Personnel Committee will certify that the research assignment will not adversely affect ongoing teaching, research, and service functions of the department should it be approved. On completion of the release semester and no later than the end of the first semester thereafter, the faculty member will submit a concise report to the Chair and Personnel Committee addressing the accomplishments during the time of the research release time.

**Junior Faculty Semester-Long Research Assignment Request Form** (PDF)

**Senior Semester-Long Research Assignment**: All tenured faculty members (Associate and Full Professors) not currently eligible for a sabbatical can apply for a one-semester release from teaching and other major commitments (except for on-going mentoring on undergraduate and graduate student committees) between normal sabbatical eligibility periods. The senior semester-long research assignment is designed to provide senior faculty the opportunity to inaugurate or continue ambitious research or creative projects between normal sabbaticals. In extraordinary cases, applicants can make a case for a pedagogical project, though this will be the exception rather than the rule.
Interested faculty members must present an application for a research assignment to the Chair of the Department and the Personnel Committee at the beginning of the fall semester (September 15th of any given academic year) for leave in the following year. For example, requests for senior leave in either semester of academic year fall 2012-spring 2013 would have to be submitted in fall 2011.

The application for the Senior Semester-Long Research Assignment consists of the following elements:

- Application form (see link below);
- Proposal detailing projected work, its place in larger research, creative or pedagogic agenda of applicant, and its potential scholarly, creative, or pedagogic impact within the department or the field of the applicant;
- Current *curriculum vitae*, and
- Evidence of productivity relative to past leaves.

The evaluation of applications is highly competitive, and approval of requests is done on a case-by-case basis relative to the quality of the proposal and evidence of continuous critical, creative, and/or pedagogical productivity of the applicant. It is expected that applicants will generally have had better than “satisfactory” merit evaluations in all categories during the previous three years.

During its evaluation of proposals, the department Chair and Personnel Committee will take the following elements into account:

9. the relative merits of the proposals;
10. the urgency (intellectual or administrative) of the applicant’s need for immediate release, and
11. the likelihood that the proposal will result in tangible productivity (assessed through examination of prior leaves of the applicant).

Within these limitations, the Personnel Committee will attempt to ensure equitable distribution of research assignments among all senior faculty members with ambitious, on-going research, creative, and/or pedagogical agendas. Applicants whose proposals fit the review criteria but are not awarded a research assignment will receive feedback from the process and will be encouraged to reapply the following year. Once a Senior Semester-Long Research Assignment is approved, the successful applicant, in collaboration with the Chair of the Department and faculty within the area affected, will work to redistribute current pedagogical and service activities within the department. Upon completion of the release semester and no later than the end of the first semester thereafter, the faculty member will submit a concise report to the Chair and Personnel Committee addressing the accomplishments during the release period.

[Senior Faculty Semester-Long Research Assignment Request Form](PDF)
DEN 205  Absences  Revised 7/93

Faculty members and faculty associates must report all absences, including those for illness, to the main office. TAs must report absences to the Writing Programs office.

DEN 205.1  Leave of Absence Due to Illness  Revised 1/01

Refer to ACD702-02

DEN 205.2  Leave of Absence Without Pay  Revised 1/01

Leaves of absence without pay may be granted to members of the faculty upon approval of the President of the University and authorization by the Board of Regents.

A leave of absence without pay assures the recipient that at the end of the leave period, s/he may return to the same position held before the leave. If the position involved an administrative appointment, however, the administrative appointment is not ensured upon return unless the continuing assignment was approved and authorized to continue in advance of the leave period.

Faculty on a year’s leave should notify the chair and dean, at least by March, if they plan to return on time or to extend the leave. A similar early notification policy applies to semester leaves. The leave of absence may be extended to a maximum of two years under unusual circumstances with prior approval and if the leave has no adverse effects upon academic planning.

A leave of one year or less may be counted toward years of service for promotion and sabbatical when the leave serves the best interest of the faculty member and the University; however, it does not assure a merit salary increase or other fiscal benefits of any kind. A one-year leave of absence granted for personal reasons having no significant relationship to the professional activity of the person may be exempted from the probationary period, if requested prior to the leave and approved by the Provost. Such exemption must be agreed to in writing by both parties before the leave is granted. A one-year leave granted for professional activities such as fellowships, visiting appointments, and research grants, will not interrupt the sequence of probationary years. Any additional leaves during the probationary period must be exempted from the probationary period. Such exemption must be agreed to by both parties, in writing, before the leave is granted.

It is advisable for faculty going on leave of absence without pay to anticipate some of the problems regarding group insurance and other benefits on the payroll. In order to maintain coverage on any or all of the insurance plans (life, medical, disability), the faculty member must prepay in the Payroll Office the premiums that will become due during the period of leave. While a faculty member is on leave, the state does not contribute to the premium for medical insurance, and so the faculty member must pay the total premium for the period of leave. Deposits in the Arizona State Retirement System of Plan will remain frozen until the faculty member is returned to the payroll. At that time, deductions will automatically resume.
Tax-sheltered annuities are funded by payroll deduction only, so the insurance carrier should be advised of the hiatus in contributions during an absence. If the annuity is with TIAA-CREF, no notice is required, since TIAA-CREF contracts may be started or stopped at any time.

IT IS ADVISABLE TO CHECK WITH THE HUMAN RESOURCES OFFICE ON THE ABOVE MATTERS OR OTHER MATTERS RELATIVE TO ABSENCE FROM THE UNIVERSITY.

DEN 205.3 CLAS Policy on Leaves of Absence With College-Provided Salary Distribution

Revised 1/01

Beginning July 1, 1998, it will be College of Liberal Arts and Sciences policy to require that individual faculty members who have received (partial) salary subvention during a leave of absence return to ASU to serve in their faculty position for at least a full year following the leave. Alternatively, if they do not return for the academic year following the leave, they will be required to return the amount of the salary subvention that the College has invested in their time away from campus.

There may arise certain unusual circumstances that will require some flexibility in application of the policy. It will be important in such cases for there to be clearly specified expectations, delineated in writing, about the individual’s responsibility to the College during and following the leave. It will be the responsibility of the Chair/Director to clarify the leave situations for all affected faculty vis-à-vis College expectations.

You can obtain forms from the Executive Assistant of the English Department.

Policy adopted: May 1998

DEN 205.4 Bereavement Leave

According to ACD702-04, the purpose of the Bereavement Leave is "to provide eligible faculty and academic professionals with salary continuance during periods of absence from work for bereavement."

All faculty and academic professionals who are employed 50 per cent time or more and who are expected to continue in their position for six or more months are eligible.

The Department of English upholds the ACD 702-04 policy:

Bereavement leave may be used if a faculty member or academic professional must be absent because of the death of a parent, parent-in-law, brother, sister, spouse, child, grandparent, grandchild, brother-in-law, sister-in-law, son-in-law, daughter-in-law, and any other person who was a member of the employee’s established household, as well as that individual’s relative.

Up to three paid working days will be granted for bereavement leave. Two additional paid working days will be granted to attend or make arrangements for an out-of-state funeral. Faculty members and academic professionals must be in pay status in order to receive paid bereavement leave.
Bereavement leave is available for use by all eligible faculty and academic professionals upon employment. All requests for use of bereavement leave must be approved by the faculty member’s or academic professional’s supervisor.

Contact the Chair to request Bereavement Leave.

**DEN 206 Professionalism**

Revised 1/31/01

All department faculty members are to follow the Guidelines for Professional Behavior as outlined in [ACD200](#).

**DEN 207 Statement of Goals**  Revised 8/99

All faculty performance, in all areas of scholarship (including teaching, service, research, and creative activity) should contribute to the best interest of the department as well as advance the professional career of the individual faculty member. The welfare of the department and all its members depends on each member carrying a fair share of the work required to operate the department well, to offer students high quality programs, to develop and/or maintain national recognition for excellence, to shape the department for the future, and to enhance the collegiality among members of the departmental community. In addition, through its support of its Affirmative Action Plan, the Department encourages a climate that accepts the full range of diversity in student, staff, and faculty.

**Academic Culture**

1) Encourage a climate that embraces a multiplicity of approaches to Department of English studies

   Implementation strategy: Continue the examination and revision of the undergraduate and graduate curricula, taking into account the site visitors’ recommendations; crosslist and/or target at least four courses in the spring semester to attract students in science programs in the university; encourage and reward research and creative writing in all disciplinary areas of the department

2) Implement recommendations outlined in Site Visitors' Report to improve graduate education

   Implementation Strategy: Streamline the graduate program structure; continue to enlarge teaching and service opportunities both at ASU and elsewhere, for graduate students for whom such opportunities would serve vocational goals; work with GSEA to provide professional development workshops for graduate students; encourage joint faculty-graduate student research projects faculty mentoring through research assistant activities and graduate college programs; consider strategies to reduce the TA teaching loads from 2/2

3) Enhance undergraduate education

   Implementation Strategy: plan, upon discussion with appropriate Honors College personnel, a sequenced set of courses to be offered especially for Honors students, beginning in the fall, 2000; encourage and reward the intersection of research and creative activities and instruction; offer, with appropriate marketing, one on-line course in the spring and at least four on-line courses in the fall;
encourage innovative and academically-credible teaching strategies that work in classes with large enrollment; charge the curriculum committee with the task of responding to the spirit of the Site Visitors' Report's recommendation to integrate the various disciplinary areas of the Department in the curriculum; continue to explore print and electronic options; re-establish Sigma Tau Delta Chapter in the Department; hold at least two additional social events for majors during the year; extend contacts into student spaces, such as residence halls; aggressively invite undergraduate majors to participate in such activities as scholarship opportunities, local conference participation, etc.

4) Monitor and revise, as needed, the structure of the Rhetoric and Composition Program
Implementation Strategy: Follow the spirit and the principles outlined for the new structure during the meetings last fall, as they are reflected in the new structure; revisit the new organization in a December meeting and make recommendations for the following year(s); review and revise the first-year composition requirement, taking into account both disciplinary and academic values (articulated in the Site Visitors' Report) and institutional resource issues

5) Continue offering First Year Seminars
Implementation strategy: Include the willingness to be involved in the FYS initiative as part of the evidence of excellence in teaching required for the annual evaluation

6) Increase community-based opportunities for learning:
Implementation strategy: Continue to establish connections with appropriate community sites for internships for majors, through the combined efforts of the Director of Undergraduate Studies, the internship coordinator, the Department's undergraduate advisor; continue to support service learning opportunities.

Evaluation

7) Increase support for teaching effectiveness within the Department, reflecting the evaluation of teaching goals established by the Braun report in 1994 and Bianca Bernstein's 1995 report on race and gender influences on course evaluations
Implementation strategy: Implement the revised teaching evaluation form for use by the entire Department; charge the Evaluation of Teaching Committee to provide guidelines for both the kind and quantity of teaching materials faculty members should provide the Personnel Committee for annual review; encourage and reward faculty involvement in innovative strategies (e.g. team-teaching, cooperative learning, computer-assisted instruction);

8) Continue to monitor the effectiveness of the current evaluation systems, insuring that they a) require balance within the areas of teaching, service, and research/creative activity, b) highly reward only truly meritorious performance, c) better recognize successful mentoring of graduate and undergraduate students, and d) better recognize interdisciplinary work
Implementation strategy: Continue the workload contracts, which are determined by the chair, with advice from the Personnel Committee; delegate two members of recent Personnel Committees to meet with 2-3 faculty focus groups (of approximately 6 faculty members) to discuss last year's evaluation
process and make appropriate recommendations for revision; charge the Personnel Committee to
review and revise, as needed, the Departmental promotion and tenure guidelines, especially
incorporating the reports from the university's ad hoc committees on teaching evaluation (the Braun
Report, 1994) and service (the Martinez-Brawley Report, 1996-97)

Other

9) Develop technological capability within faculty
Implementation strategy: Work with the Department's humanities computing specialist to offer
workshops of interest to the faculty through the year; see #4, #5 and #7 for application to teaching;
continue to request from the college needed tech support for curricular and research needs; train all
faculty on Microsoft Office e-mail system; have all faculty establish a WebPage by the end of the
academic year

10) Establish a strategic plan for the Department
Implementation Strategy: create an ad hoc committee, made up of past and present Personnel and
Administrative Committee members, who will draft a document for the Department's review

DEN 208.1 Travel

Policy: For each academic year, each full-time faculty member (excluding instructors) is eligible for travel
money for expenses associated with travel to a professional meeting to present a paper or travel to
attend a meeting of an international or national board on which s/he serves. The amount is determined
yearly according to budget allocations. Reimbursement for automobile travel will be included in the
allocated amount. Use of a personal automobile will be reimbursed at the going rate. Faculty members
should be aware that late requests may not receive funding, due to end-of-the-year budget concerns.

Faculty should submit requests to the chair, and a travel authorization form to the Business Manager. A
table of the link is available on line at: https://sbs.asu.edu/travel/tform. Faculty must notify the
chair if they decide not to attend a meeting for which they were funded to ensure that the funds can be
made available for someone else.

Additional requests will be considered on a case-by-case basis, depending on available funds. In years
when budget permits, the College of Liberal Arts and Sciences runs a mini-grant program that will cover
other costs associated with travel. For information on mini-grants, see CLAS web site

Funding Procedure: If regular faculty members need to travel outside of Arizona for professional
commitments, they may obtain a travel authorization form online at https://sbs.asu.edu/travel/tform. A
separate form with a unique number must be completed for each trip. Turn completed form into the
Business Manager.

Faculty members must file travel requests for any trip related to university employment. The filing of the
request does two things: (1) assures that all insurance is in effect and (2) indicates that the chair of the
department is aware of and approves the absence from campus. If the trip is a personal trip and the
faculty member will miss classes or office hours, the faculty member should notify the administrative associate of the plans and arrangements.

Faculty members should be aware that frequent flyer miles accumulated while traveling at the university’s expense may only be used for future professional trips.

**DEN 208.2  Faculty Development Support** Revised 11/95

Financial support for professional development is provided for each instructor depending on the annual budget.

**DEN 208.3  Computers at Home** Revised 1/01

When such use is appropriate, faculty members are permitted to take computer equipment to their homes. Prior to removing this equipment from their offices, they must have the equipment tagged with identification numbers, and they must complete a relocation form (called “Temporary Off-Campus Loan Equipment”); this form may be obtained from the Business Manager. If maintenance and repair are needed on these machines, the faculty member must return the particular machine to campus. It is understood that these machines are for professional use only.

**DEN 209 Termination 7/2012**

According to the Provost’s Office, effective dates for retirement or resignation must follow these guidelines:

- By state law, there can be no gifting of benefits or salary by the institution to the person who resigns.
- The effective date should be 5/15 or 12/31 if on AY (9-over-9) pay schedule; 6/30 or 12/31 if on FY (or 9-over-12) pay schedule. (If there are payroll/pay period/grant problems with those dates because of PeopleSoft, etc., those dates can be tweaked appropriately.)
- The mutual interests of the individual and the academic unit should be considered.
- The resignation date should be determined by the academic unit director/chair in consultation with the person observing principles 1, 2, and 3.
- In the event the person disagrees with the date selected by the academic unit director, the dean decides based on 1, 2, and 3.

Work with the Chair to determine the appropriate effective date for retirement or resignation.

**DEN 209.2  Termination** Revised 1/01

When faculty members and graduate students leave the employ of the department, they must return keys to the main office. Writing faculty should leave their alphabetized student themes for the
preceding two semesters, along with their gradebooks, in the Writing Programs office. Faculty and graduate students who teach classes other than composition must return grade books to the main office.

DEN 210 Benefits Revised 1/01

Each employee is issued a photo identification card which s/he will need in order to use the library. The card entitles the holder to a 10% discount at the University Bookstore.

Tuition waivers and fee reductions are available for all faculty and staff and their spouses and dependents. The waiver form is available in the main office.

Faculty members must obtain parking permits in order to park in university structures or lots. Permits can be purchased from Parking and Transit Services (in the University Towers building on Fifth Street between College and Forest). If you pre-ordered your permit in the spring preceding the academic year, it will be sent to the department office where you will sign a form in order to claim it.

DEN 211 Supplemental Pay Revised 1/01

If the dean's office or other campus offices offer to pay a faculty member extra salary for additional responsibilities, the faculty member will give a copy of the letter of agreement to the executive assistant. Except for grants, most requests for extra pay must be initiated in the department.

DEN 212.1 Policy on Faculty Enrichment Hires Revised 9/97

The chair, as noted in ACD 109, is responsible for recruitment and recommendation of persons to fill vacant and new positions. The associate chair, acting for the chair, is responsible for keeping records of faculty enrichment needs. Such records include (1) the names of individuals identified by English Department faculty members and (2) letters of inquiry by interested parties (whether solicited or unsolicited).

Generally, there are two ways in which the English Department identifies and pursues diversity hires:

I. Programmatic needs that the department itself identifies. These needs (and perhaps names of individuals who might fill these needs) are to be kept on file by the associate chair.

II. Letters of inquiry that come to the department.

If a letter of inquiry comes to the department, the following procedures are followed:

A. The associate chair handles faculty enrichment inquiries. When appropriate, s/he will act only when a letter of inquiry and a vita from an interested person has
been received. At that point, s/he informally queries faculty in the appropriate field as to the qualifications and the "fit" of the person making the inquiry.

B. The associate chair presents this preliminary information to the Personnel Committee. The Personnel Committee decides whether (1) to reject the inquiry; (2) to table the inquiry because of budget, timing, etc.; or (3) to pursue the inquiry. If a faculty member is responsible for initiating the person's inquiry to the Department, the associate chair sends a letter to the faculty member, informing him/her of the Personnel Committee's decision.

If (2), the associate chair is responsible for bringing up the person's name at a later appropriate date. If (3), the next step is taken.

C. The Personnel Committee formally requests the Program Area Committee to recommend or not recommend to the Personnel Committee further action on the inquiry.

D. If the Program Area committee recommends that the Personnel Committee pursue the inquiry, the Personnel Committee recommends that the chair begin actions for recruitment.

E. If either the Personnel Committee or the Program Area Committee choose not to pursue inquiry at this time, the letter will be kept on file to be reconsidered when future needs of the department are identified.

DEN 212.2 Policy on Focused Hires

Although most hires in the unit will follow established practices of advertised, competitive searches, a focused hire will be attempted in special circumstances such as programmatic need of a strategic or enrichment nature. A focused hire will require a waiver of standard recruitment procedures, which must be approved by the Affirmative Action Office and the Provost. Recruitment of individuals for focused hires may originate in the college or the department.

I. If the request originates within the department, the following steps will be followed:

a. A request from the department may be initiated by an individual department member or by a group of department members. Those making the request must provide the department Chair with the potential candidate's updated curriculum vitae as well as a written statement articulating the ways in which the hire will enhance an academic area of the department and/or enrich our faculty pool.

b. The department Chair will present the details of the prospective hire to the Personnel Committee for a vote on whether to recommend that the Chair proceed with the hire. Based on that recommendation, the Chair will decide whether to send the request through the established recruitment procedures for
examination and authorization. If there are multiple focused hire requests, the Personnel Committee, in consultation with the department Chair, will establish a prioritized list to put forward to the College.

c. If the College approves the request, the candidate is invited to campus and steps II (c)-(h) will be followed.

II. If the College initiates and thus authorizes a focused hire, the following steps will be taken:

a. A group of department members (3 or more), appointed by the department Chair—with the advice of the Personnel Committee—identifies a candidate and determines the candidate's interest in coming to ASU.

b. This group of faculty prepares a proposal to present to the Personnel Committee, indicating the strengths of the candidate and the anticipated value that candidate would add to the unit. Input from the faculty at this point, especially from the areas to be served by this hire, may be limited and informal, but is important.

c. If the department Chair, in consultation with the Personnel Committee, decides to pursue the focused hire, the candidate is invited to campus to give a formal presentation and to participate in other department activities. This visit provides opportunities for the candidate to meet with interested faculty and students.

d. After the first campus visit, the Personnel Committee, having polled the faculty and students in the standard fashion on responses to the candidate, will meet to advise the Chair on whether to continue the focused hire negotiations.

e. If there is mutual interest on part of candidate and the department in pursuing this focused hire, the candidate will be invited back to campus for a second visit. At this time, the candidate will participate in official interviews with the department Chair and with the Personnel Committee and make an informal presentation to faculty and students (such as seminars and class visits). The candidate will also be scheduled to meet with the College Dean and other appropriate administrators. The second campus visit will also include discussions between the candidate and the department Chair about special circumstances surrounding the move (i.e., timing, partner accommodations, costs, etc.).

f. After the second campus visit, the Personnel Committee will meet to vote on whether to recommend to the Chair that the position be offered to the candidate.

g. The department Chair negotiates the appointment with the Dean, Provost, and Vice President for research—if appropriate, using the supporting documentation generated in steps (a) through (f).

h. A letter of offer with other hire materials will be prepared and processed through the standard steps: the Dean's Office and the Provost's Office.

DEN 212.3 Policy and Procedures for Community Faculty Associate Position Approved October 2005
1. Alumni or other community leaders may teach courses for non-majors and special topics courses (ENG 194, 394) and other courses as needed and as stipulated by appropriate area faculty on a semester by semester basis.

2. Applicants for a Community Faculty should submit the following materials by August 15th for the following academic year (e.g., August 15, 2005 for AY 2006-07) so that area faculty can take their requests into consideration as part of their two-year course planning.
   - Letter of interest
   - Current CV, including information about teaching or other related experience
   - Course Description and tentative Syllabus
   - Semester and year for the course

3. Relevant area faculty will review the material and make a recommendation to the Personnel Committee and the Chair.

4. Area faculty will have the option of requesting a prior meeting with the applicant to discuss the current curriculum of the area.

5. Applicants will be notified of the department's decision by the end of the Fall semester.

6. In case of departmental need for particular courses in a particular semester, the above guidelines may be waived only upon agreement of the applicant, the appropriate area committee and the Chair.

DEN 212.4 Policy and Procedures for Emeriti Teaching Requests in the English Department  Approved October 2005

1. Emeriti may teach courses for non-majors (e.g., ENG 321) and special topics courses (ENG 194, 394) and other courses as needed and as stipulated by appropriate area faculty.

2. Emeriti should submit the following materials by August 15th for the following academic year (e.g., August 15, 2005 for AY 2006-07) so that area faculty can take their requests into consideration as part of their two-year course planning.
   - Letter of interest
   - Current CV, including titles of courses taught, especially those at ASU
   - Course Description and tentative Syllabus
   - Semester and year for the course
3. Relevant area faculty will review the material and make a recommendation to the Personnel Committee and the Chair. (We encourage emeriti to run a proposal by the appropriate area committee prior to submitting it formally.)

4. For emeriti who have been retired for more than 10 years, area faculty will have the option of requesting a prior meeting with the emeriti faculty member to discuss the current curriculum of the area.

5. Emeriti will be notified of the department’s decision by the end of the Fall semester.

6. In case of departmental need for particular courses in a particular semester, the above guidelines may be waived only upon agreement of the emeriti faculty member, the appropriate area committee, and the Chair.

DEN 213  Departmental Plan for Diversity And Affirmative Action
Revised  12/97

DEPARTMENTAL PLAN FOR DIVERSITY AND AFFIRMATIVE ACTION

I. Definition of Terms

A. Departmental Community (hereafter abbreviated as DC): Refers to all members of the Department--academic professionals, faculty, and classified staff, full or part time--and students enrolled in any course and/or program offered by the Department.

B. Affirmative Action (hereafter abbreviated as AA): Refers to “the process of taking positive measures to encourage and attract non-traditional incumbents to a position, to apply for that position in a legitimate attempt to diversify the workplace and ensure equal opportunity to all” (AA/EEO Office current definition). AA concerns guide all departmental hires, admissions, and retentions.

C. Underrepresented Groups (hereafter abbreviated as UG): Persons whose identities delineated with regard to race, color, religious beliefs, national origin, gender, citizenship, sex, sexual orientation, age, disability, and/or other differences carrying significant societal impact have disproportionately limited representation in the DC.

D. Diversity activities are positive steps taken to direct attention to UG particularly in relation to admissions, awards, curriculum, employment processes, merit evaluation, faculty development and social and educational programming.

II. Rationale: Why Diversity?

A. In order to uphold the laws of the land;

B. In order to maintain a supportive and representative educational environment that encourages mutually respectful discussion of diversity issues;

C. In order to stimulate intellectual growth through exposure to diversity issues;

D. In order to generate an evolving curriculum that is relevant to and representative of diversity in
American cultures and values;
E. In order to encourage awareness of larger communities to which individual DC members belong and effective communication of that awareness as it impinges on course content, classroom experience, and departmental interactions.

III. Goals
A. To create and maintain a DC where diversity is an integral part of curriculum, pedagogy and assessment;
B. To achieve AA diversity guidelines;
C. To maintain a curriculum and individual courses that reflect departmental support of diversity issues;
D. To strive for diverse representation on all search and other committees.

IV. Proposed Principles and Practices for Implementing the Plan
A. Programmatic options
   1. Continue diversity training sessions for TAs;
   2. Continue curriculum review and revision by faculty designed to integrate diversity issues into existing courses and the generating of new courses;
   3. Continue cultural diversity/multicultural awareness activities such as the brown bag series and the "ethics in the classroom" series;
   4. Focus on recruitment, retention, and graduation of a diverse group of students.
B. Internal practices
   1. Explore revising student teaching evaluations to address diversity issues affecting the evaluation process;
   2. Encourage team-teaching and other venues of exchanging perceptions and information on integrating diversity issues into the classroom experience;
   3. Encourage collaborative research into diversity issues that involves faculty with graduate students, undergraduate majors, and honors students;
   4. Address disproportional representation of our diverse DC at every level of governance; in matters of hiring, evaluation, and other personnel decisions, where disproportional representation on evaluative committees is particularly problematic, provide mechanisms for ensuring proportional representation of the designated UG at the request of the person being evaluated;
   5. Inform search committee chairs of current venues and resources available for reaching and attracting candidates for a diverse faculty and staff;
   6. Appoint a diversity coordinator to monitor and inform the DC of diversity-related initiatives on campus and elsewhere;
   7. Expand the duties of the Affirmative Action Committee
a. To serve as a conduit for the expression of concerns about diversity;
b. To provide a forum for intradepartmental exchanges concerning roles and contributions to diversity by all members of the DC;
c. To conduct annual reviews of the plan, soliciting full department input and proposing revisions which incorporate any institutional changes and current AA concerns as well as internal concerns.

C. External considerations

1. Collaborate with programs overseen by CLAS and the Provost that might lead to faculty enrichment hires;
2. Consult with existing on-campus groups whose missions include diversity issues, such as the Campus Environment Team, the Affirmative Action Office, and the Intergroup Relations Center;
3. Encourage interdisciplinary development and cross listing of courses and collaborative research with such programs as African American Studies, American Indian Studies, Asian American Studies, Chicana and Chicano Studies, and Women's Studies;
4. Expand service learning and internship opportunities, which allow our students to experience directly the diversity of surrounding communities;
5. Encourage regional, national and global awareness of contemporary diversity issues through support for participation in conferences.

D. Assessment and Recognition

1. Add the approved version of this Plan to the Department Handbook;
2. Adhere to the goals of the Plan when evaluating faculty, TAs, and staff for awards and for annual evaluation purposes;
3. Weigh diversity concerns as well as curriculum-based concerns in the determination of annual hiring goals;
4. Assess individual effectiveness in supporting diversity and improving the campus climate for diversity as part of the Annual Evaluation Procedures;
5. Explore other forms of recognition of and financial support for persons within the DC who further the aims of this Plan.

DEN 214  Videotaping in Classrooms  Revised 11/98

Per General Counsel's recommendation, teachers who plan to videotape their classes must request the student's written permission to do so. Faculty members should construct a permission form that includes a rationale for the videotaping (e.g. “I plan to use this videotape to critique my teaching” or “I plan to use this videotape to demonstrate a particular teaching strategy at a professional conference”). The form should then include the permission section, which might read as follows: “I, ________________________, give ________________________ permission to use a videotape of our class for the purpose(s) specified above. I understand that if I should appear in the videotape that I will not be identified by name.”

Signature_________________________________________ Date________________________
01 Textbook Orders

The secretary in the main office coordinates textbook orders for all courses in the department except for composition courses. Each semester, the secretary emails and places textbook request forms in the mailbox of each instructor. The instructor must type a form for each course each semester and submit the form before the specified deadline. Textbook forms are available online at [http://www.asu.edu/clas/english/forms/index.html](http://www.asu.edu/clas/english/forms/index.html). Fall textbook requests are due before April 1. The spring request deadline is October 1. Composition requests are due before May 1 for Fall and November 1 for Spring. All First and Second Summer Session requests are due before March 1. Textbook orders are submitted to each of the six bookstores on or near campus. Instructors are responsible for ordering their own desk copies. Order forms for desk copies are available online at [http://www.asu.edu/clas/english/forms/index.html](http://www.asu.edu/clas/english/forms/index.html). The secretary in the Writing Programs office handles textbook orders for all composition courses. Composition desk copies are available from the Writing Programs office in LL 314. Copies of Books in Print are available in LL 514 and online at [http://www.booksinprint.com/bip/](http://www.booksinprint.com/bip/).

02 Meeting Classes

Faculty and TAs are responsible for meeting their classes, including final exams, at the scheduled times and places. Emergency absences should be reported to the main office early enough for the staff to arrange for the assignment to be given and/or the class dismissed. Any planned extended absence must be approved by the chair; normally a substitute should be arranged, or at least a special assignment to cover the period of absence, in order to maintain the continuity of the class. Irregularities in class meetings—even those planned in advance—must be reported to the main office, because the office staff will have to answer inquiries consequent to changes in class meetings.

03 Office Hours

At the beginning of each semester, faculty and TAs should schedule realistic office hours that students and colleagues can rely on. In general, faculty and TAs keep at least two office hours per course per week but should consider the particular needs of their courses and students in setting hours. Faculty and TAs should notify the main office of any changes in office hours.

DEN 302 Syllabi Revised 9/19/11

According to ACD 304-10, the following information needs to be made available on course syllabi.
The distribution of a course information sheet or syllabus is required for all university undergraduate courses and strongly recommended for graduate courses. The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. It must be made available (hard copy or online) during the first week of classes, and a hard copy available to students must be kept in the academic unit office for a period of not less than one year from the date the course was offered. The following information, at minimum, should be included in the syllabus:

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, “Accommodation for Religious Practices”
   3. excused absences related to university sanctioned events/activities that are in accord with ACD 304–02, “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)
9. policy against threatening behavior, per the Student Services Manual, SSM 104–02, “Handling Disruptive, Threatening, or Violent Individuals on Campus”
10. 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 and
11. 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, “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.

**DEN 303 Class Memberships and Overrides** Revised 6/16/04

**01 Class Membership**

For examinations and all other issues related to attendance, university and college policy limits membership of a class to those who are officially registered in the class. Up-to-date verification of class registration is available to instructors online through MyASU Faculty Center under Faculty Tools. (You need to enter your ASUrite id and password to get onto MyASU.) Faculty should confirm that all students attending class are named on the roster; no grade can be awarded if the student's name is not on the official roster.

**02 Overrides**

Specific limits are placed on the size of all classes. Composition classes normally enroll 19 students, seminars are limited to 15, literature and linguistics sections usually have a capacity of 38, and creative writing classes vary in size depending on the level. When enrollment in a particular class has reached this predetermined capacity, the computer will not allow others to register. If a faculty member wishes to add a student to a full section, he/she must give the student an override slip. Override forms may be obtained in the main office: blank override forms are not given out to students. Once the override form has been signed, the student must bring the form to the main office to be stamped. The student will then be able to register for the class. Before approving overrides, the faculty member should be certain that seating space is available in classroom; once the schedule has been published, it is almost impossible to obtain a larger room.

The main office will not give override permission to students under normal circumstances; however, the office will give overrides as a courtesy to disabled students, unless a faculty member leaves alternative written instructions with the main office.

The procedure for teachers of composition courses is different. Teachers should obtain forms from the Administrative Assistant in the Writing Programs office. If a teacher wishes to give a student an override, s/he should fill out one of these forms. The student should then take the form to the Writing Programs office to receive the official override form. First-year teachers are discouraged from giving out overrides.
01 Midterm Grades

Approximately six weeks into a semester, faculty are notified to submit midterm grades for those students who are earning a "D" or "E" into the online Rostergrade system at http://www.asu.edu/rgapp. If a student is earning a "D" or "E" in the course, this grade should be indicated on the online form. The Registrar's Office will send an official notice to the student. A graded assignment should be given prior to this time to support "D" or "E" grades given at midterm.

02 Final Grades

Final grades for all courses are due in the Registrar's Office soon after the last exam is given. Faculty are notified during finals week of specific due dates each semester. Faculty submit final grades into the online Rostergrade system at http://www.asu.edu/rgapp.

03 Incompletes

The student must initiate the Incomplete. The student may obtain the "Request For Grade Of Incomplete" form from the main English office, LL 542. Incompletes should be given only when students are doing acceptable work but are unable to complete a course (e.g. final exam or term paper) because of illness or other conditions beyond the student's control. An Incomplete should only be granted when the student can complete the unfinished work with the same instructor. However, an Incomplete may be completed with a faculty member designated by the department chair if the original faculty member later becomes incapacitated or is otherwise not on campus.

The student is required to arrange with the teacher for the completion of the course requirements. After the designated areas have been filled out and signed, the form must be filed with the main English office when or before final grades are turned in. After the department chair signs it, the student will be mailed his/her copy, and the instructor copy will be put in the instructor's mailbox.

If the student is physically unable to obtain the Incomplete form him/herself, arrangements should be made between the student and the faculty member, so that the faculty member may fill out the form by proxy and/or the form mailed to the students to complete, sign, and return all copies to the main English office to be kept on file by the Department. If the student must have the faculty member complete the form by proxy, the student should be informed about the terms of the Incomplete. The student would then be sent his/her copy of the contract after the department chair signs. If the student is unable to sign the Incomplete (for reasons such as hospitalization), the teacher should see the department chair for permission to sign for the student.

University Policy requires that all Incompletes be completed within one calendar year. Undergraduate "I's" that have been on a student's record for more than one calendar year are automatically changed to
a grade of "E" and will remain "E." The mark of "I" at the 500 level or above becomes a permanent part of the student's transcript after one calendar year. If the student wishes to have credits in courses he/she did not complete on time, the student will need to reregister and pay fees for the course after the 12-month period. (Likewise, the student should not be advised to attend the faculty member's class again without paying fees before the 12 month period is over.) The grade for the repeated course appears on the transcript but does not replace the permanent "I."

To remove a grade of Incomplete, the faculty member obtains the copies of the Incomplete form filed in the department from one of the main office secretaries (LL 542). For ENG 101, 102, 105, 107, 108, 215, 216, 217, and 218, the form should be obtained from the Writing Programs office, LL 314. The bottom portion of the form under the heading "Authorization for Change of Grade" should be completed and turned in to the main English office for the department chair's signature. The signatures and grade change must be on both the Registrar and Verification copies of the form.

04 Posting of Grades

"Student grades may not be posted by name or any readily identifiable number. Full student Social Security numbers or ASU ID may not be used in posting grades." (ACD 304-03).

DEN 305 Final Exams Revised 11/95

Final examinations for courses must be held according to the final examinations schedule published in the "ASU Bulletin" (Class Schedule) by the Registrar. The examination, including open book and take home varieties, should not be scheduled at a different time without specific college approval through the Office of Student Academic Affairs (Social Science 111). Isolated individual exceptions dealing with a student's request for a makeup related to illness or major personal disaster remain a matter for the judgment of the faculty member. Faculty should inform students of an alternative location for exams in case of a building alarm. In any final posting of grades and returning of papers, due care should be exercised to protect rights of privacy of the student.

DEN 306 Student Grievances Revised 5/12

In addition to the official student grievance procedure outlined in the university catalog, the Department of English requires the following:

GRIEVANCE PROCESS FOR THE DEPARTMENT OF ENGLISH

Formal procedures by which a student may file a grievance in the Department of English are specified below. In all cases, the student must speak first with the instructor and attempt to resolve the problem. Misunderstandings can often be resolved in private conferences. If the student is unable to resolve the problem by talking with the instructor, then he/she can try to resolve the grievance at the next level.
Writing Program Classes

**Composition Courses** (ENG 101, 102, 105, 107, 108, and WAC 101), **200-level Writing Courses** (ENG 215, 216, 217, and 218), **ENG 301, 302**, and any so categorized special topics courses.

If the grievance concerns a course in composition (ENG 101, 105, 107, 108, and WAC 101), a 200 level writing course (ENG 215, 216, 217, 218) or Writing for the Professions (ENG 301), the student may pursue the problem-resolution process in the Writing Programs office (LL 314). This process is:

1. If possible, the student should first discuss the problem with the teacher of the course. Such discussions often solve problems, especially those that result from misunderstandings.

2. If circumstances don’t allow for a discussion with the teacher or if a discussion is unproductive, a student may bring the problem to Associate Director of the Writing Programs, who will help construct a plan for solving the problem. For example, the Associate Director may decide to mediate a discussion between the teacher and student—again because many problems result from simple misunderstandings. If a mediated discussion is not appropriate, the Associate Director may seek other remedies.

3. If the Associate Director is not able to resolve the problem, he or she may suggest that the student speak with or write to the Director of Writing Programs. The Director may request that the student write a description of the problem.

4. If the Director of Writing Programs cannot resolve the problem, the student may continue the process by writing to the Chair of the Department of English.

5. If the Chair cannot resolve the problem, the student may then continue the process by writing to the Associate Dean for Academic Programs in the College of Liberal Arts and Sciences, who will review the case.

Steps 1 through 5 exhaust informal procedures for resolving problems. Any matter unresolved at this point will be reviewed formally by the Student Grievance Committee in accordance with rules stated in *Policies and Procedures: Activities, Conduct, Rights, and Responsibilities at Arizona State University*.

All Other Classes in the English Department

The grievance procedure for all other classes (that are not Writing Program classes) is handled through the main office of the Department of English, LL 542. The student must prepare a letter to the Associate Chair describing the grievance and then meet with the Associate Chair to discuss the matter. If the grievance is not resolved to the student’s satisfaction, he/she may pursue the matter through the Assistant Dean of Academic Affairs in College of Liberal Arts and Sciences, Fulton, suite 110. For more
details on the CLAS Student Academic Grievance procedure, see https://clas.asu.edu/students/grievances.

The Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment, provides and protects the rights of a student to privacy by limiting access to the educational record without express written consent. In general, in order to comply with the stipulations of the Buckley Amendment, the Department of English discusses a grievance solely with the student who files it.

DEN 307  Academic Honesty  Revised 7/93

Academic honesty is expected of all students in courses offered by the College of Liberal Arts and Sciences and in all transactions with the College. Academic dishonesty has serious consequences and can lead to course failure, denial of registration in courses in the college, probation, disqualification (by the student's college), or dismissal. If the student is enrolled in a college other than CLAS, matters of probation and disqualification will be referred to the appropriate college for further action. Further university action may be taken by the college within the limits of university procedures.

Examples of academic dishonesty include the following types of actions and behavior:

1. unauthorized sharing of test answers and information during a test;
2. unauthorized copying from books, notes, or from the test of another person during the examination;
3. unauthorized tampering with tests, test results, and research papers;
4. use of false identification in examinations, tests, and research papers;
5. falsification on academic forms, records, or documents;
6. falsification of authorship in academic work submitted as one's own;
7. other acts of cheating, forgery, plagiarism, and dishonesty which are prohibited in the instructions, announcements, and rules dealing with tests, papers, and other forms of academic work in CLAS.

The teacher with grading responsibilities may assign a failing grade for a portion of the course or the entire course in response to academic dishonesty. Whenever possible, the student will be notified of the action unless the student ceases to attend the course. Additionally, when the grade is recorded and the student has received it, s/he can request an explanation.

If further action is recommended by a teacher or the department or if the case involves CLAS records and transactions in CLAS, the student will be notified of an academic administrative hearing in the college prior to further action by the college.
Possible action after the hearing includes probation or disqualification for CLAS students. CLAS reserves the right to initiate additional actions, such as dismissal, at the University level.

1. Grade appeals will be handled according to the Student Grade Grievance policy of the College of Liberal Arts and Sciences, which progressively involves the faculty member, department chair, College Student Grievance Committee and the Dean of the College. Copies of the policy are available in the CLAS Office of Student Academic Affairs.

2. Prevention of registration in CLAS courses and other restrictions in the College can be appealed through the Standards Committee process in the College of Liberal Arts and Sciences.

3. Further appeal can be sought according to University procedures.

4. Probation and disqualification can be appealed according to the standards of the college into which the student has been admitted and where the rules on probation and disqualification are administered.

5. Actions of record taken beyond grades, registration, probation and disqualification, such as dismissal, are University actions and may be reviewed in the process dealing with University standards.

The above procedures treat college policies on academic dishonesty, registration in CLAS courses, or majoring in degree programs in CLAS. The procedures do not prevent further actions by other colleges and the University. NB: CLAS section of the General Catalog dealing with academic standards and the CLAS Student Advising Guide. (Faculty Assembly and College Approval 4/6/89). Also see STA 104-01 Student Code of Conduct and Disciplinary Procedures.

DEN 308 Student Evaluations of Teaching Effectiveness Revised 1/01

Each semester, teachers are required to have the students in each of their classes evaluate their teaching. Evaluation of teaching is required by both University and Board of Regents policy. (See relevant sections of Academic Affairs Policies and Procedures).

Evaluation packets are prepared for teachers and are available in the main office, LL 542. Each packet contains 25 questionnaires, and an instruction sheet. Teachers should follow the instructions below.

1. Pick up one evaluation packet per class. If the class is substantially larger than 25, take two or more packets. If the class is only slightly larger, ask the secretary for a few extra questionnaires and answer sheets.

2. Pick up a packet of #2 pencils from the front desk secretary. These are not special pencils in any way. Machine-readable answer sheets require #2 pencil marks. These pencils must be returned immediately following the evaluation.
3. Please be sure to provide your students with the schedule line number and the course number (e.g., ENG301 49635).

4. Pass out the evaluation materials to the class. Instruct the students to follow the instructions on the questionnaire. If you want your students to write in comments, have them use the "Write-in" areas on the answer sheets. These sheets will be sent to you after they are scored by Testing Services.

5. Leave the classroom during the evaluation. Upon completing the evaluations, the students should place all the questionnaires and any extra materials and pencils (if borrowed from office) back into the campus envelope.

6. A volunteer student should bring the evaluation materials into the main English office, LL 542.

After the evaluations are scored by Testing Services, they are filed in the main office. You may sign them out to read them and/or to make copies of the summary sheets. Annual evaluation files include a summary of the teaching evaluation scores.

DEN 309  Independent Study  
Revised 7/98

Independent Study provides opportunity for original, creative, and intensive work by outstanding students who have completed at least one semester in residence. It is neither a substitute for a catalogue course nor a means of taking a catalogue course on an individual basis. In most cases, it will be conducted after the model of the tutorial with student and professor meeting and/or communicating by e-mail intermittently to discuss primary and secondary sources. Ordinarily, the reading and independent research involves the writing of a critical paper or papers (or a paper synthesizing a body of material or a bibliography) which shall be the basis for the course grade; however, other kinds of projects might also be substituted with the permission of the faculty member. It requires application well in advance of regular registration with signed approval by the student’s advisor, the faculty member with whom the student will work, and the chair of the department offering the course. It may be taken only by students who have a cumulative grade point of 3.25 or better in their major field.

For more information, see the section entitled "Classification of Courses" in the ASU General Catalog.

Forms for Independent Study and Omnibus courses are available in the main office LL 542 and must be completed prior to registration.

DEN 310  Internships  
Revised 1/2000

From time to time, students will express an interest in registering for ENG 484, Internship, while engaged in some activity (usually paid employment) with a heavy writing responsibility. Internship is defined in the ASU catalog (1994-96, p. 9) as "structured practical experience following a contract or plan, supervised by faculty and practitioners. Internships range in credit from one to twelve semester hours." The Department of English permits enrollment in ENG 484 for a maximum of 6 hours credit.
In order to register for ENG 484, a student will complete the Department's "Application to Register for Independent Study" form, available in LL 542. In the space provided for a brief description of the course, an agreement something like the following should appear (with whatever modifications may be decided on by the student and the supervising faculty member):

"To receive 3 hours of credit, a minimum of thirty (30) typed pages (approximately 8,000 words) will be submitted or its equivalency. Each piece of writing in the 30-page total will be accompanied by a separate account detailing the process of writing the piece, from the initial assignment through the final draft and/or other work as assigned by the instructor. Meeting this minimum requirement will earn a grade of at least C. A higher grade will depend on the quality of the work done."

For Writing Certificate Program Internships, see Writing Programs office for specific guidelines.

**DEN 311  Curriculum Development**  
Revised 11/95

Financial support and release time from teaching are provided to faculty members for the purpose of course development when such resources are available.

**DEN 312  Holding Regularly-Scheduled Classes Off Campus**  
Revised 11/96

Note: Enrichment experiences (attendance at dramatic performances, movies, readings, etc.) are excluded from this policy, which addresses regularly-scheduled classes only.

While holding regularly-scheduled classes off campus, either in restaurants or in instructors’ homes, is often pedagogically effective, in that the atmosphere is more relaxed and can create a healthy classroom community, teaching all or part of a regularly-scheduled class in an off-campus setting also creates many liability problems for the university and for the individuals involved. **ACD 202** provides that faculty are required to meet class “in accordance with college policies at all regularly-scheduled times and places.” Regularly-scheduled undergraduate-level classes must be held on campus. While the department does not forbid instructors from holding regularly-scheduled graduate classes off campus, it discourages this activity in the strongest possible terms. Faculty members are required to consider the age level of the students in these classes. The Department absolutely forbids faculty members from holding classes in bars or in settings in which alcohol is served. The faculty member, who in this case would stand for “the university,” would effectively be requiring students to attend classes while alcohol is served. Other potential issues include the instructor’s ability to control disruptive students, liability issues regarding students who are injured traveling to and from the off-campus setting, etc. Given these potential classroom problems and legal liabilities, all faculty members must first advise the Chair when they are considering holding a regularly-scheduled class off campus.

The English Department conforms to ASU’s policy regarding accommodations for religious observances.

Such accommodation overrules all policies regarding classroom maintenance, assignments and due dates.
Please refer to ACD 304-04

DEN 314 Disability Resources for Students (DRS)

For a complete list and description of disability resources for students, see STA 402-01

DEN 400 Research Revised 9/03

Scholarship is one of the areas in which regular faculty are expected to demonstrate competence or excellence. The scholarly activities are supported by the Department of English, the College of Liberal Arts and Sciences, and the University through provisions of:

- information about research opportunities;
- summer salary support for research;
- funding for equipment and services;
- technical assistance in statistics, research design, and computers;
- research assignments (release time);
- research assistants;
- announcement of publications, honors, and other news;
- mini-grants ($500 when budget allows);
- international travel grants ($1000 when budget allows);
- travel grants ($500 when budget allows);
- regeneration of returned research incentive funds in the RID program, which CLAS policy makes available for research use by the project directors who generated them.

DEN 401 Research and Creative Activity Committee Revised 11/95

If regular faculty members need more information or other assistance about research-related matters, they are encouraged to meet with the chair of the Research and Creative Activity Committee of the Department of English. The Research and Creative Activity Committee facilitates research by disseminating information on various grants, evaluating faculty members' grant proposals before they are submitted, advising on publication, and supporting lectures by
distinguished off-campus scholars. In addition, the Research and Creative Activity Committee is allocated limited funds for research support to award to faculty on a competitive basis. The committee will announce the guidelines for these small grants early in the fall semester. The Research and Creative Activity Committee will periodically solicit requests for funds in support of a research project and/or sponsorship of a visit by a specific scholar or writer.

DEN 402 Sources of Information

11/95

Posted Notices: Calls for papers and announcements of up-coming conferences are posted on bulletin boards both inside and outside the main department office, LL 542.

Announcements: Grants and other funding sources, including deadline dates, are announced regularly via email.

Main office: Current information on grants, fellowships, and awards is located in the faculty drawer in the main office.

University Support: Regular faculty members who need help with writing research proposals or in searching for funding sources should contact the Office of Research and Sponsored Projects at http://researchadmin.asu.edu/.

Department Calendar: The wall calendar behind the door in the main office is used to schedule department events and to note other activities with wide department interest.

DEN 501.1 Regular Faculty Hiring Procedures

Revised 7 December, 2007

See also: DEN 212.1 Policy on Faculty Enrichment Hires and DEN 212.2 Policy on Focused Hires

All faculty participating in recruitment should be familiar with the ASU Office of Equal Opportunity/Affirmative Action Recruitment Policies. See https://cfo.asu.edu/hr-equityandinclusion.
1. The Personnel Committee, after consultation with faculty, will make recommendations to the Chair on hiring needs. The Chair will request positions from the Dean.

2. The Chair will appoint a Search Committee for each authorized position. Each Search Committee will include faculty from the area of specialization and at least one member trained in Affirmative Action policies and procedures. Each Search Committee will have gender and ethnic representation insofar as possible with faculty available and include a trained affirmative action representative (normally the member of the Personnel Committee). The Chair will meet with each Search Committee when appropriate.

A. The responsibilities of the Chair of a Search Committee normally include the following:

1. Calling and chairing meetings of the Search Committee as needed;
2. Keeping records for Human Resources and Affirmative Action review;
3. Assisting the Hiring Committee in setting up and running the campus visits;
4. Working with the Hiring Committee and the Department Chair to assure that Affirmative Action procedures have been followed.

B. The responsibilities of each member of the Search Committee normally include:

1. Drafting the ad (with required and desired qualifications) and identifying venues for advertising;
2. Identifying potential candidates, including those who have previously expressed interest;
3. Drafting the indicators, linking these to the required and desired qualifications;
4. Reviewing all the applications;
5. Identifying a short list for initial contacts;
6. Consulting with the contact team to identify a short list of candidates for campus interviews;
7. Participating in the campus interviews, in particular attending the presentation and the meeting with the Personnel and Search Committee members;
8. Making a recommendation to the Hiring Committee (usually a memo to the
Hiring Committee that includes a ranked list, along with a list of the strengths and weaknesses of each candidate).

3. Each Search Committee will narrow its pool of candidates to a reasonable number for contact at MLA or other appropriate national conference or by phone or by Skype.

4. For each search, “unofficial” (see RH, p. 9) interviews of the candidates selected for contact will be conducted by the search committee if by phone or Skype or by a contact team put together by the Chair if at a conference or other place outside of ASU. If a contact team accompanies the Department Chair, it shall be constituted by the Chair in consultation with the Search Committee and Hiring Committee. The contact team will report their observations of the candidates’ strengths and weaknesses to the Search Committee[s].

5. Upon receiving advice from the contact team or upon reviewing strengths and weaknesses of the interviews the Search Committee conducted, the Search Committee for each search will recommend candidates to be brought to campus for interviews. The Chair of the Search Committee prepares a Hiring Process Report indicating the candidates recommended for interview and all candidates not recommended for interview, each with an explanation. This Report is sent through the Dean’s Office. Resumes of all candidates must be attached. After the Dean's Office approves the interview pool (usually within 24 hours), candidates may be invited to campus.

6. Immediately after the on-campus interviews, responses from all faculty will be solicited for consideration in all further levels of the hiring process. The Search Committee will discuss the strengths and weaknesses of the on-campus candidates and make a recommendation for hiring to the Hiring Committee. The Hiring Committee will consider the Search Committee recommendation and will make its own recommendation for hiring and forward both recommendations to the Department Chair.

7. The Provost’s Office has a fund for some interview expenses for candidates brought to campus. Normally, departments can bring the top two candidates for an on-campus interview. A third candidate may also be invited, if that candidate is a member of a protected class or if the Department has the funds to pay.
See DEN 501.2 for Policy on Reimbursements for Meals with Candidates at: http://www.asu.edu/clas/asuenglish/facspace/deptmanual/den501-2.htm All those dining with an interview candidate will be reimbursed as long as there are only three department personnel per meal. Faculty will be reimbursed for meal costs of a maximum of: $10.00 for breakfast, $15.00 for lunch, and $20.00 for dinner. All reimbursements for the candidate are submitted to the Business Operations Manager. (Reimbursements do not cover alcohol.)

All candidates will meet twice with the CLAS Dean of Humanities or another CLAS dean. Other normally scheduled meetings include (1) meetings with area faculty and Search Committee members, (2) open meeting for faculty and students, (3) meeting with the Hiring Committee and Search Committee, and (4) two meetings with the Department Chair. Additionally, each candidate will be scheduled for a presentation to the Department.

DEN 501.2 Policy on Reimbursements for Meals with Candidates

Effective January, 2006, all those dining with an interviewee will be reimbursed as long as there are only three department personnel per meal. We ask no duplicate meal attendance per candidate visit.

Faculty will be reimbursed for meal costs at a maximum of

- $10.00 (Breakfast)
- $15.00 (Lunch)
- $20.00 (Dinner)

Be reminded that reimbursements do not cover alcohol.

No guests of employees will be reimbursed unless they are members of the search committee.

The interviewee’s meal will be reimbursed to the person paying the bill.

The Business Manager prefers to reimburse one person per meal.

An itemized paid receipt will be required, not just a charge slip, for reimbursement.

Information if you are hosting a meal with a candidate

Normally, you pay the bill for the candidate, yourself and the other faculty members in attendance at the meal. Please fill out the ASU Business Meals Reimbursement Form (PDF); bring it and the meal receipt to the department Financial Specialist or Business Operations Manager.

DEN 502.1 Review of Probationary Faculty

Revised 7/06
Probationary appointments are those that will become appointments with tenure within a specified period of time or terminated.

**Determination of Probationary Period:** Typically, the probationary period begins with the initial appointment. The duration of the probationary period is six years, beginning with the year of initial appointment. **Exceptions** to this probationary period are as follows: (1) If an individual with a visiting appointment in one of the regular tenure-eligible ranks (assistant professor or above) is offered a regular appointment for the following year, only one visiting year may be counted as the first year of probation if the appointee so requests and the academic vice president agrees at the time of regular appointment. (2) If an individual receives a probationary appointment commencing at the beginning of the spring semester the academic year in which the appointment began shall count as the first year of the probationary period. At the time of appointment, however, s/he may request in writing that the spring semester not be counted as part of the probationary period. (3) If an individual receives an initial appointment as lecturer because s/he has not completed the terminal degree, the period served as lecturer shall not count as part of the probationary period. The initial letter of appointment shall specify that the probationary period is to begin with the appointment to the rank of assistant professor or higher rank.

**Duration of Probationary Period:** The duration of the probationary period will be six-years, beginning with the initial probationary year. Individuals may elect to be reviewed for tenure prior to their final probationary year. Such faculty members should consult with their department chairs and or deans about the advisability of requesting an early tenure review.

Faculty members whose first appointment was at the rank of associate professor or professor will have a probationary period of three years, beginning with the initial probationary year, except that the period may be extended to four years for an associate professor, without a previous faculty appointment, if requested by the individual and approved by the dean of the college and the Provost prior to the end of the second year of the probationary term. The probationary period may be waived entirely by the president or Provost with immediate tenure granted.

Probationary appointees granted promotion to associate professor or professor are automatically considered to be in their last year of probation. If promotion is granted, the appointment at the higher rank will be with tenure. Please refer to the ACD manual section 506-02 and 506-03 for further information.

Except as provided here, the duration of the probationary period cannot be changed following initial appointment. A one-year leave of absence granted for personal reasons may be exempted from the probationary period if requested by the faculty member and deemed appropriate by the institution. Such exemption must be agreed to by both parties in writing at the time the leave is granted. A one-year leave granted for professional reasons, such as fellowships, visiting appointments, and research grants, will not interrupt the sequence of probationary years. Additional leaves during the
probationary period may be exempted from the probationary period. Such exemptions must be agreed to by both parties in writing at the time the leave is granted.

Final Probationary Year: During the final probationary year, the department and/or college to which a probationary faculty member is attached must determine whether to recommend that tenure be granted to that individual. The faculty member must have the opportunity to present evidence in support of the granting of tenure. Judgment must be based on established criteria. The final decisions on promotion, tenure, and retention shall be made by the president after considering all evaluations, recommendations, and other evidence.

For appointees who are granted tenure, the notice of appointment for the following year and all succeeding years will be expressly "with tenure"; annual reappointment will cease only as provided in the severance policies (see Academic Affairs Policies and Procedures Manual 507-01--507-06). For appointees who are not granted tenure, the notice of appointment for the following year (the seventh year based on a 6-year probationary period) will carry the designation "terminal contract."

Established Review Periods: Probationary Faculty at the rank of assistant professor are reviewed in their third year, and evaluated for tenure and promotion in the fall of their sixth year. In the second, fourth, and fifth year of appointments, Probationary Faculty at the rank of assistant professor will complete a Progress Toward Tenure report. See DEN 502.4.

DEADLINES for PROBATIONARY REVIEW (for Tenure and Promotion, see DEN 502-2)

1. Faculty  
   I. Submit all required materials on or before October 31 for probationary review.

2. Personnel Committee  

3. Chair  
   3. Prepare forms and letter and submit materials to dean's office by stated deadlines.

4. Dean  
   4. Review material and submit recommendation to Provost by March 1 for probationary review.

5. Provost  
   5. Notification of "conditional contract" by mid April; notification for faculty whose next contract will be terminal by mid-May for probationary review.

PROCEDURES FOR PROBATIONARY REVIEW
I. Faculty member

1. Submits to the Personnel Committee an up-to-date vita that treats all areas relevant to evaluation and clearly describes work or activities in progress.

   Writes a comprehensive statement (of not more than four pages) of his/her teaching, research/creative activities, and service activities over the past year and outlines academic goals (for research/creative activities).

   Provides single copies of up to four publications or other materials reflecting the research, scholarship and/or creative activities.

   Provides teaching materials (a) a summary table of courses taught including number of students in each, and a summary of student evaluations including scale, mean, and standard deviation; (b) a statement of teaching philosophy and any professional development related to teaching and instruction.

   May provide supplemental material (e.g., additional evidence of instructional effectiveness for up to two courses (e.g., syllabi, major test, assignments, CDs, website, etc.), additional publications, individual student comments).

   See CLAS "Evaluation of Probationary Faculty and Academic Professionals Checklist and Content Overview" (which must be included with package) on CLAS website and supply the above materials in formats specified.

2. Personnel Committee

2. Reviews all materials submitted by the probationary faculty member and makes recommendation for "retention," "conditional retention," or "termination."

   Prepares a letter to the dean addressing the strengths and weaknesses in teaching, research and scholarly creative activity, professional activity and service, and university and community service and stating the recommendation of the committee. The letter will be signed by each member of the personnel committee.

3. Chair

3. Writes a letter that treats the above subjects and summarizes the process of the personnel committee and describes its composition. The letter should state the recommendation of the chair.

   Prepares form for submission to the dean’s office.

   Once a decision on retention is made, meets with faculty member to provide information on the process that lead to the recommendation. Counsels the faculty member and makes recommendation on professional development relevant to tenure and promotion.
TIME REQUIREMENTS

1. **Assistant Professor to Associate Professor.** Promotion from assistant professor to associate professor is typically combined with tenure. An assistant professor whose intent is to remain at the university must apply for promotion during the sixth year of service as an assistant professor at ASU. An assistant professor may apply for promotion before the final probationary year if s/he has met or exceeded established criteria for the full probationary period before the end of that period. Generally, the collective record of such candidates must be exceptional.

2. **Associate Professor to Professor.** Promotion from associate professor to professor is not associated with a particular time span. An associate professor is never required to apply for promotion. Promotion will be based on established departmental and college criteria.

CRITERIA

The Department of English consists of faculty members and programs in several diverse areas, including British and American Literatures, Rhetoric and Composition, English Education, Teaching English as a Second Language, Creative Writing, Comparative Literature, and Linguistics. Because of this diversity, expectations for individuals requesting tenure and/or promotion may not always be identical. The following criteria provide broad guidelines, not rigid requirements, since in individual cases the criteria will reflect different disciplinary emphases.

Promotion from assistant to associate professor with tenure

In the general case, the entry-level assistant professor will be a new Ph.D. or M.F.A. (for creative writing) recipient. Such an individual will normally be considered for promotion and tenure during the sixth year of employment at ASU. If the candidate is exceptionally strong and/or has had previous experience, a case for early application can be made, although recent work at ASU will weigh more heavily in such decisions. The case for tenure and promotion will rest most heavily on publication of scholarly and/or creative works and demonstrated strength in teaching. Some record of service is important to establish a collegial profile but does not replace a strong record of publication and teaching.

Scholarship and Creative Activity

Scholarly or creative contribution to the field, through publication, is indispensable for candidates for promotion and tenure. Particular emphasis is placed on the quality of publications, as judged by specialists in the relevant field (the external referees) and by the departmental Personnel
Committee. Publications carrying the most weight include scholarly and creative books, monographs, articles in appropriate refereed journals or other works, edited volumes in all media (e.g., electronic books and journals), critical editions of texts, critical translations, edited volumes, and/or special issues of refereed journals, innovative textbooks, anthologized works and technical reports. Where applicable, computer programs, CD-Rom texts, hypertexts, databases, and technological innovations with scholarly, creative, or pedagogical applications will also be considered evidence of appropriate faculty activity in this evaluative category. Other publications, such as book reviews, conference proceedings, or encyclopedia entries, carry less weight. Although research or creative endeavors in English studies are generally carried out individually, in certain areas of study within the larger field and in certain kinds of disciplinary methodologies, collaboration is appropriate and as valued as single-authored publications. Joint publication reflects joint work and multiple authors are usually listed alphabetically regardless of rank. If authors do not appear in alphabetical order, the first is usually, though not always, considered the senior or major author. Books by major academic publishers and articles in the most selective refereed journals or reviews are considered the most prestigious publications in all the subfields. While quality is stressed over quantity, a candidate for promotion to associate professor will normally have eight to twelve substantial publications or a book plus two to three other publications. Because the period of time between the acceptance of a manuscript and its publication is often lengthy, works in press, with appropriate documentation, may be considered evidence of scholarly productivity. Candidates for promotion will normally have presented papers at professional conferences or have given public readings, but conference participation and reading does not take the place of publication. Often an assistant professor’s early publications will be based on research done for the dissertation or creative thesis (for the M.F.A.), but by the time s/he is a candidate for promotion s/he will have developed a research program or substantive creative project that goes beyond that early work. The production and administration of grants, for either individual research and creative activity or for projects with broader implications for the department, college, university or the professions, will also constitute appropriate activity in this area of evaluation.

Teaching

Faculty members are expected to demonstrate interest and skill in teaching courses at all levels: lower division, upper division, and graduate. High quality teaching is essential to gaining tenure, and evidence of the quality of teaching and instruction must be assessed through multiple indicators, including the following two: a summary of student evaluations collected and reported in accordance with unit and university procedures, and a peer or supervisory review of instructional materials. This review of instructional materials should consider relevant factors such as student learning, the currency of taught courses, the creation of new courses, technological and pedagogical innovations, workshops conducted for teachers and graduate students, and the contributions of courses to the unit's curriculum, pedagogy and scholarship of instruction. Other possible indicators might include peer evaluation of classroom performance, and attendance at teaching workshops. Additionally, teaching awards and honors are strong positive indicators, as is consistent service on graduate student committees. Mentoring of students at all levels, whether through independent studies, direction or service on honors theses, and
graduate student committees, conducting workshops for graduate students, or other opportunities for enhanced teacher-student interaction, are highly valued in the evaluation process. The candidate for promotion and tenure will normally have shown ability in the area of curriculum development, for example, by developing and offering new courses, seminars, or workshops, or by redesigning existing courses. Excellence in teaching is an important component for tenure and promotion considerations. Unsatisfactory classroom teaching would provide grounds for a negative recommendation for tenure and promotion. However, such pedagogical efforts cannot compensate for insufficient scholarly or creative productivity.

Service

University service commitments for untenured assistant professors are normally limited to committees within the field (these are sometimes extra-departmental). Service to the profession is expected to be commensurate with junior standing. Examples of such service could include some refereeing and reviewing work and participation in conference organization. Other service commitments, including inter- and multi-disciplinary service (e.g. committee assignments in other departments or programs) are positively valued only if accompanied by an otherwise strong record of publication and teaching.

A qualitative evaluation describes the assistant professor’s commitment to supporting and sustaining the Departmental culture. Such a commitment includes active participation in assigned committees as well as a willingness to be a contributing part of an intellectual community involved in teaching and scholarship.

Promotion from associate professor to professor

Promotion to professor can occur at any point beyond the awarding of tenure and promotion to associate professor. Generally such promotion from associate to full professor occurs from four to ten years following the first promotion. Although tenure and promotion to associate professor are essential to continuing status in the profession, promotion to professor is neither necessary nor inevitable as a result of years of service. Promotion to the rank of full professor requires a demonstration of maturity and distinction in one's field of study as well as in the three areas of evaluation. Unlike the initial promotion from assistant to associate, promotion to full professor is neither necessary nor inevitable as a result of years of service.

Scholarship and Creative Activity

The candidate for promotion to professor should provide evidence of continuing creative activity or research and publication and should have achieved a substantial body of scholarship or creative works judged in the terms outlined earlier. In many cases the successful candidate for promotion to professor will have a book with a major press, along with other publications, since the previous promotion. In the subfields in which book publication is not as common, a substantial number of refereed journal articles
would be the equivalent. Further, a candidate for professor will often have developed a reputation such that s/he will receive invitations to present lectures, to collaborate in printed volumes, or to give keynote addresses or readings. These or other measures will be used to determine if the candidate for promotion has achieved an appropriate level of external recognition for her/his research program or primary creative field. The work of the successful candidate for promotion to professor should be judged as highly original and creative by the external referees and certain of the publications should be considered leading contributions in the relevant subfield.

Teaching

The candidate for promotion to professor will be expected to have a sustained record of excellence in teaching. S/he will have continued to make teaching contributions at graduate and undergraduate levels and to have been active in graduate student committee work.

Service

Those seeking promotion to professor will be expected to have made significant service contributions to the department, college, and university, as well as to the profession. This service, internally, will consist of major committee work, including often the chairing of a working committee. Externally, the candidate will normally have been called upon to participate in editorial board work, committee work for the national organization appropriate to the subfield, or other such professional service.

PROCEDURES

External evaluation of research, publication and creative activities by a minimum of six and up to ten scholars external to ASU is required for promotion/tenure. Internal recommendations are made at the departmental, college, and university levels.

PROCEDURES

External Evaluation

1. Faculty member

1. Supplies a minimum of ten names and addresses of outside reviewers who are qualified to evaluate research/publications; indicates the relation of the outside reviewer; provides the justification for each review; gives list to chair in late January or early February of the year prior to the application for promotion/tenure.

By late March or early April provides ONE hardcopy and ONE pdf copy on a
read-write CD or DVD: a copy of most recent CV, a 4-page self-evaluation, and copies of selected publications to the chair to send to the evaluators.

2. Chair

2. Chair requests names and addresses and justifications of prospective evaluators from other faculty in the field. Writes letters (and sends publications, self-evaluation statement, and CV and departmental tenure and promotion guidelines) requesting an evaluation of the faculty member’s research and publications.

**Internal Evaluation**

3. No later than August 15, supplies the following:

1. Faculty member
   - Provides an up-to-date vita, including academic training, chronological listing of all academic positions (e.g., full-time university teaching/research positions), publications (with complete citations), works forthcoming and/or in preparation, teaching sections, mentoring, chronological listing of all part-time teaching/research positions, non-university positions related to the teaching/research field, complete bibliographic entries for all refereed publications, listing of all funded grants, concise overview of significant service, honors, awards, and other special recognition.

   - Provides a personal statement no longer than four pages.

   - Provides teaching materials (summary grid of teaching evaluations that includes all courses since tenure track position began at ASU); number of students in each course; summary of student evaluations (scale, mean, and standardized deviation--data are available on the teaching evaluation forms), comparison data for similar courses/level of courses and rank in the department of English).

   - Additional materials on teaching may be provided in the supplemental materials section: e.g., philosophy of teaching statement, peer evaluations (if available), course materials for 2 courses, and so on.
Provides four publications to be sent forward with the file.

May include Supplemental Materials providing evidence of instructional effectiveness for up to two (2) courses, e.g. syllabi, copies of major tests and assignments, reading lists, websites, CDs, individual student evaluations or comment, philosophy of teaching statement, peer evaluations (if available); additional publications, letters from editor(s), contract(s) if available.

See CLAS guidelines and instructions on the CLAS website which specifies the materials and format of materials to be sent forward by the faculty member at https://clas.asu.edu/sites/default/files/clas_promotion_and_tenure_proced ural_guide_2013.pdf (if you have trouble opening this file, use Mozilla Firefox as your browser.

Provides TWO hard copies of all the above materials with ONE copy inserted into a white three-ring binder arranged in the order specified by Provost and CLAS instructions. The other copy may be inserted in a folder. Also provides ONE electronic pdf copy on a read-write CD that includes a scanned copy of every hardcopy piece submitted.

2. Personnel Committee

2. Reviews material in file, including outside letters of evaluation; makes recommendation; prepares a letter, addressed to the chair, setting forth a thorough and objective review of the candidate's teaching, research, and service, and justification by the committee for its recommendation. Submits letter and to chair, with signatures of all personnel committee members no later than September 15 or date specified by Chair.

3. Chair

5. Completes relevant form indicating the departmental recommendation; writes letter of recommendation to the dean.

Forwards to the dean's office by early-October the completed forms, a copy of the letter sent to the outside evaluators requesting that they evaluate a faculty member, the vita, external letters, tenure and promotion guidelines, summaries of teaching evaluations, the letter from the Personnel Committee, the letter from the Chair, all outside letters of evaluation (there must be a minimum of 6), and the four publications chosen by the faculty member. See Provost and CLAS guidelines for exactly what to include and in what order.
DEN 502.3  Guideposts for Probationary Faculty

GUIDEPOSTS FOR PROBATIONARY FACULTY

The Department is committed to mentoring junior and senior faculty through the probationary period. To that end, the Department offers the following suggestions to help probationary faculty develop plans for working toward tenure up to the sixth year. These guideposts are meant to explicate—but not supplant or alter—the departmental criteria for promotion and tenure as outlined in the Department of English Department Manual, section 500, “Hiring and Reviews”, and in particular, subsection 502.2, “Promotion and Tenure.”

Candidates for promotion and tenure participate in departmental programs in British and American Literatures, Rhetoric and Composition, English Education, Teaching English as a Second Language, Creative Writing, Comparative Literature, and Linguistics; some were hired under plans to expand information literacy in the College. Because the Department is comprised of teacher-scholars with diverse disciplinary training and research/creative activities—and because changing technologies continue to affect publication practices throughout the academy—the individual research and publication plans for successful candidates may vary widely, as may their teaching and service profiles.

These guideposts are organized according to the traditional areas of review—research and creative activity; teaching; and service. Each section begins with a quotation from the Department of English Department Manual listing the criteria for evaluating performance in the relevant area and proceeds to a chronological explication of suggested activities during a candidate’s successive years at A.S.U.

Guideposts for Research and Creative Activity

Background
The departmental criteria governing the evaluation of research and creative activity for a candidate seeking promotion from assistant to associate professor with tenure are quoted below (from DEN 502.2).

Scholarly or creative contribution to the field, through publication, is indispensable for candidates for promotion and tenure. Particular emphasis is placed on the quality of publications, as judged by specialists in the relevant field (the external referees) and by the departmental Personnel Committee. Publications carrying the most weight include scholarly and creative books, monographs, articles in appropriate refereed journals or other works, edited volumes in all media (e.g., electronic
books and journals), critical editions of texts, critical translations, edited volumes, and/or special issues of refereed journals, innovative textbooks, anthologized works and technical reports. Where applicable, computer programs, CD-Rom texts, hypertexts, databases, and technological innovations with scholarly, creative, or pedagogical applications will also be considered evidence of appropriate faculty activity in this evaluative category. Other publications, such as book reviews, conference proceedings, or encyclopedia entries, carry less weight. Although research or creative endeavors in English studies are generally carried out individually, in certain areas of study within the larger field and in certain kinds of disciplinary methodologies, collaboration is appropriate and as valued as single-authored publications. Joint publication reflects joint work and multiple authors are usually listed alphabetically regardless of rank. If authors do not appear in alphabetical order, the first is usually, though not always, considered the senior or major author. Books by major academic publishers and articles in the most selective refereed journals or reviews are considered the most prestigious publications in all the subfields. While quality is stressed over quantity, a candidate for promotion to associate professor will normally have eight to twelve substantial publications or a book plus two to three other publications. Because the period of time between the acceptance of a manuscript and its publication is often lengthy, works in press, with appropriate documentation, may be considered evidence of scholarly productivity. Candidates for promotion will normally have presented papers at professional conferences or have given public readings, but conference participation and reading does not take the place of publication. Often an assistant professor’s early publications will be based on research done for the dissertation or creative thesis (for the M.F.A.), but by the time s/he is a candidate for promotion s/he will have developed a research program or substantive creative project that goes beyond that early work. The production and administration of grants, for either individual research and creative activity or for projects with broader implications for the department, college, university or the professions, will also constitute appropriate activity in this area of evaluation.

Chronological Guideposts for Research and Creative Activity
In general, it is useful for candidates to establish a cycle of research activity with materials in progress, materials under review, and materials in press. Specific guideposts are given below.

End of Second Academic Year, Research and Creative Activity
Candidates should be engaged in an active program of research, creative activities, and writing, directed toward meeting tenure requirements as detailed in DEN 502.2, quoted above. Candidates should have made significant steps toward satisfying the requirements for tenure as demonstrated by completed chapters or articles or other appropriate works (whether in print or digital), presentations at professional meetings or readings, research, and other signs of scholarly and creative progress.

End of Third Academic Year, Research and Creative Activity
Candidates should have a combination of print and digital publications out, in press, or in progress.

Candidates authoring a monograph should have finished a complete draft of the book manuscript and should have submitted a book prospectus to a publisher. Candidates publishing the equivalent of a monograph (8 to 12 articles) should have at least two articles accepted for publication and at least three
other article-length manuscripts under review. Candidates authoring technological innovations should have completed at least one major project.

Candidates should also provide evidence of developing a research program or substantive creative project beyond their early work (that is, beyond the dissertation or creative thesis); candidates working on grant projects should show evidence of that activity.

**End of Fourth Academic Year, Research and Creative Activity**
Candidates authoring a monograph should have submitted the book manuscript. They should also have published at least one additional refereed article/book chapter, and have evidence of efforts to place another piece in refereed journals/books within the next year. Candidates publishing the equivalent of a monograph (8 to 12 articles) should have published or have in press at least eight articles/book chapters, and have evidence of efforts to place one or two other pieces in refereed journals/books within the next year. Candidates authoring technological innovations should have completed at least one other major project since the third year. Candidates may have a combination of print and digital publications out, in press, or in progress.

All candidates should provide evidence of further developing a research program or substantive creative project beyond their early work; candidates working on grant projects should show evidence of that activity.

**End of Fifth Academic Year, Research and Creative Activity**
Candidates authoring a monograph should have completed the book manuscript, and have acceptance of the book from a scholarly publisher. Ideally, the book will be in press. These candidates should also have published at least one additional refereed article/book chapter, and have demonstrated continued scholarly or creative activity. Candidates authoring 8 to 12 article-length manuscripts should have published one to two additional pieces, and have definite plans to place one or two more in refereed journals/books within the next year. Candidates authoring technological innovations should have completed at least one or two more major projects. Candidates may have a combination of print and digital publications out, in press, or in progress.

**Guideposts for Teaching**

**Background**
The departmental criteria governing the evaluation of teaching for a candidate seeking promotion from assistant to associate professor with tenure are quoted below (from DEN 502.2). Faculty members are expected to demonstrate interest and skill in teaching courses at all levels: lower division, upper division, and graduate. High quality teaching is essential to gaining tenure, and evidence of the quality of teaching and instruction must be assessed through multiple indicators, including the following two: a summary of student evaluations collected and reported in accordance with unit and university procedures, and a peer or supervisory review of instructional materials. This review of instructional materials should consider relevant factors such as student learning, the currency of taught courses, the creation of new courses, technological and pedagogical innovations, workshops conducted for teachers and graduate students, and the contributions of courses to the unit's curriculum, pedagogy
and scholarship of instruction. Other possible indicators might include peer evaluation of classroom performance, and attendance at teaching workshops. Additionally, teaching awards and honors are strong positive indicators, as is consistent service on graduate student committees. Mentoring of students at all levels, whether through independent studies, direction or service on honors theses, and graduate student committees, conducting workshops for graduate students, or other opportunities for enhanced teacher-student interaction, are highly valued in the evaluation process. The candidate for promotion and tenure will normally have shown ability in the area of curriculum development, for example, by developing and offering new courses, seminars, or workshops, or by redesigning existing courses. Excellence in teaching is an important component for tenure and promotion considerations. Unsatisfactory classroom teaching would provide grounds for a negative recommendation for tenure and promotion. However, such pedagogical efforts cannot compensate for insufficient scholarly or creative productivity.

**Chronological Guideposts for Teaching**

High quality teaching is essential to gaining tenure.

**End of Second Academic Year, Teaching**

Candidates should have carried out teaching assignments related to their position, and should present evidence of course materials consistent with Department teaching policy. The department recognizes that some faculty may have adjustments to make as a new teacher; thus, it expects teaching indicators to be near the department average for both rank held and level of courses.

**End of Third Academic Year, Teaching**

Candidates should have made a contribution to the pedagogical mission of the Department by way of new courses, revisions of existing courses, or other comparable contributions. Candidates should participate in the graduate program as appropriate and as commensurate with the opportunity to do so.

**End of Fourth Academic Year, Teaching**

Candidates should have continued to make contributions to the pedagogical mission of the Department by way of new courses, revisions of existing courses, or other contributions. Candidates should provide evidence of working with graduate students as well as undergraduates. Candidates’ teaching evaluation indicators should be near the department average for rank and level of course.

**End of Fifth Academic Year, Teaching**

Candidates should have continued to make contributions to the pedagogical mission of the Department by way of new courses, revisions of existing courses, or other contributions. Candidates should provide evidence of working with graduate students as well as undergraduates. Candidates’ teaching evaluation indicators should be near the department average for rank and type of course. Candidates should provide additional evidence of excellence in teaching such as a teaching award or other teaching honors, participation in pedagogical workshops, leading teaching workshops, mentoring teaching assistants and other indicators as deemed appropriate by them.

**Guideposts for Service**

**Background**
The departmental criteria governing the evaluation of service for a candidate seeking promotion from assistant to associate professor with tenure are quoted below (from DEN 502.2).

University service commitments for untenured assistant professors are normally limited to committees within the field (these are sometimes extra-departmental). Service to the profession is expected to be commensurate with junior standing. Examples of such service could include some refereeing and reviewing work and participation in conference organization. Other service commitments, including inter- and multi-disciplinary service (e.g. committee assignments in other departments or programs) are positively valued only if accompanied by an otherwise strong record of publication and teaching.

A qualitative evaluation describes the assistant professor’s commitment to supporting and sustaining the Departmental culture. Such a commitment includes active participation in assigned committees as well as a willingness to be a contributing part of an intellectual community involved in teaching and scholarship.

**Chronological Guideposts for Service**

**End of Second Academic Year, Service**
While the Department will endeavor to protect a candidate from unduly heavy service, candidates will be expected to show a level of service appropriate to rank.

**End of Third Academic Year, Service**
Candidates should have engaged in professional service (e.g., by serving on committees in professional organizations, participating in scholarly or creative conferences, public readings, writing book reviews, or participating in local activities in the community). Candidates should have served on a departmental, college or university committee as appropriate to rank.

**End of Fourth Academic Year, Service:** Candidates should have engaged in professional service (e.g., by serving on committees in scholarly organizations, participating in scholarly conferences, writing book reviews, or participating in local activities in the community). Candidates should have served on a departmental, college or university committee as appropriate to rank.

**End of Fifth Academic Year, Service:**
Candidates should have evidence of professional service (serving on committees in professional organizations, participating in scholarly or creative conferences, writing book reviews, or participating in local community activities) commensurate with building a national profile. Candidates should have served on a departmental, college or university committee as appropriate to rank.

**DEN 502.4 Progress Toward Tenure Report**

University policy (see ACD 506-03 [http://www.asu.edu/aad/manuals/acd/acd506-03.html]) requires an annual review of progress towards tenure for those probationary faculty members who are not undergoing a formal third-year or final probationary review. Associate professors without tenure will be formally reviewed in the second year of their appointment.
The Progress Toward Tenure Report is distinct from the annual performance review and the online FAR (Faculty Activity Report) that all faculty submit in February. Whereas the latter reflects on what has happened during the preceding calendar year(s), the Progress Toward Tenure Report looks forward and evaluates an individual’s progress toward meeting department and university tenure criteria.

A Progress Toward Tenure Report memo is written by the Chair with input from the Personnel Committee and from other units if there is a joint appointment. This memo is given to the probationary faculty member for review at an individual meeting between the Chair and the probationary faculty member, during which the Chair discusses progress toward tenure and answers any questions the probationary faculty member may have. Following the meeting, the faculty member signs the memo, indicating that he/she has reviewed the memo and met with the Chair.

To prepare this progress report, the Chair needs from each untenured faculty member a description of past and planned activities in research, teaching, and service that indicates the faculty member’s progress toward tenure and promotion. After consulting the Tenure and Promotion Guidelines in the Department of English Manual at http://www.asu.edu/clas/english/facspace/deptmanual/den502-2.htm and Guideposts for Probationary Faculty also in the Department Manual at http://www.asu.edu/clas/english/facspace/deptmanual/den502-3.html, a probationary faculty member must submit the following materials:

- A current *curriculum vitae* with full documentation for each entry
- A one- to-two page self assessment of contributions in research or creative activities, teaching, and service, especially in light of Tenure and Promotion Guidelines. To the extent possible, a candidate should offer context for these contributions rather than just listing what appears on his/her CV. The candidate might also offer a tentative timetable of a work plan toward tenure and promotion. The self-assessment should include the following:
  - Brief description of research and creative activities accomplished over the previous year (refer to projected work from previous progress report, if applicable); and brief description of plans for research and creative activities for this year;
  - Brief description of teaching activities (e.g., courses developed, courses taught, number of students mentored, teaching awards, etc.) over this past year, and brief description of teaching plans for this year.
• Brief description of service activities for this past year and service commitments for this year.

**PROCEDURES**

1. Faculty member
   1. Supplies a pdf and a hard copy of current CV and one- to two-page self assessment of progress toward tenure no later than **October 1**.

2. Chair and Personnel Committee
   2. Chair and Personnel Committee review the Progress toward Tenure materials; the Personnel Committee makes a recommendation to the Chair assessing the faculty member’s progress toward tenure.

3. Chair
   3. Prepares a memo evaluating the candidate’s progress toward tenure and meets with the candidate to discuss the candidate’s progress. Chair forwards the memo (and written response, if any) to the college dean.

Candidates are provided the opportunity to reply to the review in writing within 30 days of their meeting with the Chair. A copy of the reply will be attached to the review memorandum. Once the comment period has expired, a copy of the letter (with any replies) will be placed in the unit file. A copy of those documents is then sent to the CLAS Dean of Humanities.

**Schedule of Progress Toward Tenure Reports**

Assistant Professor hired for academic year (first year)—no report

Progress Towards Tenure review in Fall of second year

Third-Year Probationary Review in Spring of third year--see **DEN 502.1** for details on Third-Year Review.

Progress Towards Tenure review in Fall of fourth year

Progress Towards Tenure review in Fall of fifth year (submit materials for external review for tenure and promotion in the spring of fifth year, see **DEN 502.2**)

Promotion/Tenure review in Fall of six year--see **DEN 502.2** for details on tenure and promotion.

**DEN 503.1 Renewal: Lecturer and Clinical Professors**

Revised 9/11
The lecturer and clinical professor is expected to demonstrate excellence in instructional activity at the undergraduate level in order to have his/her contract renewed. Renewal of both rolling and three-year contracts will be determined using the same evaluative criteria. Evidence of the lecturer’s and clinical professor's work may include the following:

**TEACHING**

**Core Components:**

- *Student evaluations and faculty evaluations:* Course evaluation numbers at the departmental mean or better for comparable classes and rank.

- *Syllabi and assignments:* Evidence of effective pedagogical strategies that advance the Mission/Goals of the English Department in terms of quality of assignments and coherence/effectiveness of syllabi and course plan. *(Possible evidence: sample syllabi, unsolicited letters from students evaluating the course, students’ summative comments on the department evaluation instrument, teaching awards.)*

- *Needed Courses:* Regular teaching of undergraduate courses that meet departmental/university needs. *(Possible evidence: list of courses taught.)*

- *Range of Courses:* Experience and skill in teaching a variety of recognizably difficult courses and a willingness to teach classes at the 100-, 200-, and 300- levels. *(Possible evidence: list of courses taught.)*

- *Student Mentoring:* Evidence of mentoring students where appropriate (e.g. honors’ theses, independent study).

**Course and Curriculum Development**

- Develop and offer new courses that serve departmental needs *(Possible evidence: syllabi along with memo that outlines the need for the course and the way it serves the department.)*

- Significantly redesign existing courses *(Possible evidence: Syllabi from previous course and new course along with a memo that outlines the changes along with the rational for and effectiveness of changes.)*

- Participate in program-wide assessment and possible revision of courses/course structures *(Possible evidence: Letter from chair/director of assessment project detailing participation, documents produced.)*

**SERVICE**

**Core Components:**
• *Formal Classroom Observations:* Observe and evaluate teachers in their classrooms (*Possible evidence:* list of teachers and copies of letters given to teachers).

• *Departmental Administration:* Through positions appointed by the Chair, assist WPA and/or Chair to undertake essential tasks crucial to running the Writing Programs and/or Department. (*Possible evidence:* end of year report of administrative tasks, extended discussion in letter of self-evaluation).

• *College and University Service:* Serve on college- and university-level committees.

**PROFESSIONAL DEVELOPMENT**

Core Components:

• Receipt of and/or submission of grants or other external funding opportunities that promote effective and improved teaching.

• Evidence of helping to improve teaching beyond one’s classroom through such activities as publishing articles, textbooks, books, or serving in a leadership role for a state or national group working for the improvement of teaching.

• Preparation of manuscripts for publication.

• Scholarly presentations at national conferences.

**PROCESS AND PROCEDURES**

Submit two hard copies and one CD-RW that is READ-WRITE only (do not submit is as read-only) of the following by the first week in January. **Make sure ONE of your hardcopies is in a White Notebook that has Tabbed dividers for every section.** For more information, see CLAS guidelines at

[https://clas.asu.edu/sites/default/files/clas_fixedterm_faculty_promotion_or_multiyear_faculty_renewal_procedural_guide_2013_0.pdf](https://clas.asu.edu/sites/default/files/clas_fixedterm_faculty_promotion_or_multiyear_faculty_renewal_procedural_guide_2013_0.pdf)

  o Table of contents;
  
  o Current curriculum vitae;
  
  o Personal statement (up to 4 pages in length);
  
  o Summary of job or teaching effectiveness, including student evaluations; see CLAS forms and click on "Teaching evaluation Summary Template" under "All Promotion, Continuing Appointment and Tenure Recommendations" (it is not included in the promotion instructions for MY faculty this year)
  
  o Copies of up to 4 publications (if applicable);
In evaluating performance of lecturers, the Chair and Personnel Committee may request input from two lecturers/lecturer representatives.

**DEN 503.2 Promotion to Senior Lecturer and Principal Lecturer**

Revised 8/11

Per ACD Manual 505-02, a senior lecturer normally holds a doctorate degree and has a minimum of five years of successful, college-level teaching experience. The English Department expects that this teaching has been full-time. Requests for promotion to senior lecturer should occur at the time of the normal review: during the second year of the contract period. Promotion recognizes a quality of work higher than that expected for renewal. For those who have two or more years of successful, full-time college teaching experience before coming to ASU, requests for promotion to senior lecturer can be made during their second year at ASU. Those who have fewer than two years of successful, full-time college teaching experience, either at ASU or elsewhere, may request promotion at the normal review time in any contract period after the first review period. As in the renewal criteria, the case for promotion will rest most heavily on demonstrated excellence in teaching. Consistent with a specific lecturer’s administrative assignment (s), administration and service responsibilities that support teaching will be considered important.

Per ACD Manual 505-02, a principal lecturer normally holds a doctorate degree and has a minimum of seven years of successful, full-time college-level teaching experience. Requests for promotion to principal lecturer should occur at the time of the normal review: during the second year of the contract period. Typically, requests for promotion come from those who hold the Senior Lecturer position. Promotion recognizes a quality of work higher than that expected for renewal. For those who have five or more years of successful, full-time college teaching experience before coming to ASU, requests for promotion to principal lecturer can be made during their second year at ASU. As in the renewal criteria, the case for promotion will rest most heavily on demonstrated excellence in teaching. Consistent with a particular senior lecture's administrative assignment (s), administration and service responsibilities that support teaching will be considered important.

In evaluating the performance of lecturers, and senior lectures, the Chair and the Personnel Committee may request counsel and input from two lecturer representatives and from their supervisor(s). Promotion to Senior Lecturer or Principal Lecturer involves the following qualities.

**Instructional Activity**

The lecturer or senior lecture is expected to demonstrate interest and skill in teaching undergraduate-level courses. High quality in teaching is expected and is normally judged by use of the departmental
student teaching evaluations and faculty evaluations. Additionally, teaching awards and honors are strong positive indicators. The candidate for promotion and renewal will normally have shown ability in the area of curriculum development: for example, by developing and offering new courses or by redesigning existing courses. Ability in teaching is an important component of the renewal and promotion requirements. Failure to conduct high quality classroom instruction would be grounds for a negative recommendation on promotion.

Administration/Service

For every lecturer and senior lecturer, valued work will include the following: excellent participation and cooperation in department, college and/or university committee work and in the overall appropriate curriculum program in the English Department. Both the quality and quantity of this participation and cooperation are important.

The lecturer or senior lecturer seeking promotion may have experience in program administration and curriculum development. Valued work may include the following: supervising of multi-section courses; observing and evaluating teachers in their classrooms; examining, critiquing, and collaboratively constructing syllabi; mentoring teachers; handling student questions and complaints; offering community outreach; and/or providing service to professional organizations. For those lecturers who are involved in program administration and curriculum development, both the quality and the quantity of this work are important. The quality should be excellent.

Professional Development

Evidence of an excellent, ongoing professional development program is necessary. Such evidence may consist of several of the following: integration of current theory and practice in teaching; participation in appropriate professional workshops and conferences; receiving grants or honors; contributing to scholarly publication; and/or writing or editing significant textbook (s). Most highly valued will be professional development that brings positive local, regional, and/or national attention to the Department of English at ASU. Both the quality and the quantity of this work are important. The quality should be excellent.

For specific information on what to include for your application for promotion and how to organize these materials, prepare hard copies and CDs, see CLAS webpage at http://clas.asu.edu/files/CLAS-MultiYear-PromotionChecklist.pdf and at the Provost website at http://provost.asu.edu/promotion_tenure/multiyear.

Procedures

Submit two hard copies and one CD-RW that is READ-WRITE only (do not submit is as read-only) of the following by the first week in January. Make sure ONE of your hardcopies is in a White Notebook that has Tabbed dividers for every section. For more information, see CLAS guidelines at https://clas.asu.edu/sites/default/files/clas_fixedterm_faculty_promotion_or_multiyear_faculty_renewal_procedural_guide_2013_0.pdf
The Personnel Committee will review these materials and make a recommendation to the Chair. The Chair and Associate Chair will review these materials and make a recommendation to the Dean. Notification of the University’s decision on the promotion is typically made on or before May 15.

DEN 503.2 Procedures for Applying for Reappointment as an Instructor

04/00

Instructors may be reappointed for an academic year on the basis of performance and department need. To be considered for reappointment, an instructor must have successfully completed a full academic year and have submitted an annual self-evaluation packet to the department in that year. Hence, in the fall semester, after their first full year of teaching as an instructor in the English department, instructors may apply for reappointment for the following academic year.

To apply for reappointment, instructors need to submit the following:

* Current CV
* Brief, formal letter to the Chair of the English Department indicating that the instructor “would like to be considered for reappointment as an Instructor” (Instructors must use this above language in their letter).

Deadline: December 1

Applications for reappointment will be evaluated based on departmental need (as determined by the number of instructor lines that are allotted by the CLAS dean’s office) and by performance (as determined by the annual self-evaluation packet and Chair’s evaluation letter from the previous academic year).
Instructors will be notified of reappointment on or before February 1.

DEN 504  Notification of Promotion and Tenure

Faculty members being considered for promotion or tenure will be informed in writing of the final decision by the Provost.

Faculty members under review may only be informed orally of the recommendation of the chair and the dean. Reasons for the decision are not to be provided either in oral or written form. Written notification will be given by the chair or dean only when written notification of decisions on retention from the Provost has been received.

Faculty members who are recommended for conditional contracts must be notified by the dean no later than April 15. The faculty member will have 30 calendar days to petition the dean with reasons for an independent review of the decision. If the petition is not received within 30 calendar days, the conditional contract will not be reconsidered. If a conditional contract is offered to a faculty member, the condition(s) warranting an unconditional contract must be specified and communicated to the faculty member.

Those faculty who will receive a terminal contract or whose contracts are not being renewed for a succeeding year will be notified in writing by the Provost.

DEN 505.1 Annual Performance Evaluation Guidelines: Track Faculty
Revised 9/19/2011

All English Department faculty members are expected to contribute to the well-being of the departmental community through working to achieve both individual goals and departmental goals. The guiding principle in the distribution of work and its evaluation will be to achieve BALANCE within the Department. It is the goal of the Personnel Committee and Chair to insure that work is equitably distributed among all members of the faculty.

According to Board of Regents policy, all faculty members must be reviewed on an annual basis. The annual review is one element of post-tenure review. The following procedures outline the annual review process and the consequences of an unsatisfactory rating in any area or overall, as determined by the Board of Regents.

For evaluation purposes, faculty members will submit each spring (on or before February 1) the following online through Blackboard and in hardcopy documents:

- Appendix A CLAS Faculty Annual Prospective Responsibility Assignment Form (Submit Online at http://www.asu.edu/clas/english/facspace/deptmanual/append-A.html)
Annual Performance Evaluation (Submit the following in hardcopy and Online at Blackboard, naming each file with your last name and first initial and description of content):

- A current hardcopy CV with research activities and service for the last three calendar years, and instructional activities for the last calendar year, highlighted in yellow
- Hardcopies of title and copyright pages of publications (do not submit books, journals, or whole articles)
- A one-page hardcopy cover letter (optional) explaining any special circumstances or developments not covered in the CV

These documents will aid the department Chair and the Personnel Committee in determining teaching assignments for the upcoming year and in interpreting the research/creative activity, instructional contributions, and service activities of each faculty member during the period under evaluation in accordance with the designated weighted assignments in these areas of faculty performance.

Guidelines for Appendix A CLAS Faculty Annual Prospective Responsibility Assignment Form

Appendix A, the CLAS Faculty Annual Prospective Responsibility Assignment Form, is used to formalize assignments for the upcoming academic year. Post-tenure reviews of faculty will examine how they have performed in relation to the distribution of their effort among the areas of teaching, research/creative activities, and service. It is important, therefore, that a record of the assignment be recorded prior to the start of the academic year.

Areas of Responsibility in Making the Assignment.

I. The Chair. It is the responsibility of the chair to ensure that each faculty member is assigned a set of activities that, if completed satisfactorily, constitutes a full load. These assignments should be annual and prospective, should be established following approved policies, and should be arrived at only after consulting with faculty about their preferences. It is the chair’s responsibility to make assignments that reflect an appropriate use of a faculty member’s time.

II. Faculty. Each faculty member should accept the assigned responsibilities and expect to provide services in support of institutional needs that reflect a full load. He/She should expect that the quality of these activities and their importance to the institution will be the basis of post-tenure review evaluations. Faculty members should recognize that assignments/contributions will vary among faculty members and from year to year. More detailed information for track faculty on work distribution follows.

The determination of work distribution will take into account the need to provide courses for graduate students and English majors, the need to provide high-quality service courses for non-major students who require English classes to graduate, the need to provide time for faculty research and other creative
activity, the need for efficient department administration, and the need to support the principle of faculty governance. The percentage of effort assigned to instructional contributions will include classroom teaching (usually 10% for each class taught during the year) and all other activities that contribute to the teaching mission of the department (i.e., mentoring undergraduate and graduate students, curriculum development, etc.). The "default" assignment is 60% for instructional activities, 20% for research and/or creative activities, and 20% for service. However, each faculty member will take into account both the faculty member's individual goals with respect to scholarly and creative activities (e.g. current research or creative activities projects, course development ideas) and departmental goals (see Den 202), and may assign 40% for instructional activities, 40% for research and/or creative activities, and 20% for service. (Distribution of percentage of effort across the three areas is contingent on a faculty member's contribution to the department in all areas.)


**Guidelines for Annual Performance**

The Personnel Committee’s performance evaluations and recommendations to the Chair will take into consideration each faculty member’s previous year's contributions to teaching and the previous three calendar years' productivity in research, creative activity, and professional development activities; and service.

Please highlight in yellow your contributions to teaching, research/creative activities, and service on a current CV.

**Evaluation Procedures**

All submitted materials will be considered by the Chair in consultation with the Personnel Committee. For each of the three categories— instructional contributions, research and creative activity, and service—a rating on a 1-4 scale will be assigned; the overall rating will be the average weighted score of each category.

A **highly meritorious** rating (level 4) will require evidence that the faculty member performed at an exceptional level, as per the indicators.

A **meritorious rating** (level 3) will require evidence that the faculty member has performed at a superior level, as per the indicators.

A **satisfactory rating** (level 2) will require evidence that the faculty member has met the minimum requirements for fulfilling the responsibilities in the assigned area, as per the indicators.

An **unsatisfactory rating** (level 1) will require evidence that the faculty member has failed to perform assigned duties in a particular area, as per the indicators.
Evaluations will be made on the basis of multiple indicators. For detailed indicators, see below. Faculty are encouraged to review the indicators for each area prior to submitting their annual performance. For additional help, see the section titled Guidelines for Interpreting Submitted Materials below.

For each of the three areas, the Personnel Committee and Chair will be guided by the following indicators as appropriate to the individual faculty member's approved work distribution for the past calendar year, and the previous two calendar years:

**Instructional Contributions (One calendar year):**

**Merit Rating of 4:** Achieves widely-recognized teaching success, such as receiving a major teaching award, superior evaluations across the board; is successful in teaching a recognizably-difficult course; carries out internal programmatic assignments to the highest level; supervises an extensive number of Honors student and/or graduate students; takes on exceptional responsibility for developing and advancing an area of specialization that is often difficult to staff; gives evidence of accessibility to students outside the classroom and holds regularly-scheduled office hours.

**Merit rating of 3:** Receives evaluation scores at the departmental mean or better for comparable classes; uses innovative strategies in teaching materials and presentation and helps students understand how these contribute to learning; mentors other teachers; teaches a variety of courses; participates in new course development or curriculum development; is effective in carrying out programmatic assignments; demonstrates commitment to departmental needs (teaching at the lower division; teaching at night/early morning/weekends; teaching high enrollment/multicultural content courses, etc.); serves on graduate student and/or Honors students thesis committees or applied projects; gives evidence of providing a challenging but supportive learning climate; gives evidence of accessibility to students outside of class time and holds regularly-scheduled office hours.

**Merit Rating of 2:** Meets classes; receives evaluations for each course taught within one (1) point of the departmental mean for comparable classes; defines course requirements clearly on all syllabi; uses effective pedagogy; works as a member on graduate student and Honors student committees; holds regularly-scheduled office hours.

**Merit Rating of 1:** Fails repeatedly to meet classes and provide office hours; and/or fails repeatedly to provide adequate teaching materials/course guidelines to students; and/or fails repeatedly to provide students with the opportunity to fill out course evaluations; repeatedly receives evaluations more than one (1) point worse than the departmental mean for comparable classes; violates the professional student/teacher relationship.

**Research/Creative Activity/Professional Development (Three calendar years):**

**Merit Rating of 4:** Is awarded major national or international grants or honors; demonstrates highly significant creative or scholarly publication/performance/professional development.
Merit Rating of 3: Publishes significant works in professionally-recognized venues; participates in professional conferences and workshops; reads/edits manuscripts; provides evidence of an ongoing research/professional development agenda.

Merit Rating of 2: Demonstrates evidence of ongoing professional development and/or progress toward publication (such as conference papers, article submissions, acceptance letters, well-informed teaching, etc.) for each calendar year of the reporting period.

Merit Rating of 1: Shows no evidence of an ongoing research/creative activity/professional development agenda and/or production.

Service (Three calendar years):

Merit Rating of 4: Accepts and carries out departmental and/or other university service and/or administrative assignments to the highest level; performs exceptional widely-recognized community outreach assignments and/or exceptional service to national/international organizations.

Merit Rating of 3: Accepts rigorous service/administrative load at any university level; provides evidence of professional community outreach; provides service to professional organizations; mentors other teachers; builds/participates in team environment.

Merit Rating of 2: Accepts and fully participates in appropriate service, as mutually agreed upon between faculty member and Chair; serves at the college and university levels, in the faculty member's professional discipline, and/or in the community.

Merit Rating of 1: Fails to accept and participate effectively in any assigned service/administration responsibility beyond the department area committee; gives no evidence of providing external professional service or professional community outreach.

Contributions to Affirmative Action Principles

The Personnel Committee and the Chair will also be guided by the Departmental Plan for Diversity and Affirmative Action in the evaluation process. Those faculty members actively contributing to the Affirmative Action and Diversity aims of the department and the university in their pedagogy, their research, creative activity, and professional development activities, and in service should appropriately note these contributions. The Personnel Committee and the department Chair will credit these activities as an addition to the above evaluative indicators.

Sabbaticals, Leaves, and Funded Research

Faculty on leave from teaching responsibilities will be evaluated in the categories of research and service (where applicable).

Outcome of Annual Review and Consequences of Performance Evaluation
An overall rating will be determined, according to the percentages of effort in each faculty member’s work distribution. In a typical distribution (40%, 40%, 20%), the score for teaching will be multiplied by .4, that for research by .4 and that for service .2. These will be added up to come to a weighted average score.

Satisfactory (level 2) or better (level 3 or level 4) performance in all areas of evaluation allows the faculty member to remain in the regular evaluation process with the possibility of merit pay raises.

Overall satisfactory performance with a single area of unsatisfactory leads to a faculty development plan, as determined by the Chair in consultation with the Personnel Committee.

An overall unsatisfactory rating may result from two or more areas of unsatisfactory or may result from one area of unsatisfactory (for example, teaching), depending upon the percentages assigned to that area in the goal-based agreement and the extent of the deficiency. An overall unsatisfactory leads to a Performance Improvement Plan approved at the college level.

Each faculty member will be notified of his/her evaluation in each assigned area, as well as an overall evaluation average rating.

Guidelines for Interpreting Submitted Materials

The following are intended to aid faculty members in the presentation of their annual performance. Further, they will guide the Personnel Committee and the Chair in interpreting specific elements of faculty performance. The guidelines are designed to address specifically those areas that have presented particular problems in evaluation in past years. They are meant to make the evaluation criteria less ambiguous. They are meant, also, to emphasize quality, rather than merely measuring the quantitative aspects of performance.

General

Faculty members who do not submit the relevant materials in the requested format will be evaluated by the Personnel Committee and the Chair on the basis of readily available information.

Less-than full time faculty will be evaluated on the basis of an appropriate percentage relative to the accomplishments of full-time faculty.

Research, Creative Activity, and Professional Development (Three Calendar Years)

Normally, only articles, books, creative works, etc., actually in print or on the internet will be considered under the category of "publications." Works in progress, circulation, or accepted for publication will be considered as evidence of an ongoing research and publication program and may be referred to in cover letter (if applicable). In cases where publication delays or other extenuating circumstances would unfairly penalize a faculty member, evidence of a publication commitment would be considered and should be explained in the in cover letter. If a faculty member chooses to have a manuscript considered
which has been accepted for publication but is not yet in print or on the internet, the burden is on the faculty member to present evidence that the journal/publisher has accepted the manuscript.

All faculty research and publication subject to annual evaluation should contribute to the department's mission and/or reputation. Faculty members are encouraged to achieve excellence in the field(s) in which they are hired. Publications outside the faculty member's primary departmental responsibilities will normally supplement the faculty member's record of publication. Both Department administration and faculty member must recognize the programmatic needs of the former and the intellectual growth of the latter and come to some flexible compromise addressing both concerns.

Written work will be evaluated on the basis of its quality and on the publication or press from which it is issued. Publication will also be evaluated on the basis of the originality of the work and/or its ongoing importance in the faculty member's fields of expertise.

1. Books

Edited volumes may be considered book-length publication if they are:

a. critical editions, or
b. collections in which each article is refereed.

Collections of invited articles may be so considered if they are highly significant, part of an important series, or are published by a high quality press (documentation or explanation for this should be included, if appropriate).

Other kinds of edited volumes also will be considered as publication, if the particular subdiscipline recognizes it as such. This puts the burden on the faculty member to describe the volume's importance and clarify its status in the cover letter.

Translations (book length) will be evaluated along the lines given above and may be explained in the cover letter.

2. Articles, Chapters, Essays, Poems, and Short Stories in Refereed Venues

Chapters in edited volumes will be given full value as refereed publications if they appear in volumes that have been refereed, form part of an important series, or are issued by a high quality press (documentation or explanation should be provided in the cover letter.

Review essays will be given full publication credit if they appear in a significant publication in the faculty member's field

Translation essays will be evaluated along the lines given above and may be explained in the cover letter.
3. Co-authored works will be given credit proportional to the contribution of the faculty member (as indicated on the CV).

4. Projects funded by grants will receive credit under the category of research if the faculty member is the primary or co-primary investigator.

5. Conference papers and scholarly or pedagogical presentations vary in importance. The quality of the venue for presentation (i.e. keynote address, refereed process, national or regional meeting) will be taken into consideration (and may be explained in the cover letter). It is possible that such an activity is both research and service.

6. Participation in workshops that would advance an individual faculty member's research can be considered either part of research/creative activity/professional development or service.

7. Travel to collections and/or conferences that would advance an individual faculty member's research can be considered either part of research/creative activity/professional development or service.

8. Certain kinds of publication (i.e. book reviews, encyclopedia entries, etc.) are signs of the faculty member's visibility as an expert in a field, and are normally considered partially as publication and partially as professional service. (Exceptions to this policy may be justified in the cover letter.)

9. Honors and awards for scholarship and creative activity are signs of the faculty member's visibility as an expert in a field.

10. Sabbatical final report for sabbatical leaves within the last three calendar years need to be included and should indicate scholarly/creative growth and production.

11. Scholarly growth and consistent production will be considered in the annual evaluation on the basis of the full current CV submitted. Work in progress will be considered as evidence of an active ongoing research and publication program.

**Instructional Contributions (One Calendar Year)**

1. Number of credit hours in teaching each year will be considered in relation to the teaching assignment and to the percentage proportion of emphasis the faculty member places on teaching.

2. Chairing and serving on honors and graduate student committees and the mentoring of teachers are important and valued teaching activities and are considered as evidence of commitment to quality teaching. Such work, including service on interdisciplinary committees, should be reported in the summary of teaching activities. Faculty should receive credit for this teaching function during the years of service on each committee, not only when the student completes the work.

3. Independent studies courses are important teaching assignments and review of them should be included in the summary of teaching activities in the cover letter.

4. Course and curriculum development should also be considered as an instructional contribution.
5. Participation in workshops that would advance an individual faculty member’s pedagogy should be considered an instructional contribution.

6. Other contributions should be noted in the cover letter.

**Service (Three Calendar Years)**

1. Certain kinds of publication (i.e. book reviews, encyclopedia entries, etc.) are signs of the faculty member's visibility as an expert in a field, and are normally considered partially as publication and partially as professional service. (Exceptions to this policy may be justified in the cover letter.)

2. Conference papers and scholarly or pedagogical presentations vary in importance. The quality of the venue for presentation (i.e. keynote address, refereed process, national or regional meeting) will be taken into consideration. It is possible that such activity may be both research and service.

3. Edited volumes that fall outside the criteria for credit as publication will be considered service to the profession.

4. Paid editing will normally be considered service.

5. Participation in a funded research project for which someone else is the PI may be considered service or research.

6. Service, including that performed in the community, must be related to the academic sphere of activity.

7. Each faculty member will be expected to participate actively on her or his area committee. Further, each member of the faculty is expected to participate actively in the governance and administration of the department and university by attendance at and service on committees.

8. Conference organization should be considered a professional service activity.

**Administrative work (Three Calendar Years)**

Faculty members who perform ongoing administrative services to the department, and who are not compensated by having fiscal salaries, will have reduced requirements in other areas of departmental work. Their performance will be evaluated in light of the administrative duties and their administrative performance will be evaluated by the Chair. In the other areas, they will be subject to the same evaluation as all other faculty.

**Appeal Process**

1. A faculty member who disagrees with his/her merit rating must notify the Department Chair in writing within **five business days** of receiving evaluation results. With that notification, the faculty member may submit additional information to the Chair. If the disagreement is founded on an "unsatisfactory" rating (a rating of 1), the merit rating will be suspended until the conclusion of the appeal process at the departmental level.
2. The faculty member will meet with the Department Chair and the arbitrator, or with the Department Chair and a member of the evaluating Personnel Committee. If the issue remains unresolved, the aggrieved faculty member may proceed to step 3.

3. The Department arbitrator, in consultation with the Department Chair and with the aggrieved faculty member, will appoint an ad hoc committee to be chaired by the department arbitrator as a non-voting member, and to include 3 tenured faculty members who are not members of the Personnel Committee. This committee will evaluate the materials and make a recommendation to the Chair.

4. The Chair will consider all the evidence and will make a final recommendation to the faculty member.

5. If the aggrieved faculty member is still not satisfied with the Chair's recommendation, he/she may seek relief through the Faculty Grievance process at the College level. According to ACD 506-10 (Annual Evaluations of Faculty), the request for such a review must be made within 30 days after the individual receives his or her written evaluation. The final decision to appeal at the college level rests with the aggrieved faculty member, who must complete the review within 30 days after it is requested. There are no procedures for appeals or hearings unless a grievance is alleged as described above.

DEP 505.2 Annual Performance Evaluation Guidelines: Lecturers and Clinical Professors

9/19/11

All English Department faculty members are expected to contribute to the well-being of the departmental community through working to achieve both individual goals and departmental goals. The guiding principle in the distribution of work and its evaluation will be to achieve BALANCE within the Department. It is the goal of the Personnel Committee and Chair to insure that work is equitably distributed among all members of the faculty.

According to Board of Regents policy, all faculty members must be reviewed on an annual basis. The following procedures outline the annual review process and the consequences of an unsatisfactory rating in any area or overall, as determined by the Board of Regents, for lecturers and clinical professors.

 Guidelines for Appendix A CLAS Faculty Annual Prospective Responsibility Assignment Form

For evaluation purposes, faculty members will submit each spring (on or before January 5) online:

- Appendix A CLAS Faculty Annual Prospective Responsibility Assignment Form

Appendix A, the CLAS Faculty Annual Prospective Responsibility Assignment Form, is used to formalize assignments for the upcoming academic year.
Areas of Responsibility in Making the Assignment.

I. The Chair. It is the responsibility of the chair to ensure that each faculty member is assigned a set of activities that, if completed satisfactorily, constitutes a full load. It is the chair’s responsibility to make assignments that reflect an appropriate use of a faculty member’s time.

II. Faculty. Each faculty member should accept the assigned responsibilities and expect to provide services in support of institutional needs that reflect a full load. Faculty members should recognize that assignments/contributions will vary among faculty members and from year to year.

Per ACD 505-02, lecturers and clinical professors are non-tenured and non-tenure-track faculty members whose primary responsibility is teaching undergraduate or clinical courses. Lecturers and clinical professors are expected to make substantial contributions in teaching, and to demonstrate a level of professional development appropriate for their teaching responsibilities. The normal teaching load for lecturers and clinical professors is four courses per semester, totaling 80% for the year; the percentage of effort assigned to instructional contributions will include classroom teaching (usually 10% for each class taught during the year) and all other activities that contribute to the teaching mission of the department (i.e., mentoring students, curriculum development, etc.). The remaining 20% of effort will be divided between professional development and service, as the individual lecturer or clinical professor and the department Chair mutually agree. In some cases, lecturers will have programmatic responsibilities in the Writing Programs in lieu of classroom teaching, which support and sustain the departmental teaching mission. At the discretion of the Chair, individuals may be assigned workloads that differ from these departmental averages.

Complete Appendix A online at (http://www.asu.edu/clas/english/facspace/deptmanual/append-A.html)

Guidelines for Annual Performance

For an annual performance evaluation, submit hardcopy and online copy on Blackboard of the following on January 5:

- A current CV, with instructional activities and if applicable, administrative activities for the last calendar year and activities in professional development and service for the last three calendar years highlighted in yellow
- A one-page hardcopy cover letter (optional) explaining any special circumstances or developments not covered in the CV

The Department will provide the statistical summaries of and student comments from student evaluations. These documents will aid the department Chair and the Personnel Committee in determining teaching assignments for the upcoming year and in interpreting the instructional contributions, professional development, and service activities of each faculty member during the period under evaluation in accordance with the designated weighted assignments in these areas of faculty performance. For the online files on Blackboard, please name each file with your last name and first initial and a description of the content. (E.g. Jones_E_CV and Jones_E_personal_statement)
The Personnel Committee’s performance evaluations and recommendations to the Chair will take into consideration the previous year’s contributions to teaching (and administrative if applicable) and the previous three calendar years’ productivity in terms of the individual faculty member’s contributions to professional development activities and service.

**Evaluation Procedures**

All submitted materials will be considered by the Chair in consultation with the Personnel Committee. For each of the three categories—instructional contributions, professional development, and service—a rating will be assigned.

A **highly meritorious** rating **(level 4)** will require evidence that the faculty member performed at an exceptional level, as per the indicators.

A **meritorious rating** **(level 3)** will require evidence that the faculty member has performed at a superior level, as per the indicators.

A **satisfactory rating** **(level 2)** will require evidence that the faculty member has met the minimum requirements for fulfilling the responsibilities in the assigned area, as per the indicators.

An **unsatisfactory rating** **(level 1)** will require evidence that the faculty member has failed to perform assigned duties in a particular area, as per the indicators.

Evaluations will be made on the basis of multiple indicators. For detailed indicators, see below. Faculty are **encouraged** to review the indicators for each area prior to filling out the annual performance materials. For additional help, see the section titled **Guidelines for Interpreting Submitted Materials** below.

For each of the three areas, the Committee and Chair will be guided by the following indicators, as appropriate to the individual faculty member’s approved work distribution for the past calendar year, and the previous two calendar years:

**Instructional Contributions (One calendar year):**

**Merit Rating of 4:** Achieves widely-recognized teaching success, such as receiving a major teaching award, superior evaluations across the board; is successful in teaching a recognizably-difficult course; carries out internal programmatic assignments to the highest level; takes on exceptional responsibility for developing and advancing an area of specialization that is often difficult to staff; gives evidence of accessibility to students outside the classroom and holds regularly-scheduled office hours.

**Merit rating of 3:** Receives evaluation scores at the departmental mean or better for comparable classes; uses innovative strategies in teaching materials and presentation and helps students understand how these contribute to learning; mentors other teachers; teaches a variety of courses; participates in
new course development or curriculum development; is effective in carrying out programmatic assignments; demonstrates commitment to departmental needs (teaching at the lower division; teaching at night/early morning/weekends; teaching high enrollment/ multicultural content courses, etc.); gives evidence of providing a challenging but supportive learning climate; gives evidence of accessibility to students outside of class time and holds regularly-scheduled office hours.

**Merit Rating of 2:** Meets classes; receives evaluations for each course taught within one (1) point of the departmental mean for comparable classes; defines course requirements clearly on all syllabi; uses effective pedagogy; holds regularly-scheduled office hours.

**Merit Rating of 1:** Fails repeatedly to meet classes and provide office hours; fails repeatedly to provide adequate teaching materials/course guidelines to students; fails repeatedly to provide students with the opportunity to fill out course evaluations; repeatedly receives evaluations more than one (1) point worse than the departmental mean for comparable classes; violates the professional student/teacher relationship.

**Professional Development (Three calendar years):**

**Merit Rating of 4:** Is awarded major national or international grants or honors; demonstrates highly significant scholarly professional development. Gives conference papers at national and regional professional conferences.

**Merit Rating of 3:** Participates in national and regional professional conferences and workshops; reads/edits manuscripts; provides evidence of an ongoing research/ professional development agenda.

**Merit Rating of 2:** Demonstrates evidence of ongoing professional development (such as attending regional and local conferences and workshops) for each calendar year of the reporting period.

**Merit Rating of 1:** Shows no evidence of an ongoing professional development.

**Service (Three calendar years):**

**Merit Rating of 4:** Accepts and carries out departmental and/or other university service and/or administrative assignments to the highest level; performs exceptional widely-recognized community outreach assignments and/or exceptional service to national/international organizations.

**Merit Rating of 3:** Accepts rigorous service/ administrative load at any university level; provides evidence of professional community outreach; provides service to professional organizations; mentors other teachers; builds/participates in team environment.

**Merit Rating of 2:** Accepts and fully participates in appropriate service, as mutually agreed upon between faculty member and Chair; serves at the college and university levels, in the faculty member's professional discipline, and/or in the community.
Merit Rating of 1: Fails to accept and participate effectively in any assigned service/administration responsibility beyond the department area committee; gives no evidence of providing external professional service or professional community outreach.

Outcome of Annual Review and Consequences of Performance Evaluation

An overall averaged rating will be determined, according to the percentages of effort in each faculty member's work distribution.

Satisfactory (level 2) or better (level 3 or level 4) performance in all areas of evaluation allows the faculty member to remain in the regular evaluation process with the possibility of merit pay raises.

An overall unsatisfactory rating leads to a Performance Improvement Plan approved at the college level.

Each faculty member will be notified of his/her evaluation in each assigned area, as well as an overall evaluation rating.

Appeal Process

1. A faculty member who disagrees with his/her merit rating must notify the Department Chair in writing within five business days of receiving evaluation results. With that notification, the faculty member may submit additional information to the Chair. If the disagreement is founded on an "unsatisfactory" rating (a rating of 1), the merit rating will be suspended until the conclusion of the appeal process at the departmental level.

2. The faculty member will meet with the Department Chair and the arbitrator, or with the Department Chair and a member of the evaluating Personnel Committee. If the issue remains unresolved, the aggrieved faculty member may proceed to step 3.

3. The Department arbitrator, in consultation with the Department Chair and with the aggrieved faculty member, will appoint an ad hoc committee to be chaired by the department arbitrator as a non-voting member, and to include 3 tenured faculty members who are not members of the Personnel Committee. This committee will evaluate the materials and make a recommendation to the Chair.

4. The Chair will consider all the evidence and will make a final recommendation to the faculty member.

5. If the aggrieved faculty member is still not satisfied with the Chair's recommendation, he/she may seek relief through the Faculty Grievance process at the College level. According to ACD 506-10 (Annual Evaluations of Faculty), the request for such a review must be made within 30 days after the individual receives his or her written evaluation. The final decision to appeal at the college level rests with the aggrieved faculty member, who must complete the review within 30 days after it is requested. There are no procedures for appeals or hearings unless a grievance is alleged as described above.

DEN 505.3 Annual Performance Evaluation Guidelines: Instructors Revised 2/07
All English Department faculty members are expected to contribute to the well-being of the departmental community through working to achieve both individual goals and departmental goals.

According to Board of Regents policy, all faculty members must be reviewed on an annual basis. Instructors are evaluated on the basis of teaching, service/administration, and professional development, although their primary responsibility to the Department is teaching. Each instructor being evaluated will provide the following:

1. A letter of self-evaluation (not more than 2 pages), noting contributions in these areas
2. A current CV
3. Teaching materials, such as samples of syllabi, writing assignments, and other instructional materials that provide evidence of theoretical sophistication and pedagogical creativity
4. Optional: A statement of teaching philosophy for further evidence that the instructor understands connections between theory and practice in rhetoric and composition.

**Teaching:** The materials provided by the instructor will be supplemented by the Department with the mean scores from the University’s machine-readable student evaluation forms completed at the end of each semester. Instructors may include optional class visit reports.

**Service/Administration:** Contributions in this category vary, according to the particular assignment the instructor may have, and will be evaluated for the time and effort invested. Contributions may include:

- Participation in any of the administrative committees
- Activities may include evaluating possible textbooks, holding meetings with teachers of the courses, reviewing course syllabi, collecting materials to be made available to all teachers of the courses, etc.
- Liaison with other programs, such as the Service Learning Program
- Preparation of in-service workshops for other teachers in the program.
  Workshops may focus on theory or strategies for teaching specific courses or on more broadly applicable theory and practice
- Preparation of a writing workshop or service on a board as community outreach.

**Professional Development:** Contributions in this category may include:

- Current graduate course work in the field as evidence of growth
Participation in local, regional, and/or national professional conferences, such as those sponsored by the Conference on College Composition and Communication, the Modern Language Association, the Arizona English Teachers Association, and the Western States Rhetoric and Literacy Conference

Publications that demonstrate some knowledge of work in the field.

**Evaluation Procedures**

All submitted materials will be considered by the Chair in consultation with the Associate Chair and the Director of Writing Programs. For each of the three categories—instructional contributions, research and creative activity/professional development, and service—a rating will be assigned.

**A highly meritorious rating (level 3)** will require evidence that the faculty member performed at an exceptional level, as per the indicators.

**A satisfactory rating (level 2)** will require evidence that the faculty member has met the minimum requirements for fulfilling the responsibilities in the assigned area, as per the indicators.

**An unsatisfactory rating (level 1)** will require evidence that the faculty member has failed to perform assigned duties in a particular area, as per the indicators.

Evaluations will be made on the basis of multiple indicators. For detailed indicators, see below. Faculty are encouraged to review the indicators for each area prior to filling out their annual evaluation. The Instructor’s workload is typically divided as 80% teaching, with the remaining 20% divided between service and professional development.

**Instructional Contributions (One calendar year):** 80%

**Merit rating of 3:** Receives evaluation scores at the departmental mean or better for comparable classes; evidences innovative strategies in teaching materials and presentation and helps students understand how these contribute to learning; participates in course development and/or curriculum development; is effective in carrying out programmatic assignments; demonstrates commitment to departmental needs (teaching at the lower division; teaching at other campuses; teaching overloads; teaching at night/early morning/weekends; teaching multicultural content courses, etc.); gives evidence of providing a challenging but supportive learning climate; gives evidence of accessibility to students outside of class time and regularly scheduled office hours.

**Merit rating of 2:** Meets classes; receives evaluations at or within one (1) point of the departmental mean for comparable classes; defines course requirements clearly on all syllabi; uses effective pedagogy; holds regularly-scheduled office hours.
Merit rating of 1: Fails to meet classes and provide office hours; fails to provide adequate teaching materials / course guidelines to students; fails to provide students with the opportunity to fill out course evaluations; repeatedly receives evaluations more than one (1) point worse than the department mean for comparable classes; violates the professional student / teacher relationship.

Service Contributions

Merit Rating of 3: Accepts and carries out departmental and/or other university service and/or administrative assignments to the highest level; builds/participates in team environment; performs community outreach assignments; provides service to professional organizations. Other programmatic contributions can include: reviewing course syllabi; collecting teaching materials; mentoring other teachers; conducting in-service teacher workshops.

Merit Rating of 2: Accepts and fully participates in appropriate service, as mutually agreed upon between faculty member and Chair or Director of Writing Programs.

Merit Rating of 1: Fails to accept and participate effectively in any assigned service/administration responsibility.

Professional Development

Merit Rating of 3: Demonstrates a high level of ongoing professional development for the reporting period such as conducting pedagogical scholarship, attending conferences; presenting at conferences; conducting workshops for teachers; taking graduate-level coursework in the field; reviewing or editing journals related to the field.

Merit Rating of 2: Demonstrates evidence of ongoing professional development for the reporting period which can include participation in workshops and/or seminars in the field.

Merit Rating of 1: Shows no evidence of professional development for the reporting period.

DEN 506 Salary Adjustment Plan

Revised 6/22/04

1. Approved Written Plan. The evaluation criteria, the evaluation process, and the salary adjustment process were approved in a formal Department vote on April 5, 1995. Further revisions to the evaluation criteria and evaluation process were approved in a formal Department vote on November 6, 1996 and by ballot in January, 1998.

2. Satisfactory Performance Criterion. The English Department's criteria for determining the threshold of satisfactory performance is stated in the Department Manual DEN 505.1.
3. **Salary Issues to be Addressed.** Using the procedures outlined below, the English Department will attempt to reward performance that provides valuable institutional contributions; to remedy problems of inappropriate salary compression and inversion; and to correct unlawful discriminatory inequities that may exist:

a. Each faculty member will be assigned a reference salary, assuming a salary floor for each rank and factoring in his/her contributions to the department and university, as well as contributions to his/her professional discipline (this will involve all or some of the following, not necessarily in prioritized order: external market, internal market, salary compression, salary inversion, unrecognized merit, and other possible salary inequities).

b. Faculty members will be brought a certain percentage toward their reference salaries, based on criteria expressed in the departmental annual evaluation guidelines in place through 1992, and the current departmental workplan (1996-present).

c. Special equity cases, particularly those involving inversion and compression, will be pulled out of these groups for individual adjustment of salary. d. The percentage increase for each faculty member is dependent on the amount of the salary distribution pool.

4. **Performance Evaluation.**

a. The [English Department's Annual Evaluation guidelines](#) since 1990 determine merit for individual faculty members based on excellence in teaching (on the basis of student evaluations, syllabi, occasional peer evaluations, etc.), research or creative activity (on the basis of quantity and perceived quality of publications), and service (on the basis of committee assignments in the department, college, and university, and on professional service as described by the individual faculty member). Contributions to Departmental and/or university affirmative action and minority student recruitment and retention goals will also be recognized.

b. These guidelines allow individual faculty members to emphasize teaching or research, or a combination of both. The unit as a whole gives equal weight to teaching and research/creative activity.

c. The Chair provides a letter to each faculty member, in which both positive and negative aspects of performance are discussed. Further, the workplan submitted by each faculty member provides an opportunity for the Chair to make suggestions concerning a faculty member's prospective professional activity.

5. **Review Window and Cycle.**

a. The English Department will be taking into account the annual evaluations of its faculty members for the last three academic years. In addition, in order to better address historical inequity, we will take into account career status and accomplishments.

b. Faculty members will be evaluated every year. This evaluation will be the basis of any performance-based salary adjustment decision.
6. **Performance Agreements.** Each faculty member submits a [CLAS Faculty Annual Prospective Responsibility Assignment Form](#) to the Chair as part of his/her **annual self-evaluation**. In this plan, the faculty member outlines his/her projected distribution of effort among teaching, research/creative activity, and service. After consultation with the Personnel Committee, the Chair either approves the plan or works with the faculty member to revise it. This performance agreement does not supersede established promotion criteria.

7. **Appeal Process**

1. A faculty member who disagrees with his/her merit rating must notify the Department Chair in writing within five business days of receiving evaluation results. With that notification, the faculty member may submit additional information to the Chair. If the disagreement is founded on an "unsatisfactory" rating (a rating of 1), the merit rating will be suspended until the conclusion of the appeal process at the departmental level.

2. The faculty member will meet with the Department Chair and the arbitrator, or with the Department Chair and a member of the evaluating Personnel Committee. If the issue remains unresolved, the aggrieved faculty member may proceed to step 3.

3. The Department arbitrator, in consultation with the Department Chair and with the aggrieved faculty member, will appoint an ad hoc committee to be chaired by the department arbitrator as a non-voting member, and to include 3 tenured faculty members and/or academic professionals with continuing status who are not members of the Personnel Committee. This committee will evaluate the materials and make a recommendation to the Chair.

4. The Chair will consider all the evidence and will make a final recommendation to the faculty member.

5. If the aggrieved faculty member is still not satisfied with the Chair’s recommendation, he/she may seek relief through the Faculty Grievance process at the College level. According to ACD 506-06 (Annual & Probationary Evaluations for Faculty), the request for such a review must be made within 30 days after the individual receives his or her written evaluation. The final decision to appeal at the college level rests with the aggrieved faculty member, who must complete the review within 30 days after it is requested. There are no procedures for appeals or hearings unless a grievance is alleged as described above.

**DEN 507  Post-Tenure Review Policy**  Revised 7/98

Post-tenure review has three components that all faculty will undergo: the annual review, the Dean’s Level Audit, and the Academic Program Review.

**Annual Review**
The Chair shall evaluate each tenured faculty member’s performance annually. The performance shall be evaluated upon goal-based written expectations and responsibilities agreed to in advance between the faculty member and the Chair (prospective workplan) and by reference to performance standards described in the “Annual Evaluation Guidelines” (DEN 505) and to departmental and university goals. The review will normally cover the preceding three-year period, with substantial emphasis on the current year for the evaluation of teaching. Faculty will be given high merit, merit, satisfactory, or unsatisfactory ratings, where appropriate, for the areas of instructional contributions; research, creative activity, and professional development; and service, as well as a composite rating for overall performance. Faculty will be notified of these evaluations on or before May 1. Faculty members will submit all materials relevant to evaluation approximately one month earlier.

See DEN 505.1 for a full description of the policy and procedures governing annual evaluation.

**Definition of Satisfactory Overall Performance**

A faculty member achieves an overall satisfactory performance when he/she earns a numeric average of “2” in the performance of all assigned duties. The following indicators describe “satisfactory performance” in each of the three areas:

**Satisfactory Performance in Instructional Contributions:** Meets classes; receives evaluations for each course taught within one (1) point of the departmental mean for comparable classes; defines course requirements clearly on all syllabi; uses effective pedagogy; works as a member on graduate student and Honors student committees; holds regularly-scheduled office hours;

**Satisfactory Performance in Research, Creative Activity, and Professional Development:** Demonstrates evidence of ongoing professional development and/or progress toward publication (such as conference papers, article submissions, acceptance letters, well-informed teaching, etc.) for each calendar year of the reporting period;

**Satisfactory Performance in Service:** Accepts and fully participates in appropriate service, as mutually agreed upon between faculty member and Chair; serves at the college and university levels, in the faculty member’s professional discipline, and/or in the community.

**Outcome of Annual Review and Consequences of Performance Evaluation**

An overall rating will be determined, according to the percentages of effort in each faculty member’s workplan. In order to be considered for a level 4 rating, a faculty member must have highly meritorious evaluations in two or more areas or in more than 70% of the assigned workload.

Satisfactory or better performance in all areas of evaluation allows the faculty member to remain in the regular evaluation process with the possibility of merit pay raises.
Overall satisfactory performance with a single area of unsatisfactory leads to a faculty development plan, as determined by the Chair in consultation with the Personnel Committee.

An overall unsatisfactory rating may result from two or more areas of unsatisfactory or may result from one area of unsatisfactory (for example, teaching), depending upon the percentages assigned to that area in the goal-based agreement and the extent of the deficiency. An overall unsatisfactory leads to a Performance Improvement Plan approved at the college level.

Each faculty member will be notified of his/her evaluation in each assigned area, as well as an overall evaluation rating.

**Faculty Development Plan**

If a faculty member receives an unsatisfactory rating in any one area, a faculty development plan will be developed in order to address this single area of deficiency, before it becomes sufficiently serious to impair the faculty member’s overall performance. This plan will also identify the means by which the faculty member will improve performance. Immediately after the faculty member receives his/her evaluation (normally before the end of the spring semester), the faculty member will meet with the Chair in order to develop this plan. (During the regular evaluation process, the Personnel Committee will have an opportunity to make specific recommendations to the Chair.) The plan is a maximum of one-year duration, with appropriate monitoring and feedback. If the faculty member’s performance is satisfactory in all areas at the end of the Faculty Development Plan, the faculty member returns to the regular performance evaluation process. If plan objectives are not achieved at the end of the year, the faculty member shall receive an overall rating of unsatisfactory and must enter the performance improvement process.

**Performance Improvement Process**

Development and implementation of a performance improvement plan shall occur no later than the semester following the overall unsatisfactory evaluation. This plan is developed in concert by the Chair and the dean, in consultation with the English Department’s elected Personnel Committee. The performance improvement plan identifies areas of specific deficiency and identifies the means by which the faculty member will improve performance. Teaching and service deficiencies will generally be addressed through a one-year performance improvement plan. In those rare circumstances where the nature of the deficiency cannot be fully remedied in one year, the duration of the plan may go beyond one year. Any plan that exceeds one year must be approved by the Provost. Annual or more frequent benchmarks tied to performance goals must be met. Failure to demonstrate adequate progress relative to these annual or more frequent benchmarks and performance goals shall lead to a recommendation for dismissal. For a research/creative activity deficiency or for the research/creative activity component of an overall deficiency, the duration of the plan shall be as brief as is reasonable, but under no circumstances will it be longer than three years.
Dean’s Level Audit

The English Department will undergo a dean’s level audit every five years. A panel convened by the Dean checks the adequacy of the process and makes appropriate recommendations to the department’s Personnel Committee. If appropriate, the panel refers individual faculty files back to the department’s Personnel Committee.

Academic Program Review

The English Department programs are normally reviewed every 5-7 years. This review is conducted by the Dean and a panel of qualified members, which includes external experts, community representatives, and recent alumni of the program. Where appropriateness of contribution is questioned by this panel, the file will be returned to the Personnel Committee for examination.

DEN 601  Faculty Exchange  Revised 7/98

ASU is a member of the National Faculty Exchange. In this program, regular faculty members may teach for a semester or a year at another member institution while receiving their ASU salary. In exchange, faculty members paid by their own universities may come to teach at ASU. In either situation, the program encourages new academic interests, challenges, and partnerships. Faculty members interested in learning more about the National Faculty Exchange may request the Preliminary Interest Form, available in the main office.

The College of Liberal Arts and Sciences has agreements for faculty exchanges with several Chinese universities. At present, the status of these agreements is unclear but faculty members wishing information may contact the Dean's office at 5-3391.

Any faculty member interested in participating in a faculty exchange should submit this request in writing to the Chair. Normally, this request will be reviewed by the Personnel Committee, who will provide a recommendation to the chair.

DEN 602  Adjunct Faculty/Visiting Scholars  Revised 7/98

Two nontraditional ranks of faculty are adjunct faculty and visiting scholars. Both must be formally invited (by a dean) for temporary nontenured appointment. They receive library privileges but receive no salary, nor are they provided office space.

Adjunct faculty have had academic experience elsewhere and are appointed in order to facilitate their professional association with the university for the mutual benefit of both. Visiting scholar status is generally given to those academics or other professionals who hold a PhD or other appropriate terminal degree. Visiting scholars may enroll at ASU as unclassified graduate students and audit classes.
Those requesting adjunct faculty or visiting scholar status from foreign countries must complete the IAP 66 form for their visas. Immigration requires that some faculty member act as the departmental supervisor of the visitor’s stay.

Post tenure reviews of faculty will examine how they have performed in relation to the distribution of their effort among the areas of teaching, research, and service. It is important, therefore, that a record of the assignment be recorded prior to the start of the academic year. Please report your current workload and your requested workload for next year by filling in the boxes on this page. Your requests will be reviewed by the Personnel Committee and then returned to you for your signature.

Areas of Responsibility in Making the Assignment.

I. The Chair. It is the responsibility of the chair to ensure that each faculty member is assigned a set of activities that, if completed satisfactorily, constitutes a full load. These assignments should be annual and prospective, should be established following approved policies, and should be arrived at only after consulting with faculty about their preferences. It is the chair’s responsibility to make assignments that reflect an appropriate use of a faculty member’s time.

II. Faculty. Each faculty member should accept the assigned responsibilities and expect to provide services in support of institutional needs that reflect a full load. He/She should expect that the quality of these activities and their importance to the institution will be the basis of post-tenure review evaluations. Faculty members should recognize that assignments/ contributions will vary among faculty members and from year to year.

Last Name: 
First Name: 
E-Mail Address: 

Effort distribution for the state-supported aspect of the academic year appointment--i.e., what has been your workload distribution for this academic year (AY):

Instructional Contributions 2013-14 %
Research or Creative Activity 2013-14 %
Service 2013-14 %

Total: 100%

Note: Typical distributions: 40% instruction (10% for each course assigned to teach), 40% research, 20% service.

Scheduled course teaching--List course number and titles of courses this academic year:
Requested effort distribution for the state-supported aspect of the 2014-15 academic year appointment:

Instructional Contributions 2014-15 %
Research or Creative Activity 2014-15 %
Service 2014-15 %

Total: 100%