Contents

1. SHESC POLICIES AND PROCEDURES

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REPRESENTATION ON COMMITTEES AND OTHER SERVICE POSITIONS

Representation is designed in keeping with the following objectives:

- Adequate representation for approaches and SHESC-administered degree programs
- Strong faculty voice and participation in decision making
- Minimize individual service load
- Facilitate efficient decision making and information flow

SHESC opts for a "streamlined" approach to representation with smaller committees in which the members represent School interests beyond those of a particular group. Two related subgroups have a role in SHESC governance: approaches and degree programs.

APPOINTMENTS AND ELECTIONS

Voting on representation in school-wide committees and elected positions is only open to members of the School Faculty. The following **five methods** of representation are used in SHESC Governance:

1. Appointed by the SHESC Director.
2. Elected within the relevant group. For example, an approach may elect its own head using a method established by the approach.
3. Elected by approval voting* of the entire School Faculty** from slates representing the relevant groups. For example, each approach might propose a slate of candidates for a position.
4. Elected by approval voting* of the entire School Faculty at large. The slate of candidates consists of all qualified faculty who were nominated (including self-nominated) and who have agreed in advance to serve if elected, regardless of approach, rank, etc.
5. Elected by the School faculty at large. Those elected are the faculty receiving the largest numbers of votes using a ballot that includes all qualified faculty who were nominated (including self-nominated) *and* who are eligible to serve on that committee, *and* who have agreed in advance to serve if elected. Each member of the voting faculty has a number of votes equal to the number of seats being filled but can use at most one vote per candidate.

*Elections by methods #3 or #4 will be conducted by approval voting. Each voter casts one vote for each candidate who they consider acceptable for the position; the voter decides whether to cast zero, one, or more votes, up to the total number of candidates. In this voting method, the candidate with the most support will win, even if that person is only supported by a minority; the voter is not restricted to stating only one preference; if the voter considers more than one candidate acceptable, it is possible to express this opinion.

**School faculty include: (1) Tenured and Tenure-Track Faculty with both their tenure home in the school and at least 0.5 FTE within the School, (2) Career-Track Faculty (ACD 505-02) at all ranks and who have at least 0.5 FTE within the School and who attained faculty voting privileges by a simple majority approval of the voting faculty; and (3) Faculty (including Academic Professionals) who joined the School through an appointment process that does not include faculty evaluation (e.g., without a formal search process), but who attained faculty voting privileges by a simple majority approval of the voting faculty.

Vacancies. If elections fail to fill an elected position or a vacancy otherwise occurs, unless otherwise specified herein, the Director may fill the position by appointment. The appointed individual serves until the end of the term of the position that is vacant. Where positions to be filled are voted from slates using

Method 3, the Director shall attempt to fill the vacant position with an individual associated with the group from which the vacancy arose.

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GRADUATE DEGREE PROGRAMS ADMINISTERED BY THE SCHOOL

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Existing Degree Programs. SHESC Administers several degree programs as well as certificates and various concentrations within these and other degrees.

Degree Faculty. Each SHESC-administered advanced degree program has a degree faculty with membership determined by faculty vote and Graduate College procedures.

Degree Program Governance.[1] Degree programs are initially governed as provided in the proposal to ABOR to establish the degree. Degree governance procedures, however, are determined by SHESC policies and procedures and are changed by a vote of the SHESC Faculty, taking into consideration the recommendations of the degree faculty.

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APPROACHES

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Existing Approaches. Approaches are subgroups of faculty that play a role in administration of the graduate programs (admissions, annual evaluations) and curriculum planning. Approaches are as follows: Archaeology, Bioarchaeology, Environmental Social Science, Evolutionary Anthropology, Global Health, and Sociocultural Anthropology.

Establishment, Disestablishment, and Renaming of Approaches. Additional approaches may be established, or existing approaches disestablished, by faculty vote using quorum and majority rules governing Bylaws changes. For disestablishment, two-thirds of the primary approach members must agree. An approach may choose internally to change its name and will communicate the new name to the Director for their approval.

Primary Approach. All tenured or tenure-track faculty must choose a single, primary affiliation with an approach. Other members of the School Faculty may, but are not required to, choose a single, primary affiliation with an approach. Membership in an approach is open only to School Faculty. Primary approach business includes selecting approach leadership, graduate admissions and annual evaluations, submitting course planning documents as requested by the Director of undergraduate studies, submitting approach hiring plans to the Director, and identifying guest speakers for school colloquia.

Secondary Approach. Those individuals who have their primary affiliations within a given approach may, but need not, allow other members of the School Faculty to serve as secondary members of the approach, optionally including an extension of voting rights to these Secondary members by simple majority vote of the primary members. Membership in an approach is open only to School Faculty.

Approach Head. Each approach must elect (Method 2) a head who will ordinarily serve a two-year term.

Graduate and Undergraduate Committee Responsibilities. The approach head from each of the following approaches—Archaeology, Bioarchaeology, Environmental Social Science, Evolutionary Anthropology, Global Health, and Sociocultural Anthropology—serves as a member of the Graduate-Undergraduate Committee, chaired by the Director of Graduate Studies and Director of Undergraduate Studies. In the case that SHESC is managing additional graduate degree programs, the Director may appoint an additional representative of that degree.

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[1] Per 4/26/11 discussion of Alex Brewis with Graduate College Dean Allison, Dean Brett, and Dean Webber

Any committee not specified as a standing committee in the Bylaws is an ad hoc committee.

Chairs. Except as otherwise specified, committee chairs are appointed by the Director.

Terms. Except as otherwise specified, terms for committee chairs and members are ordinarily two years.

Rotation. An effort shall be made to stagger committee member terms, so that committee membership does not turn over all at once.

Quorum. At least half of the duly elected or appointed members of a committee must be present for any decision-making by the committee.

Major Committee Assignments. An individual may not serve on more than two of the Directorate, Executive Committee, Personnel Committee, and Graduate and Undergraduate Committee. No individual may simultaneously hold more than one significant leadership role; ideally no individual will serve on more than one of these committees at any time.

Election Process. Elections for the coming academic year are held in the spring semester of the preceding academic year. To effect the restrictions for serving on more than two major committees, appointments and elections must be staged in the following order:

1. **Directors of Graduate and Undergraduate Studies and Associate Director appointments**. If either or both of their terms end with the current academic year, the Director will appoint a Director of Graduate Studies and/or a Director of Undergraduate Studies for the coming academic years. In addition, the Director may (with the approval of the current Executive Committee) appoint or reappoint Associate Director(s) for the following Academic Year.
2. **Approach Head Elections**. Approaches select their Approach Heads.
3. **Executive Committee Election**. The following are ineligible to be nominated to fill Executive Committee vacancies: the following academic year's Associate Directors, Director of Graduate Studies, Director of Undergraduate Studies, and individuals who are members of the Personnel Committee for the following academic year.
4. **Personnel Committee Election**. The following are ineligible to be nominated to fill Personnel Committee vacancies: the following academic year's Associate Directors, Director of Graduate Studies, the Director of Undergraduate Studies, and individuals who are members of the Executive Committee for the following academic year.

Executive Committee. The Executive Committee is established in the Bylaws, and consists of five faculty members elected using method 5. Election is by secret ballot.

The terms of committee members are three years. In the event that a member is temporarily unable to participate (e.g., due to a sabbatical), the position is left unfilled during the member's absence. In the event that a member is permanently unable to complete a term or more than two members are unavailable (e.g., due to sabbatical), a special election will be held for a replacement for the remainder of the member's term or the duration of the absence, as applicable. An individual may not serve more than two consecutive terms on the Executive Committee.[2] The Chair is elected annually by committee members from within the committee.

Director of Graduate Studies. The Director of Graduate Studies ensures coordination with the Graduate College; oversees graduate recruiting for, and admissions to, all graduate degrees administered by the School; manages the Graduate Committee's recommendations for allocating School funding to SHESC

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[2] In the initial election, two three-year terms, two two-year terms, and one one-year term will be filled, with term lengths assigned such that the longer terms are assigned to those receiving the most votes, with ties decided at random. For purposes of counting, the terms are considered to start in Fall 2016.

graduate students; and recommends assignments for TAs funded by the School. The Director of Graduate Studies is appointed by the Director, generally for a term of three years.

Director of Undergraduate Studies. The Director of Undergraduate Studies oversees the administration of undergraduate programs, including curriculum planning, review, scheduling, transfer articulation, and serves as a liaison with the College and with SHESC undergraduate student organizations. The Director of Undergraduate Studies is appointed by the Director, generally for a term of three years.

Graduate and Undergraduate Committee (GUC). The Graduate and Undergraduate Committee is established by the Bylaws and is co-chaired by the Director of Graduate Studies and the Director of Undergraduate Studies. The committee members are the approach heads. Certificate programs are not represented on the Graduate and Undergraduate Committee, but a representative may, on occasion, be invited to join the Committee ex officio.

The Committee administers the recruiting for, and admissions to, all graduate degrees administered by the School; develops recommendations for allocating School funding to SHESC Graduate Students; administers annual graduate student evaluations; and recommends class assignments for TAs funded by the School. The Committee also recommends undergraduate and graduate teaching assignments and course schedules to the Director, manages and recommends changes to SHESC undergraduate and graduate degree program requirements, provides recommendations to the SHESC faculty regarding changes in the curricula of the SHESC-administered degrees, and makes recommendations for candidates for special awards (including research funding) that may become available for graduate and undergraduate students.

Personnel Committee. The Personnel Committee is established by the Bylaws and ordinarily includes at least one representative from each approach, elected by Method #3. Approaches may opt out of direct representation; in that event, their position could be filled by nominated faculty members receiving the next highest number of votes. Vacant positions after an election will be filled through appointment by the Director. Positions are to be staggered, with the position for a given approach being refilled every two years. Elections occur annually in the spring. By the end of each spring semester, the newly elected Committee shall assume Personnel Committee responsibilities from the outgoing Committee. It must ensure that a Chair is in place so the Committee is prepared to handle sabbatical applications and other issues that may arise in the summer or early in the fall.

The Chair will be elected by members of the committee from within the committee and will serve until the end of that individual's term. The Chair may be reelected for a second term (but not the subsequent sequential term) if the individual remains on the committee. First-time members of the committee may not be elected Chair unless there are no members that meet these chair qualifications.

Space Committee. One or more Space Committees may be formed to deal with specific space planning tasks facing the School. The Director appoints the committee with a size and composition appropriate to the issues at hand.

Committee for Strategic Charter Initiatives (CSCI). The Committee for Strategic Charter Initiatives is established by the Bylaws and consists of the faculty committee chair and ideally one representative each from the faculty, staff, graduate student, and undergraduate student body of the School and a representative from the SHESC Association of All Graduate Students. The faculty committee chair, undergraduate student member, and staff member are appointed by the Director; additional faculty and the graduate members are elected by their peers. Vacant positions will be filled through appointment by the Director from any of the above constituencies of SHESC. The terms of faculty and graduate committee members are generally two-years and those for undergraduate student and staff are one-year. The committee helps identify areas of potential improvement in SHESC with regard to issues including, but not limited to, diversity, accessibility, inclusion, student success, and community engagement to advance the ideals of the ASU Charter within the unit. The committee helps set short- and long-term priorities and goals for

addressing those improvements and collaboratively produces and helps implement a plan of action to address them. The committee does not serve as an adjudicator of individual complaints or instances of discrimination.

OTHER SHESC SERVICE POSITIONS

Associate Director. Associate Director appointments shall have a maximum term of three years. The Director may reappoint a serving Associate Director to a new term in consultation with the School Faculty, effected through a formal recommendation of the Executive Committee concerning the proposed reappointment. Typically, Associate Director terms will commence at the beginning of an academic year, and Director decisions on renewals will be made by the end of the last academic year of the term. If there is more than one Associate Director, the terms for new appointments shall be set so that the ends of the Associate Director terms are staggered.

Except as noted, the Director appoints the following positions, ordinarily for a term of two years:

Senators. University and College Senators are nominated by the Director and elected to two-year terms by the SHESC Faculty using Method 4. Vacancies are filled by election at the next available faculty meeting. If only one candidate has offered, or is available to stand for election, the faculty may approve the appointment with a majority vote.

SHESC Colloquium Coordinators. The Director appoints one SHESC faculty member and one SHESC graduate student to this position.

Honors Faculty Advisor. One or more faculty members are appointed to this position to serve the needs of students in different degree programs.

University/Community College Articulation Task Force. The Director of Undergraduate Studies and/or the Assistant Director of Academic and Students Services shall serve in this position.

OTHER SHESC FACULTY RESPONSIBILITIES

Faculty Attendance

Faculty are expected to attend and participate collegially and productively in School faculty and approach meetings, the School's recruitment day in the Spring, and orientation activities in the Fall.

Hybrid Attendance and Participation

When a faculty member has an accommodation in place from The College or the Provost to participate remotely in the regular duties and business of the School, and is not on leave, sabbatical, or otherwise not expected to participate in regular duties, the faculty member may attend in-person faculty, approach and other meetings remotely, to the extent the event can reasonably include hybrid attendance. This option does not include faculty who are temporarily traveling, or have other scheduling conflicts. Faculty with sustained accommodations to attend remotely can arrange with staff to vote electronically in the otherwise in-person vote, with confidentiality protected as much as possible. When a faculty member attends remotely, they must vote themselves, not by proxy.

Syllabi and Office Hours

All faculty who are teaching in a given semester shall, by the first day of classes each semester, upload a copy of syllabi of all courses being taught through MYASU, and provide the front office their office hours.

Participation in University Commencement and College Convocation

Participation in the College and University commencement and convocation activities is obligatory. Faculty members who cannot attend an assigned ceremony must find a replacement who will attend.

Visiting Faculty, Scholars, and Students

Any offer of a formal visiting status with the School must come from the Director. School faculty wishing to initiate such an offer must make a written request to the Director that indicates the nature of the position to be offered, the benefits to the School, the length of the appointment, any fiscal implications, and the source of the funds, any space or other resources (e.g., access to laboratories) needed and how they might be accommodated, and the extent to which the appointment would require the School to assist in acquiring visas or satisfying other administrative requirements.

PROXY VOTES AT FACULTY MEETINGS

Proxies may not be used to constitute a quorum. Proxy votes are only used in questions decided by secret ballot and are conducted in person. Proxy votes are not allowed for electronic ballots. Proxy votes may not be used in questions of whether to recommend tenure, or whether to recommend promotions for any school faculty.

In the event of a secret ballot at a faculty meeting, proxy votes and votes of School Faculty members present shall be counted separately. If there has been substantial discussion of a question at the meeting and if the proxy vote count would change the outcome when added to the votes of the members present, then, by a majority vote of only those present and voting, the entire vote may be accepted, or the vote may be deferred for a later meeting.

PROCEDURES FOR FACULTY HIRES

Faculty Involvement in School Faculty Hires

Regular searches are subject to a number of ABOR, ASU, and College policies and procedures. Key SHESC practices are described here:

- The Director solicits input annually at a faculty meeting, typically in the spring, regarding the school's tenure and tenure-track hiring priorities.
- Half or more of all assignments to search committees must be made by faculty vote. Once the Director receives approval for hire, a search committee composed of an even number of members of the SHESC faculty is formed as follows:
  - The Director first appoints a Search Committee Chair for the proposed hire.
  - Once the committee chair has been selected, the faculty at large elect half the number of seats on the committee as follows:
    - Faculty self-nominate or nominate others (self-nominations are encouraged).
    - All those nominated are asked if they are willing to serve.
    - The faculty-elected seats are filled using Method 5. Voting is by secret ballot and is ordinarily executed online.
  - Following the election for the faculty seats, the Director then appoints the remaining seats on the Search Committee.
- In appointing and electing the search committee, both the Director and the Faculty should keep in mind the following principles:
  - The Chair or at least one committee member should have significant experience with the faculty search process at ASU.
  - The Search Committee should balance a strong representation of the approach and/or other specializations to which the search is directed with a broad representation of other approaches.
  - The Search Committee ensures that at least one member of the committee has completed any current College or University mandated training for hiring best practices. That individual

serves as liaison to the appropriate ASU office(s). Ideally, all search committee chairs have completed the relevant training for hiring best practices.

- The Search Committee drafts an advertisement including details on the position description, essential functions, minimum and desired qualifications, and ad placement and obtains Faculty approval of the draft position description and qualifications through presentation and discussion at a full faculty meeting. The Search Committee also drafts a rubric for evaluating candidates that reflects the minimum and desired qualifications in the advertisement. After the initial deadline for the search has passed, the Search Committee reviews applicants, evaluates each applicant concerning the minimum and desired qualifications, and selects a long list of candidates who are asked to submit supplemental materials (such as selected publications) and required letters of reference.
- The Search Committee reviews the materials and develops a recommendation for a list of candidates to interview, typically no more than three individuals on the interview list, with the option of an alternate list including additional individuals. The materials from the proposed interview-list candidates are made available to the School Faculty (as defined in the bylaws) to review before the faculty meeting at which the recommendation will be discussed. Materials of candidates not selected for an interview will be available to faculty on request.
- The proposed interview list is presented to the School Faculty for approval.
- Ordinarily, this presentation by the Search Committee Chair briefly summarizes the qualifications of the recommended individuals and the logic underlying the Committee's recommendation.
- With the advice of the Search Committee Chair, the Director will appoint a student representative to the Search Committee. Once the faculty have approved the interview list, the student representative will collect student commentary on the candidates and assist in arranging student interactions with the candidates (e.g., a graduate student lunch). The student representative will have access to the application materials (e.g., cover letter, cv, publications) of the candidates on the interview list, excluding letters of reference and any other materials that might be considered confidential. Generally speaking, these same application materials will be available for viewing by SHESC graduate students at large. Before the Search Committee vote, the student representative will have an opportunity to brief the Committee on student opinions and answer questions from the Committee. The student representative does not sit in on Committee deliberations, nor does the representative vote.
- Candidates interviewed will present a public colloquium, will meet with the Search Committee, and will be available for discussions with faculty and students.
- After all interviews are complete, the Search Committee meets and develops a recommendation concerning the acceptability of each interview candidate, a proposed order of the acceptable candidates with the rank (and tenure status if applicable) in which offers should be made. This recommendation is presented to all faculty to allow for broader discussion.
- The Chair then presents the Committee's final hiring recommendation to the tenure and tenure-track faculty for vote by secret ballot, either at a regular or special faculty meeting.
- Everyone involved in the search must follow the guidelines for assuring appropriate confidentiality, including restrictions on the use of email in faculty searches.
- If any member of a search committee has a conflict of interest with any candidates considered for long- or short-listing, they must declare so and leave the room while decisions are made regarding that candidate. If any member of the search committee has any conflict of interest with any candidates selected for an interview, they must inform the Director, who will seek specific guidance from the College as to how they may participate or if they will be withdrawn from the committee. Conflicts of interest include serving as thesis, doctoral, or postdoctoral advisor, co-publication reflecting a significant professional contribution to said publication (i.e., not just data sharing), or collaboration on a proposed or current research project that is externally funded.

Waivers of Regular Search Faculty Hiring Guidelines

All requests for a regular search process waiver, such as in a targeted hire unrelated to the hiring plan, follow ABOR, ASU, and College guidelines in the ACD manual. At the School level, a search committee will be formed as early as possible. The committee should be as fully representative as possible of the approach(es) likely associated with the person and should also have representation from other approaches, as well as a student member. This committee is selected and appointed as described above.

As with open searches, candidates for hiring under a waiver of the search will present a public colloquium, meet with the search committee, and be available for meetings with faculty and students.

The search committee will recommend to the entire School faculty before a vote by eligible School faculty on whether to request a waiver of a search for any targeted individual.

PROCEDURES FOR TEACHING PROFESSOR AND INSTRUCTOR HIRES

Teaching Professors, Associate Teaching Professors and Assistant Teaching Professors were formerly called Principal Lecturers, Senior Lecturers and Lecturers. Assistant Teaching Professors, Associate Teaching Professors and Teaching Professors (all considered "ranked" instructional faculty appointments under ACD 505-02) are usually hired with the intention of continuation. They are considered members of the School Faculty, and their primary responsibilities may include instruction, teaching, service responsibilities, supervising supplemental kinds of student learning, and/or administrative duties related to teaching and learning.

In contrast, Instructor hires are usually considered single-term, fixed appointments and transitory appointments without regular faculty status.

Searches for all Teaching Professors will proceed much as they do for faculty hires (see above section, "Procedures for Faculty Hires").

- Consistent with ASU Academic Affairs Manual and SHESC Policies and Procedures, a search committee composed of an even number of members of the SHESC faculty is formed as follows:
    - The Director first appoints a Search Committee Chair for the proposed hire.
    - Once the committee chair has been selected, the faculty at large elect half the number of seats on the committee as follows:
        - Faculty self-nominate or nominate others (self-nominations are encouraged).
        - All those nominated are asked if they are willing to serve.
        - The faculty-elected seats are filled using Method 4.
    - Following the election for the faculty seats, the Director then appoints the remaining seats on the Search Committee.
    - There will, however, be no student representative on the Search Committee.

- The Search Committee drafts an advertisement including details on the position description, essential functions, and minimum and desired qualifications. Like tenure-track hires, the job ad will be evaluated and approved by the faculty.

- After the initial deadline for the search has passed, the Search Committee screens applications to evaluate each applicant concerning the minimum and desired qualifications and selects a long list of candidates who are asked to submit supplemental materials. Such materials may include teaching evaluations, representative syllabi, letters of reference, etc.

- The Search Committee will convene and select a short list of candidates for interview. As in tenure-track searches, the shortlist will be presented to and approved by the School Faculty.

- After conducting interviews, the Search Committee will convene and bring a hiring recommendation to the Faculty at large for a discussion and a vote, per normal faculty voting procedures.

    For instructor hires, the Director can proceed with a hire without forming a search committee, discussion with the faculty, or a faculty vote. Instructor hires may be conducted as "pool" searches that identify and approve a number of suitable candidates for later hiring should the instructional need arise.

SHESC Graduate Students are
- Students in SHESC-administered degrees whose committees are chaired by SHESC Faculty with 100% appointments in SHESC,
- Students in SHESC-administered degrees whose committees are chaired by SHESC Faculty with split appointments with at least 50% appointments in SHESC[3],
- Students in SHESC-administered degrees who have not formed a committee.

SHESC Graduate Students Eligible for SHESC Funding. Includes SHESC Graduate Students admitted to Ph.D. programs whose evaluations by their degree program committees exceed "Unsatisfactory."

SHESC Graduate Student Executive Committee. The Graduate Student Executive Committee consists of the AAGS (Association of All Graduate Students) President and the AAGS Representatives from each SHESC-administered graduate degree program (or in Anthropology, each approach). The Graduate Student Executive Committee shall meet regularly with the SHESC Directorate and Director of Graduate Studies to foster communication between the graduate students and the School.

Graduate Student Evaluations. Every SHESC graduate doctoral student shall each year submit a written self-evaluation at a time and in the form specified by the SHESC Graduate and Undergraduate Committee. Generally, SHESC graduate students shall receive a written evaluation each spring that reflects the decision of the relevant degree committee or subcommittee (in the case of the Anthropology approaches). Graduate students in programs that follow alternative academic year cycles will have regular, annual evaluations that comply with Graduate College requirements. The evaluation shall have the formal categories Satisfactory, Concern, and Unsatisfactory. The faculty evaluation shall provide general guidance for the student, and in the case of Concern or Unsatisfactory evaluations, shall indicate explicitly the steps that must be achieved to attain satisfactory progress. Students with Unsatisfactory evaluations who fail to meet the required remedial steps within the specified time are subject to recommendations for dismissal from the graduate program.

Allocation of Graduate Admission Offers. Each year the Director of Graduate Studies, in consultation with the Graduate and Undergraduate Committee, shall specify a maximum number of offers that may be made by an Anthropology approach or another SHESC-administered degree program. This allocation shall be based on the number of students currently in the program, the number of faculty who are designated members of that particular degree or Anthropology approach, and a historical average of the proportion of accepted offers.

Allocation of Offers of Admission with Funding. Offers of funding packages to newly admitted doctoral students shall be reasonably apportioned across Anthropology approaches and other SHESC degrees as determined by the Graduate and Undergraduate Committee (GUC).

Allocation of School Teaching Assistantships. The Director assigns a number of School teaching assistantships to be allocated by the GUC. The GUC allocates those teaching assistantships to SHESC graduate students eligible for and requesting funding, based on scores provided by the anthropology approaches and the other degree committees. These scores shall primarily consider the student's progress

[3] Explanatory Note: Thus a student in an ESS degree who has as chair a faculty member with a split appointment in Sustainability would be a SHESC grad student, but a student in a sustainability degree with the same chair would not be a SHESC student.

to their degree, professional activities, and academic performance, but should also take into account a history of faculty-raised concerns of unsatisfactory performance as a TA or RA. These allocation counts include students with existing school funding commitments (ordinarily from admissions packages). Except in extraordinary circumstances, School-funded graduate assistantships not assigned by the Graduate and Undergraduate Committee may only be assigned to students from the Graduate and Undergraduate Committee's list of funded students.[4]

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[4] For example, if there are 20 SHESC-funded student positions and 30 eligible students who have requested funding, both TAs assignments *and* assistantships not assigned by the GUC must come from the top 20 on the list.

WORKLOAD DISTRIBUTIONS AND EXPECTATIONS FOR TENURE-TRACK AND TENURED FACULTY

Allocation Percentages

A standard 1.0 FTE loading of state-funded workload effort for highly research-productive faculty is 40% Research, 40% Instruction, and 20% Service. A normal semester workload obligation or total 0.5 FTE for full-time faculty is 20%R+20%I+10%S = 50% of the annual workload. Faculty with split appointments (less than 1.0 FTE) pro-rate their obligations according to their percentage commitment to SHESC. Loadings on sabbatical years would normally be 80-100% research and 0-20% service or 0-20% instruction (e.g., associated with mentoring), depending on the individual circumstances. A sabbatical semester would thus be 40-50% research and 0-10% service, and 0-10% instruction.

Ten percent of the instructional workload is covered by each contribution of one regular, core curriculum course (3 or more credits) on the SHESC instructional plan. Up to twenty percent of the instructional workload may be covered by contributions to the school's educational mission to mentor and train students in research and emerging scholars/professionals. These contributions include but are not restricted to: the addition of an average of .5 courses each year, formal and informal mentoring of undergraduate, graduate, and postdoctoral students, leading training labs, participation in student research apprenticeship programs, non-credit field-research activities, 1-credit seminars, managing training programs for undergraduate, graduate and postdoctoral students, the leadership of study abroad or other off-campus or distant training programs for SHESC students during the academic year, or other regularly scheduled activities that educate our students.

A 40% allocation to research expects maintenance of a productive, high-impact, and visible (national, international) program of research. Deviations *below* 40% for research would indicate a higher proportional effort in teaching/instruction (with10% allocated toward instruction per additional semester course planned).

Instruction is core to the School mission, and all faculty are expected to be fully engaged in the pursuit of excellent and innovative teaching. Deviations *below* a 40% annual allocation for instruction may sometimes be necessary to meet the school's core missions in research and service, but must be approved in advance and in writing by the Director. The relevant email/written approval must be attached to the work plan if not part of an ongoing formal and contracted arrangement.

All faculty are expected to contribute substantively to unit, university, national, and international service as befitting their seniority, specific skills and talents, and unit/university needs. Service can take many forms. A normal or expected service loading is 20% annually. Loadings of >20% in service would normally reflect only senior and substantial university administrative assignments.

Agreements on Workload Distribution

Each year, faculty use a standard form to propose their workload distribution (and planned course offerings) for the upcoming academic year and subsequent two semesters. The form should detail any special arrangements (e.g., sabbaticals) that explain a non·standard (e.g., <40% Instructional) loading, and attach any written approvals related to a non·standard work plan. This form will be reviewed (and possibly revised) by the Director and a form with the approved distribution will be signed by the faculty member and the Director.

Statement of Procedures

The annual faculty evaluation process is intended to document the professional accomplishments of each member of the faculty and to reward meritorious performance. Faculty are evaluated in three areas: research, teaching, and service. Academic professionals are evaluated as described in ACD 507-08. For each area, and over all areas, the accomplishments of each faculty are rated as: (3) Above Satisfactory, (2) Satisfactory, (1) Unsatisfactory.

The Above Satisfactory rating reflects a level of achievement that is exceptional and will normally be awarded only once for a major achievement. Determination of Above Satisfactory will, where appropriate, take the faculty member's rank and field into account.

In evaluating meritorious performance, the Personnel Committee follows the criteria below. No attempt is made to spell out in advance all possible forms of meritorious activity.

The annual evaluation is completed following The College and University guidelines and procedures. Refer to these guidelines for who must be evaluated, the period being evaluated, and the method for submitting the report of activity.

Evaluation of non-TT faculty

Normally, evaluation of non-TT (research, instructional, or clinical) faculty, and academic professionals, is conducted by the Director. However, the Director may ask the PC to review and evaluate specific non-TT faculty if their regular job duties mean they can be appropriately evaluated within the TT faculty pool. If so, then workload percentage assignments across the three prior years (for research) or current year (for instruction and service) are taken into account by the PC in assessing satisfactory performance in comparison with other faculty. For example, a consistent >50% research loading across years would expect a higher research productivity than a regular TT faculty, whereas a 10% loading would expect much less. Similarly, a >50% instructional load would set higher expectation for instructional effectiveness and impacts than a standard faculty workload of 40%, or a >50% service load would require notably greater evidence of scale and impacts than would the more standard faculty load of 20% to be considered for an above satisfactory rating. Reported Activities for Which Compensation is Received

If compensation beyond a faculty member's normal university salary is received for any reported research (except publications), teaching, or service, that fact should be noted in the report. Expenses and honoraria (for example, associated with sitting on a national review panel) are not considered compensation.

Reporting Periods and Due Date

The reporting period is the calendar year. The report is due to the relevant staff manager of this process by the date specified in that year's request for annual evaluations.

GUIDANCE FOR PREPARING YOUR REPORT

First, read the statements of expectations and evaluation criteria below and then prepare your report.

It is optional (but advisable) to submit brief commentaries on Research, Instruction and Mentoring, and Service if the structure of the annual evaluation form does not provide the option to do so. Commentaries may:

- Highlight any activities that the faculty member considers to be particularly meritorious
- Clarify the context or significance of information entered elsewhere
- Include information not entered elsewhere
- Identify any activities related to ASU's charter and charter initiatives in research, instruction, and/or service, and work that may not be formally recognized

The annual evaluation is best served by:

- Finding an acceptable data entry category for information, if possible, rather than including it in the commentary
- Avoiding the redundant entry of information that can be accommodated elsewhere in the annual evaluation
- Highlighting each point of the commentary (e.g., using bullets, numbers, letters, etc.)

Archive for Three-Year Record of Performance

With Post--Tenure Review, the School will occasionally be subject to an audit of its faculty evaluations. Faculty members are advised to keep copies of their past three years of publications, teaching evaluations, and evidence of service-related activities should these be required by auditors.

EXPECTATIONS AND CRITERIA FOR EVALUATION

Research/Scholarship/Creative Activities Expectations

It is the expectation of SHESC and the University that faculty develop and maintain active research programs or sustained creative efforts focused on issues and problems considered significant within the broader context of SHESC's approaches. Research and creative programs should have well-defined, achievable goals. There should be a periodic demonstration of progress toward these goals through publications, meeting papers, participation in conferences, or other appropriate outlets. Faculty are encouraged to seek funding for their research when appropriate to do so and to involve students in their research activities. It is expected that faculty will keep current in their fields; they are encouraged to develop new areas of interest, upgrade their technical skills, and revitalize their research programs either through informal means or through formal activities, such as participation in workshops or special training programs that promote faculty education and development.

Research/Scholarship/Creative Activities Evaluation

It is explicitly recognized that evidence of scholarly productivity (e.g., the frequency of publications) will vary across and within approach boundaries and individuals over time. There is no uniform quantitative standard that can be applied to all approaches or individuals. *However, a minimum of three tangible contributions (see below) over three years will constitute a Satisfactory rating of 2. Producing less than three tangible contributions over a three-year period will constitute grounds for an Unsatisfactory evaluation.*

The Personnel Committee's evaluation will consider numerous factors, including the workload percentages, the nature of the contributions, and the faculty member's role (e.g., authorship) in the contribution. In all cases, primary importance is attached to the quality of the research or creative effort and its products.

Faculty are rewarded for tangible evidence of significant research or creative activity. There should be some correspondence between a faculty member's stated research or creative goals and the tangible evidence produced. No attempt is made to construct an exhaustive list of the forms that tangible evidence may take. However, it is agreed that among the more important are:

- Peer-reviewed books and edited books published by an established, respected, national, international, or academic press; published books will be given two years of credit;
- Peer-reviewed publications in national and international journals;
- Exhibits, media, and multimedia productions;
- Successfully funded external grants (multi-year grants will be credited according to the amount awarded each year of the grant); and
- Collaborative activities.

Additional forms of tangible evidence of research are:

- Non-peer-reviewed books and edited books;

- Miscellaneous non-peer-reviewed publications;
- External grant applications;
- Deposit of useful and thoroughly documented research data or software in a trusted, open-access digital repository available to the scholarly community;
- National or international meeting presentation (not more than 2 presentations in three years can count toward the minimum);
- Papers written for and delivered at other meetings or conferences;
- Organizing or chairing symposia; and
- Continuing education activities that relate to the faculty's scholarly goals.

Specific guidelines for reporting of Research information:
- Evidence of research or creative activity must pertain to the evaluation period. For example, publications must have appeared in print (or online; see below), meeting papers must have been delivered, exhibits must have opened, and media production must be in the distribution before the end of the current evaluation period.
- You are also encouraged to show how your research program is progressing by listing pieces as "submitted," "accepted," "in press," etc. However, publications are counted only for the evaluation period they are published.
- Works in preparation should be noted in the research commentary.
- For each multi-authored product, enter all authors and order of authorship as shown on the publication, grant, or other research product. Clarify authorship issues using the brief commentaries discussed above.
- If you have a research product that shows a publication date different from the year in which the product actually appeared, briefly identify this situation in your research commentary and further indicate that you would like this product recognized as part of your merit evaluation for the year in which the product appeared.
- Publications may appear online (and thus have assigned to them a digital object identifier, DOI) during the calendar year before the calendar year in which the print version of the publication appears. In that case, a faculty member can choose the evaluation year in which that publication will be counted, but the publication can be counted in only one year.
- Non-refereed volumes (e.g., monographs, lab reports) should be entered under "Authored Books," even though they have not received peer review like that of an authored book. In your research commentary, indicate the nature and extent of review each volume received.
- Catalogs, publications, and other products stemming from exhibits or other creative activities should be entered as research.
- Briefly indicate ongoing collaborative research with other individuals, units at ASU, and entities outside ASU using the research commentary.

Instruction/Advising/Mentoring Expectations
It is the expectation of SHESC and the University that faculty offer courses focused on subject matter within SHESC and within its approaches. Faculty are encouraged to develop a regular suite of course offerings to ensure continuity and conformance to the graduate and undergraduate catalog. The incorporation of undergraduate majors in SHESC into research projects, undergraduate teaching assistant programs, field schools, and independent study is strongly encouraged.

The content of such courses must be updated periodically to keep pace with current developments in the field. From time to time, faculty are expected to develop new courses to reflect changing scholarly interests or new program emphases in the School or the University. Faculty are encouraged to advance a culture of inclusive pedagogy through their teaching.

All faculty are also expected to teach omnibus courses (directed reading and research), and to chair and serve on BA Honors, MA, and Ph.D. committees.

Overall, teaching quality is emphasized.

Instruction/Advising/Mentoring Evaluation

The evaluation of teaching is based on three components: teaching load and class preparation; individual work with students; and student teaching evaluations. *Teaching to a reasonable professional standard, the assigned teaching workload, and an acceptable level of professional mentoring to students is considered to be a Satisfactory rating of 2*.

Teaching Load. Courses are counted using the Director's guidelines and those developed for Post-Tenure Review. Summer session teaching does not count toward this load unless there is an explicit agreement with the Director that such teaching is instead of academic year teaching.

Current course syllabi are required to be on file in the SHESC office for all regular classes. Failure to provide syllabi may detract from the teaching load evaluation.

It is recognized that preparation of new classes, participation in teaching workshops, and substantial curriculum and program development require extra effort by faculty. Such preparation will improve the evaluation of the teaching load. Omnibus-directed reading and research classes are evaluated as additional teaching load.

Teaching less than the agreed-upon load documented in the Work Plan that year constitutes grounds for an Unsatisfactory evaluation.

Individual Work with Students/Postdocs. Service on BA Honors, MA, MS, and Ph.D. committees as a chair or member is expected of all faculty. Mentoring of postdoctoral fellows and undergraduate research apprentices is also recognized as contributing to the workload of some faculty. This individual teaching/mentoring is rewarded when students pass significant milestones in their undergraduate or graduate careers:

- Defense of an honors thesis, MA or MS Applied Project or Portfolio, or Ph.D. dissertation;
- Approval of Ph.D. proposal; or
- Passage of Ph.D. comprehensive exam.

Student Teaching Evaluation. University standard course evaluations are conducted for each class. ASU's online teaching evaluations will be used as evidence of teaching quality. Faculty members who teach non-SHESC courses must report their evaluations in the annual evaluation if these are not available electronically to the Personnel Committee.

Other meritorious teaching activities, such as participating in continuing education activities related to teaching; making an especially significant innovation in teaching methods; or undergoing significant efforts in course, curriculum, or program development, will be used in the evaluation.

Receiving well below average teaching evaluation scores across three years (as determined by departmental level data) constitutes grounds for an Unsatisfactory evaluation. We do, however, recognize the inherent biases in such data, which is why a three-year record of data could elucidate real patterns in the quality of instruction.

Specific guidelines for entry of Instruction/Advising/Mentoring information on annual evaluations:

The following should be added as notes in the supplemental teaching commentary:

- A newly prepared course
- A newly prepared program in your Instruction/Advising/Mentoring
- Team-taught courses and the colleagues with whom you taught.

- Mentoring of students outside SHESC and outside ASU. Briefly indicate the student's unit and university, as well as your role (e.g., committee chair, member, outside reader, dissertation examiner).
- For the first semester of employment at ASU, new faculty members will submit a teaching commentary to document tangible evidence of contributions to Instruction/Advising/Mentoring.

Service/Outreach Expectations

It is an expectation of SHESC and the University that each individual performs service work regularly. Faculty service includes:

- Participating in the life of the School, minimally defined as attendance at faculty meetings and required College events such as commencement/convocation, as required;
- Participating in local, regional, national, and international professional organizations as officers, board members, panel members, committee chairs, and journal editors;
- Delivering public lectures to scholarly audiences (not including meeting or conference papers);
- Serving on SHESC, college, or university committees;
- Participating in community outreach activities (e.g., by giving lectures to schools or community groups, serving on boards, etc.) if these activities are commensurate with their professional or personal interests;
- Providing reviews for publications and granting agencies;
- Providing service to the public through lectures, work with volunteer agencies, media interviews, etc.

Service Evaluation

A minimum of Satisfactory (2) service for persons with a 20% effort allocated to service is constituted by the following:

- Attendance at scheduled faculty meetings;
- Significant contribution to approach, School, College, or University committees or initiatives, consistent with rank, minimally defined as serving on one committee within three years; and
- Professional service includes reviewing manuscripts and grants, sitting on editorial boards, and doing unpaid consulting or community service as a representative of the School and university, such as lectures to elementary and high schools, sitting on local boards, and so forth.

Failing to attend primary school events such as faculty meetings constitutes grounds for an Unsatisfactory evaluation.

Specific guidelines for entry of Service information on the annual evaluation:

- Service-related activities not supported by the current structure of the annual evaluation system should be entered using the service commentary.

Innovation and Impact

The School has no specific expectations or evaluative criteria for Innovation and Impact, but such information can be entered in one of the brief commentaries depending on where it fits best.

Unit Specific Information

Use one of the brief commentary responses to indicate if your position at ASU is shared between SHESC and another unit. This information can give the Personnel Committee an indication if you have professional responsibilities or expectations that extend beyond those described above for SHESC faculty.

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EVALUATION PROCEDURE BY PERSONNEL COMMITTEE

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The Personnel Committee's evaluation is based on the individual's calendar-year performance in light of the approved workload.

The Personnel Committee currently uses a bin system, 1 to 3, to match the performance categories required by the College and the University in which 3=Above Satisfactory, 2=Satisfactory, and 1=Unsatisfactory.

The committee evaluates faculty annual reports to provide individual scores for research, teaching, and service, and summary comments providing a rationale for each of those assigned scores to the Director.

- Persons on HR-approved leave (e.g., parental leave, FMLA) will not be evaluated for semesters in which they were on leave unless they request it be done.

DIRECTOR'S ANNUAL PERFORMANCE EVALUATIONS.

The Director establishes an annual evaluation score for research, teaching, and service as well as an overall score, taking into account the recommendation of the Personnel Committee.

The overall weighted score, using the same bin system and incorporating information about activities provided the approved work plan is based on the following algorithm where the percentages are equal to workload distribution:

(I% x I rating) + (R% x R rating) + (S% x S rating) = Overall Rating reported to the faculty member.

Unsatisfactory review in one or more categories triggers university procedures to encourage improved performance, as outlined in ACD 506–11.

If a person finds a potential problem with the evaluation, the first step is to talk to the SHESC Director. If a faculty member wishes to appeal the evaluation, then the appeal must be filed as soon as possible with the College, following the current College procedure.

EVALUATION OF SABBATICAL APPLICATIONS

The Personnel Committee is responsible for evaluating SHESC Faculty sabbatical applications. The Committee may ask faculty not necessarily on the Committee and not necessarily in SHESC, to review an application and provide a brief evaluation (one or two paragraphs is ordinarily sufficient). Based on its assessment of the sabbatical application and any additional materials it has requested, the committee shall vote on a recommendation to approve the request. The Committee will communicate the vote to the Director and any additional explanation it deems appropriate.

Authority

Adjunct Faculty status is defined in section ACD 505-02 of the ASU Academic Affairs Policies and Procedures Manual.

Conditions of Adjunct Faculty Appointments

The purpose of an adjunct faculty appointment in SHESC is to formalize an association that offers a clear mutual benefit to ASU and the adjunct faculty member. The title Adjunct Faculty should only be granted to those individuals whose experience and credentials are commensurate with a faculty designation. In general, adjunct faculty should have a Ph.D. or terminal degree and significant, relevant, full-time faculty experience in higher education. In some cases, the title may be applied to individuals outside academia who have established expertise in a given field. The Adjunct Faculty title should not be used for recent graduate students, former postdocs, or transitory visiting researchers.

- Adjunct appointments are made on a fiscal year basis (July 1 to June 30) and terminate on June 30.
- All appointments are listed as Adjunct Faculty.
- Adjunct Faculty may be invited to lecture from time to time, participate in seminars, or otherwise contribute to the instructional program.
- Adjunct Faculty may attend faculty meetings and participate in discussions, but they may not vote. Adjunct Faculty are excluded from discussions of personnel issues.
- Adjunct Faculty may, by mutual consent, serve on School committees, except on the elected committees.

Application for and Renewal of Adjunct Faculty Status

- A complete application must include a letter from the candidate accompanied by a curriculum vitae, a letter of support from a member of the School Faculty, and teaching evaluations (if the candidate has recently taught a course at ASU).
- The initial application must be a complete application. While the candidate must request renewal each year, a complete application must only be submitted with the initial request and with every third request for renewal. In those years where a complete application is not needed, the candidate only needs to indicate interest in continuing and to inform the School of any changes in employment status or faculty sponsorship.
- All appointments must be renewed each spring annually. Renewal requests for the following fiscal year are due on April 1. Appointments that are not renewed expire on June 30.
- New applications are considered twice a year. The due dates for new applications are November 1 and April 1. Approved fiscal year appointments and renewals (associated with the April 1 deadline) are processed to take effect July 1. Mid-year appointments (associated with the November 1 deadline) are processed following the faculty meeting at which they are approved to take effect as soon as is practicable. Adjunct faculty with new mid-year appointments must seek renewal by April 1 if they wish their appointments to continue for the following fiscal year.

Evaluation of Application for Adjunct Faculty Status

- Applications for adjunct appointments, including renewals, shall be reviewed by the Personnel Committee of the School, which shall make a recommendation to the entire faculty.
- Applicants are evaluated for Adjunct Faculty Status based on one or more of the following criteria:
  o They are scholars or professionals external to ASU in fields represented in or closely related to those represented in the School,
  o They ordinarily hold terminal degrees in their fields, and
  o They show evidence of benefiting the School and its mission by participating in its programs and interacting with its students.
- Applications for Adjunct Faculty status are approved by a majority vote of the faculty.

VISITING RESEARCHER APPOINTMENTS

Visiting Researcher is an honorary title that denotes a collaborative affiliation with the School and provides access to some ASU and School resources, such as email and library privileges. This title is suitable for all forms of collaborators, including individuals established in the field and collaborating on research at ASU with SHESC faculty.   Researcher appointments are made on a fiscal year basis (July 1 to June 30) and terminated on June 30.

A recent graduate of a SHESC Ph.D. program or former SHESC postdoc may be appointed as a visiting researcher for the year following graduation or postdoc completion. This affiliation is intended to provide a bridge to our former students as they transition from ASU to other professional appointments. Recent graduates and postdocs cannot expect visiting researcher renewals from the university.

Applicants must fill out the ASU Courtesy Affiliation ID Request Form and the SHESC Visiting Researcher Application form, including the signature of a SHESC faculty sponsor (See the SHESC website for employment and affiliation information). Initial applications are submitted on a rolling basis during the first year a request is made. Renewals are due by April 1 every year after that.

Applications for visiting research appointments, including renewals, require the approval of the SHESC Director.

Affiliated Faculty status is for those already appointed at ASU, defined in ACD 505-04 of the ASU Academic Affairs Policies and Procedures Manual.

Conditions of Affiliated Faculty Appointments

- All appointments are listed as Affiliated Faculty.
- Affiliated Faculty may be invited to lecture from time to time, participate in seminars, or otherwise contribute to the instructional program.
- Affiliated Faculty may attend faculty meetings and participate in discussions, but they may not vote. Affiliated Faculty are excluded from discussions of personnel questions.
- Affiliated Faculty may, by mutual consent, serve on School committees, except on the elected committees.
- The School provides input into the promotion and tenure of Affiliated Faculty on request of the faculty member or as required by College, University, or ABOR policy.

Evaluation of Application for Affiliated Faculty Status

- Affiliated Faculty appointments are for one fiscal year and are renewable.
- Affiliated appointments usually are considered in the Spring for appointments beginning the next fiscal year (beginning July 1).
- A complete application must include a letter from the candidate stating the advantages accruing to the School and the candidate. The letter should be accompanied by a curriculum vitae and a letter of support from a member of the School Faculty.
- The initial application must be a complete application. While the candidate must request renewal each year, a complete application must only be submitted with the initial request and with every third request for renewal. In those years where a full application is not needed, the candidate need only indicate interest in continuing and inform the school of any changes in employment status or faculty sponsorship.
- Applications for affiliated appointments shall be reviewed by the Personnel Committee of the School, which shall make a recommendation to the entire faculty.
- Affiliated faculty are evaluated with respect to the following criteria:
  o They are ASU Faculty members in another unit,
  o They are scholars or professionals in fields represented in or closely related to those represented in the School,
  o They ordinarily hold terminal degrees in their fields, and
  o They show evidence of benefiting the School and its mission by participating in its programs and interacting with its students.
- Applications for Affiliated Faculty status are approved by a majority vote of the faculty.
- The appointment letter should clearly articulate the faculty member's rights and responsibilities within the unit. Deans of colleges shall send a copy of all appointment letters to the vice provost for academic personnel.

SHESC Ph.D. Programs Graduate Faculty Policy And Procedures

The School of Human Evolution and Social Change has several Ph.D. degree programs, including Anthropology, Environmental Social Science, and Global Health. All tenure track and tenured faculty in SHESC are automatically endorsed to chair Ph.D. and Master's committees. All other procedures related to appointments to graduate faculty and endorsement to chair follow the Graduate College procedures (see the Graduate College website for guidance). The relevant approval body is the Graduate and Undergraduate Committee (GUC).

MENTORING CANDIDATES TOWARD PROMOTION AND TENURE

All tenure-track professors will be assigned a Tenure Mentoring Committee of 3 members of the School's tenured faculty. The purpose of this committee is to give the candidate advice and support in the areas of research, instruction and mentoring, and service as they pertain to achieving promotion and tenure according to School and University guidelines. The faculty members comprising a candidate's Tenure Mentoring Committee will be appointed by the School Director following consultation with the candidate.

In the first semester in which the tenure-track candidate is employed, they will work with the Tenure Mentoring Committee and the Director to develop a general plan for achieving tenure according to their anticipated tenure review schedule. This schedule will take into account the guidelines for promotion and tenure above (see sections 2.1-2.3 above). The plan which is developed entirely for the benefit of the candidate should provide both a sense of the level and forms of expected productivity, and the ways in which excellence in performance will be assessed. The plan can be informal and is to be understood as a "living document" in that it can be revised and reconsidered as necessary as the faculty member's program of scholarship develops. If the School hires a faculty member whose research will involve research products or academic venues other than those accommodated by the guidelines presented here (e.g., resulting from an unusual research domain or conditions arising from a joint appointment or administrative responsibilities), the School Director and the candidate jointly should specify these special conditions in writing at the time of appointment in the form of a formal MOU. This statement should be included as part of the candidate's general plan for achieving tenure.

Examples of General Plans for Achieving Tenure
(These are simply two of many possible plans.)

1 Example of Publication Timeline Following a Book Model
- Year 1: revise dissertation, write some articles from dissertation, draft book prospectus
- Year 2: send book prospectus to prospective publishers with sample chapters and table of contents; revise, submit and publish articles
- Year 3: send complete book to press, start new project, and apply for fellowship /other funding
- Year 4: book accepted, write, submit and publish articles from new project to journals
- Year 5: book reviews are published, revise, submit and publish articles from new project

2 Example of Publication Timeline Following a Scholarly Publications Model
- Year 1: revise dissertation, write some articles from dissertation, develop continuing research project
- Year 2: apply for grant money for research (laboratory, field, etc.); revise, submit, and publish articles
- Year 3: Either continue field or laboratory work/begin field or lab work; begin preliminary reports (e.g., meeting papers) for research completed
- Year 4: Write, submit and publish articles based on two previous years of research and preliminary report; apply for new grant money as necessary for continuation of project or for new project – consider funds that help develop projects.
- Year 5: Further lab or field research, revise, submit and publish articles

The space assigned to SHESC by the University is subject to reassignment by the University to meet the institution's overall priorities. The School's Director will, through appropriate administrative channels, seek sufficient space to meet the School's legitimate needs. The school's ability to retain or gain space depends in part on the full and effective use of currently assigned space and on the annual, ABOR-mandated space audit conducted by the School staff Assistant Director. Consequently, it is in the interests of all faculty to make sure that they supply complete information for the annual audit.

The Director is responsible for making final decisions regarding the assignment of space allocated to the School. The Director may appoint an ad hoc Space Committee to help in reconfigurations. In the absence of a Space Committee, the Director consults with the Executive Committee and Directorate on major decisions involving faculty office and research space. Individuals do not have the right to "broker" alternate dispositions of space that they currently occupy. Nor, on their departure, do they have the right to broker the assignment of university-owned furniture or equipment, regardless of the ASU funding source.

Requests for new allocations of space within the School should be submitted to the Director with a detailed, written justification. It is important to note that the process of meeting space requests is often complex, so it can take some time to resolve.

The following factors are considered when allocating and reallocating space, recognizing that legitimate claims on space often exceed the space SHESC has available to allocate:

1. ABOR mandates and guidelines
2. Legal and contractual obligations (e.g., explicit contractual obligations to funded projects and faculty employment contracts, restrictions related to grants or donor intentions, statutory or University accessibility standards, legal responsibilities for artifact and associated record curation, mandated storage of SHESC records, etc.)
3. The unit's academic, research, and administrative priorities
   a. The School provides all regular faculty with private offices consistent with ABOR guidelines for faculty office size. This means that SHESC faculty offices may not be large enough to house all of an individual's books, files, furniture, or other items that an individual might wish to have in an office.
   b. Large faculty offices may be split into smaller ones to meet pressing needs for office space. In such cases, the school may not be able to provide sufficient space for all items in the larger office. However, an effort will be made to accommodate necessary research items in the laboratory or other research space.
   c. The School attempts to provide all faculty needing research space outside their offices with additional research space.
   d. Shared labs are the norm for SHESC; labs now assigned to individuals may be transformed into shared labs. Requests for shared research space are typically prioritized over those for individually allocated space.
   e. Funded projects will generally have greater claims on additional space than unfunded ones, but this does not mean that funded projects can automatically displace unfunded projects.
4. Appropriateness of the space for the proposed use
   a. Enhancing interaction of collaborative faculty, students, and functions through proximity of office and research space.
   b. Costs and availability of funding for renovation or other costs associated with repurposing as space.
5. Avoiding disruption of ongoing activities of faculty, students, and staff

SHESC Policies and Procedures

6. Student needs
    a. Graduate students have access to a SHESC computing lab and a modest gathering space.
    b. Students may obtain keys to their areas of assignment and, generally, to outside building keys for buildings in which they have assigned space.
    c. RAs are typically assigned space by the supervising faculty member.
    d. TAs who have not been assigned an individual workspace have access to a shared office to meet with students for assigned office hours.
    e. Faculty with assigned labs or other research space are expected to offer available workspaces to graduate students lacking workspace, either within or outside their approaches, insofar as is possible given the requirements of the faculty research.
7. Storage needs
8. Visitor accommodations