

# Operating Paper

# **OPERATING PAPER**

**Department of  
Curriculum and Instruction**

**College of Education  
Southern Illinois University  
Carbondale, Illinois**

**September 21, 1999**

## **I. DEPARTMENT MISSION AND FUNCTIONS**

### **A. MISSION**

The mission of the Department of Curriculum and Instruction is to further the threefold mission to which Southern Illinois University at Carbondale and the College of Education are committed: teaching, research, and service.

1. The department is committed to providing quality instruction for the preparation of professional educators who practice their profession through a multitude of human service institutions, schools, governmental agencies, businesses, and industries.
2. The department is committed to producing and disseminating scholarly research in addition to training future researchers.
3. The department is committed to providing professional service on campus and to regional, state, national, and international agencies and professional organizations.

### **B. FUNCTIONS**

The Department of Curriculum and Instruction is an academic unit of the College of Education responsible for the following instructional, research, and service functions:

1. Preparing teachers at the undergraduate level in three areas: Early Childhood with a specialization in Preschool/Primary, Elementary Education, and Social Studies. The department offers courses for students pursuing elementary and high school certification. The department also prepares undergraduates to practice in a wide variety of child and family service settings.
2. Providing study in a variety of specialty areas at both the master's and doctoral levels in: Early Childhood Education, Elementary Education, Gifted & Talented Education, Instructional Technology, Mathematics Education, Reading and Language Studies, Science/Environmental Education, Secondary Education, Social Studies Education, and Teacher Leadership. Master's degree specializations are also offered in Instructional Development and Middle Level Education, as well as a Ph.D. specialization in Curriculum and Instruction.  
The graduate program at the master's degree level provides advanced study to prepare practitioners to be knowledgeable consumers of current educational research. The doctoral program prepares research-oriented professionals who are capable of extending the knowledge base as well as assisting others to develop a comprehensive understanding of a discipline.
3. Advancing knowledge by initiating, conducting, and disseminating educational research.
4. Providing academic advisement to graduate students enrolled in the department.
5. Providing leadership to the University and the local, regional, national, and international education communities.

## **II. INTERNAL STRUCTURE AND ORGANIZATION**

The structure of the department consists of the following line positions: the Department Chair, the faculty, graduate assistants, civil service personnel, and student workers. The faculty are selected by mutual consent of the faculty, the Department Chair, and the Dean; the civil service personnel are selected by the Department Chair with faculty input; the graduate assistants are selected by the faculty and the Department Chair; the student workers are selected by the Department Chair.

### **III. FACULTY MEETINGS**

- A. Faculty meetings shall be conducted in accordance with Robert's Rules of Order. The Department Chair shall appoint a knowledgeable faculty member to serve as parliamentarian.
- B. The Department Chair shall call periodic meetings of the department. Special meetings shall be called upon written request of 51 percent of the voting members of the department.
- C. The Department Chair or a designated representative shall preside at departmental meetings.
- D. A secretary appointed by the Department Chair shall keep the minutes of the departmental meetings.
- E. A written agenda shall be prepared for each regular faculty meeting and circulated to each member of the department at least 24 hours in advance of the meeting.
- F. A quorum for any vote shall consist of one-half of the membership of the department who are eligible for that specific vote. See section VI. B. and C. Proxies will be included in the quorum count if both the designated proxy and the person transferring the voting privilege are eligible for that specific vote. See section VI. C. 4.
- G. Elected officials of CIGSO shall receive notices and minutes of departmental faculty meetings.

### **IV. PERSONNEL SELECTION**

- A. The Department Chair, in conjunction with specialty area coordinators will determine if a need exists for additional personnel. If a need exists, and if approval is granted by the appropriate university officials to hire additional personnel, these steps shall be taken:
  - 1. The personnel committee shall assist the Department Chair in appointing a search committee comprised of no less than three faculty members from specialties most central to the job description. The Department Chair may appoint two additional faculty members.
  - 2. The search committee, with the advice and consent of the Department Chair shall analyze credentials and recommend candidates for interview.
- B. The Department Chair, based on search committee and faculty recommendations, shall communicate to the Dean the departmental choice.
- C. Academic qualifications of new faculty. New faculty are defined as faculty new to the university as well as faculty transferring from other units in the university to the Department of Curriculum and Instruction. The appropriate terminal degree for faculty hired at the rank of Assistant Professor, Associate Professor, or Professor is the Doctorate. An individual who has not yet completed the Doctoral Degree, but who can demonstrate that there is a likelihood that the degree will be completed prior to the beginning date of employment, may be hired with the appropriate contingency clause in the contract. The clause must be in accordance with the policy on contingent appointments specified in the Employee Handbook and/or more recently approved university policy. The appropriate terminal degree for faculty appointment at the rank of lecturer is the Master's or the Doctoral Degree; the appropriate terminal degree for faculty appointment at the rank of Instructor is the Master's Degree. In addition to the appropriate terminal degree, new faculty must have training and expertise that match the specialty area position for which

they are being hired and academic qualifications commensurate with the job description.

## **V. THE DEPARTMENT CHAIR**

The department shall have one administrative officer, the Department Chair. The Chair shall be on a 12-month appointment and budgeted full time to the department.

### **A. Jurisdiction, Functions and Duties**

The Chair is accountable for all duties delegated to faculty and staff members. Delegated responsibilities shall be announced at the first faculty meeting following such assignments

1. Leadership in Policy Determination and Goal Setting. The Chair shall:
  - a. Guide the processes of departmental policy and goal determination, involving faculty and students in these processes.
  - b. Facilitate faculty and student understanding of policies and goals.
  - c. Provide for periodic re-examination of departmental policies and goals and involve the faculty in long-range planning through appropriate department committees.
  - d. Participate in departmental, college-wide, and university- wide committees relative to policies and goals.
  - e. Communicate to the Dean of the College of Education needed changes in departmental policies and goals.
2. Operational Management. The Chair shall:
  - a. Be the executive and fiscal officer of the unit, responsible to the Dean of the College of Education for the policies of the Department, the College, and the University.
  - b. Preside at the meetings of the departmental faculty and insure that all policy decisions and other decisions on matters assigned by this document to the Department Chair are made by acceptable democratic procedures.
  - c. Facilitate and be responsible for the preparation of the department's class schedule.
  - d. Facilitate the preparation, defense, and execution of all forms of financial support, including the departmental budget, and involve the faculty in the determination of needs.
  - e. Involve the faculty in decisions regarding the awarding of financial aid to students.
  - f. Procure and maintain adequate secretarial support for the department.
  - g. Administer and coordinate the purchasing, servicing, accounting and inventorying of equipment and supplies.
  - h. Seek faculty expertise and input regarding the purchase of equipment which affects faculty productivity.
  - i. Develop and maintain a systematic accounting procedure for reporting student and faculty records and activities.
3. Personnel Management and Development. The Chair shall:
  - a. Coordinate the duties of the specialty coordinators within the department.
  - b. Make, present, and defend recommendations concerning faculty and staff evaluation for employment, salary, promotion, tenure, release and dismissal.
  - c. Provide for faculty participation in the determination of new positions, in screening of applicants for the positions, and in making recommendations concerning employment of new faculty.

- d. Provide for orientation of new faculty members.
- e. Maintain effective communications by:
  - 1. Circulating memoranda and reports to both students and faculty members.
  - 2. Reporting annually to all faculty members departmental achievements and future planning. This report should include but not be limited to the following:
    - a. Department accomplishment in the areas of teaching and research/creative activities, writing, and service.
    - b. An appraisal of the accomplishments of the department in light of the objectives proposed for the year.
    - c. Budget allocation for the past year and proposed allocation for the coming year. (The latter material may be submitted in a supplemental report if the proposed budget for the new year is not known at the time the annual report is prepared.)
    - d. Objectives of the department for the coming year.
    - e. Priorities for the department relative to space utilization, staffing, and equipment.
  - 3. Promoting the selection of faculty members to pertinent public and private bodies to insure an effective feedback of information.
- 4. Leadership in Program Development and Evaluation. The Chair shall:
  - a. Build Instructional Excellence.
    - 1. Provide guidance and assistance in the securing of space, equipment, and materials for teaching laboratories on campus and on site for each of the basic departmental instructional areas.
    - 2. Actively supervise matters concerning recruitment, admission, retention, termination, and graduation of students.
    - 3. Structure class schedules, teaching loads and teaching assignments, securing, as far as possible, equitable and mutually agreeable distribution among faculty members. Assignment of teaching loads shall be consistent with workload guidelines XIV.
    - 4. Maintain records adequate for information and follow-up on such matters as students, faculty, educational programs, and offerings.
    - 5. Involve faculty and students in continuous development and evaluation of program and course content.
    - 6. Encourage joint faculty/student responsibility for planning individual study programs.
    - 7. Seek cooperation of appropriate departments in developing and evaluating instructional programs.
    - 8. Work with other departments concerned prior to request for College approval of new courses.
    - 9. Seek cooperation of appropriate departments in implementing instructional programs.
    - 10. Support program changes which have been approved by the Department before appropriate College and University committees and the Graduate Council.
    - 11. Seek to eliminate unnecessary overlapping and duplication in course content.
    - 12. Move to seek balance in departmental efforts in teaching, research/creative activities and service.
  - b. Encourage Relevant Research/Creative Activities and Writing.
    - 1. Provide guidance and assistance in developing research, creative activities, and writing specific to the capabilities and interests of the faculty and students and consistent with the department, College, and University goals.

2. Actively assist in the search for the solicitation of financial support for research/creative activities and writing.
- c. Maintain Relevant Public Service Programs.
  1. Assume a leadership role and encourage faculty participation in developing and maintaining a comprehensive program of field services within the capabilities of the faculty and departmental resources.
  2. Assume a leadership role and encourage faculty participation and leadership in the activities of appropriate local, state, regional, and national professional associations and organizations.
  3. Provide leadership in providing appropriate services to schools and agencies at the local, state, regional, and national level as appropriate and feasible.
- d. Encourage Professional Improvement.
  1. Arrange work loads which will allow and encourage faculty participation in professional improvement activities. See Faculty Workload Section XIV, Merit Salary Plan Section XIII, and Promotion and Tenure Section XII.
  2. Facilitate attendance at professional improvement activities with minimal personal financial sacrifice.
  3. Attract and hold high quality faculty members who build and strengthen professional excellence within the department.

#### B. Selection of the Department Chair

In case of vacancy, a new Department Chair will be selected in accordance with the College of Education Recommended Process for the Selection of Departmental Chairperson.

The Personnel Committee shall nominate at least 12 tenured/tenure track faculty members to serve on the screening committee. These nominations will be submitted to the Dean to aid in his selection of screening committee members. The screening committee should be composed of six to ten members with broad representation among all the specialty areas and programs of the department. Tenured/tenure track and term faculty members shall have the opportunity to interview and evaluate each of the final candidates.

#### C. Evaluation of the Department Chair

Every three years after the initial appointment of the Chair the department personnel committee will inform the Dean that they are initiating a formal review of the effectiveness of the Department Chair. This review will use a rating scale which has been correlated with the functions of the chair as specified in the Department Operating Paper. In addition to the items which rate the Chair's effectiveness, the assessment instrument will contain an item which asks faculty to specify whether or not they wish the chair to be retained.

The evaluation of the Chair will take place during the spring semester. Tenured and tenure track votes and term faculty votes will be tallied separately and both results will be reported to the faculty. The personnel committee shall summarize the results of the evaluation, report them to the faculty in an executive session, and forward them to the Chair and the Dean in a timely manner.

## DEPARTMENT CHAIR RATING SCALE OF THE

The Chair of the Department...

1. ... demonstrates responsible and effective leadership as executive officer of the Department.

Score:        6        5        4        3        2        1

Superior

Inferior

Comments: \_\_\_\_\_  
\_\_\_\_\_

2. .... communicates to faculty both departmental objectives and accomplishments in the areas of teaching, research, and service.

Score:        6        5        4        3        2        1

Superior

Inferior

Comments: \_\_\_\_\_  
\_\_\_\_\_

3. . . strives continuously to involve faculty in decision-making processes.

Score:        6        5        4        3        2        1

Superior

Inferior

Comments: \_\_\_\_\_  
\_\_\_\_\_

4. .. facilitates faculty involvement in professional activities both within and beyond the university community.

Score:        6        5        4        3        2        1

Superior

Inferior

Comments: \_\_\_\_\_  
\_\_\_\_\_



5. ...attracts and holds highly qualified faculty members who build and strengthen professional excellence within the Department.

Score:        6        5        4        3        2        1

Superior

Inferior

Comments: \_\_\_\_\_  
\_\_\_\_\_

6. seeks continually to improve curricular offerings and instruction within the Department, resulting in programs which are both current and educationally sound.

Score:        6        5        4        3        2        1

Superior

Inferior

Comments: \_\_\_\_\_  
\_\_\_\_\_

7. ... seeks to maximize staff utilization in departmental activities within the competencies exhibited by individual faculty members.

Score:        6        5        4        3        2        1

Superior

Inferior

Comments: \_\_\_\_\_  
\_\_\_\_\_

8. . . . assists faculty in achieving a balance among teaching, research, and service in terms of both personal and institutional priorities.

Score:        6        5        4        3        2        1

Superior

Inferior

Comments: \_\_\_\_\_  
\_\_\_\_\_

9. . . . rewards both extrinsically and intrinsically those faculty members who demonstrate professional behavior and productivity.

Score:        6        5        4        3        2        1

Superior

Inferior

Comments: \_\_\_\_\_  
\_\_\_\_\_

10. ... provides guidance and assistance in developing research activities through actively searching for and aiding in the solicitation of financial support for such activities.

Score:                      6        5        4        3        2        1

Superior

Inferior

Comments: \_\_\_\_\_  
\_\_\_\_\_

11. ... obtains adequate instructional space, facilities, and materials so that departmental assignments can be effectively carried out.

Score:                      6        5        4        3        2        1

Superior

Inferior

Comments: \_\_\_\_\_  
\_\_\_\_\_

12. ... facilitates recruitment, advisement, and retention of students within the programs offered through the CI Department.

Score:                      6        5        4        3        2        1

Superior

Inferior

Comments: \_\_\_\_\_  
\_\_\_\_\_

13. The current Chair of the Department of Curriculum should be:

Retained \_\_\_\_\_

Replaced \_\_\_\_\_

## **VI. FACULTY OF THE DEPARTMENT**

### **A. Role of the Faculty**

The faculty of the department, in collaboration with the Chair, shall be the planning and policy-making body for matters having to do with the department's instructional, scholarship and service missions. Faculty members are expected to contribute individually to the teaching, scholarship and service missions of the Department (see sections I. A. B.).

### **B. Membership in Department**

The faculty of the department shall consist of all teaching, advisory, and administrative personnel on continuing or term appointment assigned to it, all visiting and adjunct faculty members, and temporary faculty members assigned to it.

### **\*\*C. Voting Rights of Faculty**

1. Tenured and tenure track teaching faculty who are appointed, assigned, and budgeted to the department for at least 51 percent of their university appointment may vote on the following actions: program policies and decisions within their specialty areas and any ad hoc committee on which they serve, electing a Chair, amending the operating paper, electing members to the Academic Affairs, Personnel, and Welfare committees, and all matters requiring a faculty vote from the Academic Affairs, Personnel, and Welfare committees.
2. Non tenure faculty on term contracts may vote on the following actions: program policies and decisions within their specialty areas and any ad hoc committee on which they serve, electing members to the Academic Affairs and Welfare committees, and all matters requiring a faculty vote from the Academic Affairs and Welfare committees.
3. University and College administrators who hold tenure appointments in the department but have administrative approval power over and above the department are excluded from voting on internal department personnel and curriculum actions.
4. Persons with voting rights within the Department of Curriculum and Instruction who are unable to attend a meeting in which a faculty vote is held may appoint a proxy by providing a signed statement transferring their voting privileges for a single meeting to a designated member of the department. The designated proxy must have voting privileges within the Department of Curriculum and Instruction and the signed statement must specify the date for which the proxy is valid. Proxy ballots are valid only for single meetings.

### **D. Departmental Committee Membership**

#### **1. Academic Affairs (Standing Committee)**

At least four of the five members of the Academic Affairs Committee must be tenured or tenure track faculty. One non tenure track term faculty member may be elected to this committee. Committee membership shall also include two graduate and two undergraduate students.

#### **2. Personnel Committee (Standing Committee)**

The five faculty members of the Personnel Committee must be tenured or tenure track faculty.

### 3. Welfare Committee (Ad Hoc Committee)

The five members of the Welfare Committee must be members of the department.

#### E. Coordinator Eligibility

A person must be a tenured or tenure track faculty member appointed, assigned, and budgeted to the department for at least 51 percent of their university appointment to serve as a specialty area coordinator or graduate program coordinator.

#### F. College and University Committee Representatives

A person must be a tenured or tenure track faculty member appointed, assigned, and budgeted to the department for at least 51 percent of their university appointment to represent the department on a standing college or university committee.

#### G. Overall Functions of the Faculty

The faculty shall:

1. Serve on department, college and university committees.
2. Attend department and committee meetings.
3. Assist the Chair in the preparation of class schedules.
4. Assist the Chair in the preparation of departmental budgets.
5. Assist in the record-keeping activities of the department.
6. Provide for the care and security of University property.
7. Maintain at least six office hours per week, during parts of at least two days.
8. Assist in the screening of candidates to fill vacancies within the department.
9. Assist in the formulation of evaluative criteria for departmental programs.
10. Promote effective communications within the department.
11. Assist in goal identification for the department.
12. Accept one's share of reasonable assignments and responsibilities.
13. Abide by departmental, college and university policies and regulations.
14. Provide and maintain proper and effective curricula to train students within the various specialties within the department.
15. Seek to improve the quality of teaching within the department through self-evaluation of teaching performance.
16. Work with other faculty to eliminate unnecessary overlapping and duplication in course content.
17. Plan and direct individual study programs, practicums, field studies, and internships.
18. Plan and direct research activities of students in meeting departmental degree requirements.
19. Provide service activities to professional organizations, such as public and private schools, local, state, regional, national, or international agencies.
20. Engage in meaningful and creative activities such as periodical articles, texts, instruction packages, artistic endeavors, and other forms of literary work.
21. Engage in meaningful research activities in order to advance the scholarship of the department, provide exemplary models for graduate students of the department and advance knowledge within the fields represented by the faculty of the department.

22. Provide meaningful instructional experiences for the students of the department.
23. Counsel, direct, advise, and assist the students of the department to reach their fullest potential as educators.
24. Prepare and maintain syllabi for the courses taught within the department.
25. Maintain Program Credibility. The faculty are expected to:
  - a. Monitor the academic programs for which they are responsible;
  - b. Determine, within the parameters of departmental policy, means of evaluating previous academic work at other institutions of transfer students and entering graduate level students;
  - c. Work through the specialty area coordinators and the Chair to revitalize, add, and delete course offerings when appropriate;
  - d. Provide consulting services;
  - e. Initiate curricular practices; and
  - f. Participate in and provide information requested for internal and external reviews.
26. Submit to the Chair a resume of all professional activities for the calendar year.

## **VII. RESPONSIBILITIES AND FUNCTIONS OF THE SPECIALTY AREAS**

### **A. Participation in Specialty Area Operation**

Based on collaboration between new faculty members, Departmental Chair and specialty area faculty, new faculty members will be assigned to specialty area memberships based on experience, departmental teaching responsibilities, graduate training and research interests.

Decision making regarding specialty area admissions and policy shall follow the same rule that covers voting membership in the department.

### **B. Responsibilities of Specialty Area Coordinators**

Each of the graduate specialty areas within the department shall, from its own faculty, and in collaboration with the Department Chair, elect a specialty coordinator who shall serve a term of office of two years. The responsibilities of the coordinator, in consultation with the specialty area faculty, shall include:

1. Serving as the admission officer for the specialty area.
2. Calling specialty meetings.
3. Compiling agenda items.
4. Recommending necessary changes in catalog descriptions and degree descriptions to the department academic affairs committee.
5. Discussing the specialty programs with prospective students.
6. Working with the specialty faculty to evaluate and update course requirements for the degree programs to be reported to the academic affairs committee.
7. Coordinating recruitment activities.
8. Assigning advisors and maintaining a balance of advisory assignment with the faculty.
9. Serving as a working committee to advise the Department Chair and coordinator of graduate studies.

## **VIII. RESPONSIBILITIES AND FUNCTIONS OF THE COORDINATOR OF GRADUATE STUDIES**

The coordinator of graduate studies is selected by the Department Chair with the advice and consent of the faculty, and shall be responsible for the administration of the graduate program. The coordinator of graduate studies shall hold graduate faculty membership. The coordinator shall be assigned one-quarter time to carry out this function and be provided the assistance of a one-half time graduate assistant. The Graduate Coordinator shall:

- A. Process all necessary paperwork for admission to the Department of Curriculum and Instruction's graduate programs;
- B. Maintain a current records file for all graduate students;
- C. Inform faculty of new and continuing policies necessary for advisement of graduate students;
- D. Communicate with the College of Education Dean's Office and the Graduate School when necessary for maintenance of the degree programs;
- E. Process all paperwork necessary for graduate clearances.

## **IX. RESPONSIBILITIES AND FUNCTIONS OF OTHER LINE POSITIONS**

- A. Responsibilities and Functions of Graduate Assistants
  - 1. To assist with instructional activities;
  - 2. To assist with the administrative work of the department; and/or;
  - 3. To assist with departmental and faculty research projects;
- B. Responsibilities and Functions of Civil Service Secretaries
  - 1. To manage the information processing affairs of the department;
  - 2. To organize and supervise the work of student workers;
  - 3. To attend to correspondence and records necessary for the maintenance of the department.
  - 4. To complete other duties as assigned.
- C. Responsibilities and Functions of Student Workers
  - 1. To provide information processing service to the Department Chair and faculty;
  - 2. To answer the telephone and direct calls;
  - 3. To serve as receptionists.
  - 4. To complete other duties as assigned.

## **X. DEPARTMENTAL STANDING COMMITTEES**

The department shall have two standing committees. Each standing committee must present a report at each faculty meeting relative to departmental affairs. Faculty may not serve on both standing committees concurrently.

### **A. Academic Affairs Committee**

- 1. Membership: The Academic Affairs Committee shall be composed of five faculty members, two graduate and two undergraduate students. At least four of the five members of the committee must be tenured or tenure track faculty. One non tenure track term faculty member may be elected to this committee.
- 2. Functions and Responsibilities: The committee shall:

- a. Serve as the general academic advisory committee for the department.
- b. Serve as undergraduate and graduate curriculum committee relative to program and course additions, modifications and deletions through Form 90's and 90A's.
- c. Advise the Chair on program and course duplication.
- d. Conduct general program review.
- e. Decide on an appropriate course of action with respect to matters that are not clearly the concern of any other standing committee.

#### B. Personnel Committee

1. Membership: The personnel committee shall be composed of five tenured or tenure track faculty members.
2. Functions and Responsibilities: The committee shall:
  - a. Work with the Department Chair to appoint search committees for the selection of new faculty for the department.
  - b. Submit recommendations to the Department Chair and the faculty involving alterations in departmental personnel procedures such as hiring, tenure, merit pay, course load, unit cross-appointments, and sabbatical leaves.
  - c. Appoint departmental grievance committees consistent with university guidelines.
  - d. Supervise the modification and/or interpretation of the Operating Paper.
  - e. Conduct elections to fill vacancies that occur on department standing committees by calling for nominations of eligible faculty. The names of two persons receiving the highest number of nominations shall be placed on the ballot and circulated among voting faculty. The person receiving the highest number of votes shall be elected to fill the remainder of the of the unexpired term of the vacant position.

#### C. Nominations and Election to Departmental Standing Committees

During each spring semester, the Personnel Committee shall call for nominations for the standing committees of the Department. All faculty with term and continuing contracts shall be eligible to make nominations. The Personnel Committee shall contact all nominees for permission to place their names on the ballot and for a commitment to serve if elected.

If a faculty member is nominated for both standing committees, the nominee shall be placed on the election ballot under the committee for which that person received the highest number of nominations or under the committee on which the nominee prefers to serve.

In the event that only one faculty member is willing to be nominated, that person will be placed on the ballot for election by a majority of those faculty members who submit votes. In the event that no person is so elected or no person gives permission to be on the ballot, it is the responsibility of the Department Chair to appoint a faculty member to fill the committee position, with the consent of the appointed faculty member.

The term of service for faculty members shall be two years. Three members shall be elected in odd numbered years and two in even numbered years. A faculty member may serve on only one standing committee at any one time. Newly elected members shall begin their terms of service beginning with the fall semester. A faculty member may serve only two consecutive terms on any standing committee.

After being off the committee for one year, a faculty member may be elected to two more consecutive terms.

If a standing committee member retires or otherwise leaves the department, the person who received the next highest number of votes in the original election shall fill the unexpired term. If such a person does not exist, the Chair shall appoint a replacement. That person may be elected for two additional terms.

1. Academic Affairs Committee
  - a. All faculty with term and continuing contracts shall be eligible for nomination. One position may be filled by a term faculty member.
  - b. Election ballots shall be sent to term and continuing contract faculty.
  - c. Student members must be admitted to one of the department's programs. The two graduate student members shall be elected by CISGO in September of each year and shall serve for one year. The two undergraduate student members shall be appointed by consensus of the undergraduate program coordinators and shall serve for one year.
2. Personnel Committee
  - a. All tenured and tenure track faculty shall be eligible for nomination.
  - b. Election ballots shall be sent to tenured and tenure track faculty.

## **XI. AD HOC COMMITTEES**

Ad hoc committees may be appointed by the Department Chair. One such committee shall be for the purpose of student and faculty recognition and social functions.

## **XII. PROMOTION AND TENURE POLICIES AND PROCEDURES** (Approved May 12, 1997)

The Department of Curriculum and Instruction operates within the policies and procedures of the College of Education and within the statutes, policies and procedures of the University and the SIUC Faculty Association contract in matters pertaining to promotion and to tenure. Nothing contained within this document is intended to abrogate University statutes, policies and procedures or College of Education policies and procedures for promotion and tenure.

Promotion is awarded when a faculty member achieves specific accomplishments in teaching, research, and professional service according to the criteria and standards contained herein which are consistent with those of the College of Education and the University. Promotion through academic ranks is viewed as the normal progression of an academic career in which the faculty member successfully meets these standards.

Tenure is a privilege granted to a faculty member by the University. It is a protection of academic freedom and a guarantee of future employment within certain conditions that are enunciated in the tenure statutes. The decision to grant tenure is based on the conviction that the person has been and will continue to be a productive faculty member in the areas of teaching, research, and service for the remainder of his or her appointment at the University. Therefore, the tenure decision rests on the assessment of total academic quality of the individual. A positive decision reflects attainment of criteria and standards contained within this document which are consistent with those of the College of Education and the University.



## A. CRITERIA AND STANDARDS REGARDING PROMOTION AND TENURE

### 1. Promotion

#### a. Teaching Criteria and Standards

The first step in promotion is an evaluation of teaching effectiveness. Only after an affirmative judgment as to teaching effectiveness has been made can serious consideration be given to an evaluation of scholarship and professional service. Unless a determination is made that the candidate is an effective teacher--whether at the departmental or interdisciplinary level--promotion will not be granted. Teaching includes an up-to-date knowledge of one's discipline. In some instances, teaching may be indirect, primarily in support of student learning activities. Faculty members also influence teaching by designing courses and curricula. Textbooks and innovative instructional material may be considered contributions to teaching. In addition, faculty members influence teaching in less tangible, but no less decisive, ways through such activities as counseling students, through conversation with colleagues, etc.

Detailed and specific evidence of effective teaching should be included in the dossiers of faculty members being recommended for promotion. Evidence should include peer evaluations and student evaluations conducted over a reasonable period of time. Faculty colleagues should be asked to evaluate the objectives, methods and materials of courses designed and/or taught by the individual. Evaluations of teaching effectiveness should also be drawn from faculty who have taught with the individual or have frequently observed classes taught by the individual. Wherever possible, evaluation should also include evidence concerning the continuing performance of students taught by the candidate. (1996, SIUC Employees Handbook. p.61-62).

The Department expects the faculty member seeking promotion to document excellence in teaching over time. The Department also recognizes the problems associated with the evaluation of teaching. Thus, it is important that the Chair and the candidate for promotion provide the Promotion and Tenure Committee with extensive and diverse data concerning the candidates teaching performance. Excellence in teaching should be demonstrated through: 1. Student Evaluations; 2. Peer and Chair Evaluations; 3. Letter from Former Students; and 4. Other Evidence.

#### 1. Student Evaluations

The established Instructor and Course Evaluation (ICE) form will provide the basis for judgments concerning quality of teaching on a semester by semester basis. Faculty shall follow established procedures for administering the ICE and shall submit evaluations from more than one class and at least one evaluation per year. Faculty may supplement the ICE with their own evaluation forms if these forms have received the prior approval of the departmental Personnel Committee. Due to the substantial differences between clinical supervision and classroom teaching, center coordinators may use the previously approved "Evaluation of Center Coordinator Form" as documentation of their effectiveness. If center coordinators also teach on or off campus courses,

they should gather evaluation data from those courses with the ICE or other approved forms.

## 2. Peer and Chair Evaluations

The candidate is responsible for requesting that peers and the Chair evaluate his/her teaching. This should occur on a yearly basis from the time of hire for those seeking promotion to Associate Professor. For Associate Professors seeking promotion to Professor, it should occur for at least a two-year period prior to seeking promotion. The invited evaluator is responsible for providing prompt feedback to the candidate in the format provided on the approved form. At the time that the candidate puts the dossier together for promotion, the candidate and Chair should collaboratively choose a representative selection of evaluations for inclusion.

## 3. Letters from Former Students

In collaboration with the faculty member, the Chair shall select a sample of former students representative of the students taught/served by the candidate since the time of hire or the most recent promotion at SIUC. The Chair shall solicit in writing these students' evaluations of the candidate.

## 4. Other Evidence

The candidate may choose to include such evidence as teaching awards, data collected with personally constructed evaluation forms, and/or unsolicited letters from former students to supplement the above required components for the evaluation of teaching performance.

## b. Research/Creative Activity Criteria and Standards

Research and creative activity are those activities which serve to advance the discipline or the state of the art. Evidence of research and creative activity, essential for promotion, include written publications, nonprint presentations, funded grant applications, exhibits, artistic performances, and the like. Textbooks and innovative instructional materials having significant value beyond this campus may be considered contributions to research/creative activity. The dossier of an individual should provide substantiating evidence submitted by qualified observers within or outside the University, e.g., reviews of the candidate's books, artistic performances, etc. If the candidate's field is one in which no colleague has expertise, it is essential that outside review of the candidate's scholarly activities be sought. (1996, SIUC Employees Handbook, p. 62)

## 1. Definitions

### (a) Research

The term research connotes all diligent, serious inquiry and examination of questions or phenomena deemed important to the profession. Within this document, the term has a broader meaning than its common reference to data-based studies. Therefore, research can be explicitly data-based, proceeding from either the post-positivistic (rationalistic) paradigm or from the naturalistic (constructivist) paradigm and using quantitative and/or qualitative data. Examples of methods used to carry out post-positivistic research include experiments, correlational studies, surveys -- any investigations directed toward the testing of hypotheses formulated in

advance of data gathering. Examples of methods used to carry out naturalistic research include case studies, phenomenological investigation, interaction analysis -- any descriptive research drawing upon hypotheses that emerge during data collection. Research also includes theoretical investigations and judgmental expressions (e.g. advocacy of a theory, model, or practice; published reviews of works of others where the review contributes to theory clarification or improved practice). In these cases, the inquiry may be largely literature based and implied by the depth of analysis presented.

(b) Creative Activity

Creative activity includes contributions to the profession that take forms other than publication (e.g., videos, software, or performance); significant instructional materials (e.g., texts, instructional modules, or curriculum designs) disseminated beyond this campus; and published creative writing that has illustrative, persuasive, or provocative value for the field.

2. Guidelines for Evaluation of Research/Creative Activity

(a) Research Evidence

Evidence of research includes publications, research grant applications, research presentations at professional meetings, proceedings, and documentation of ongoing or longitudinal studies

(b) Creative Activity Evidence

Evidence of creative activity includes publication, extant products, published reviews of the candidate's non-print contributions, and evidence of the dissemination of creative products or presentations.

(c) Outside Review

Documentation of outside review of both research and creative activity is required.

3. Research/Publication Standards

These standards address the important role of professors who, as productive scholars, share their ideas and information with their peers. The standards are intended to yield two important outcomes. First, they reflect a level of excellence consistent with the wide range of tasks professors of education encounter. Second, they send a clear message to both candidates and reviewers of what research productivity level the department deems worthy of promotion and tenure.

Given the wide variety of published materials, the following standards and examples speak to the need to reduce ambiguity and clarify the record of publication considered worthy of promotion in this department. Therefore, it is the policy of this department that evidence of scholarly excellence leading to promotion is best revealed through publication in printed works (journals, books, chapters, monographs) with recognized stature and prestige that follow widely accepted peer review processes.

Typically, these efforts receive a 4 or 5 rating on the Department Chair's professional assessment of source reputation ("4= highly respected in field, 5 = outstanding recognition in the field, highly prestigious," 1996, SIUC Employees Handbook, p.71). While refereed publications typically use peer reviewers who recommend acceptance/rejection, the department recognizes

that some journals with national and international stature (e.g., Phi Delta Kappan, Educational leadership) whose editors make acceptance decisions merit a 5 rating. Evidence such as ERIC documents, articles in professional organization special interest publications, less prestigious journals with limited dissemination, and brief works, for example, sidebars, letters to editors, and single reviews of professional materials and educational products, may be included in the dossier but will not be counted toward the minimum needed to meet promotion. Specialty areas will, in consultation with the Chair, develop lists of relative ratings of research and publication in specific titles. This list will appear in an addendum attached to this document.

(a) Promotion to Associate Professor

(1) Publications

An average of one publication per academic year, during the first five years of the probationary period, will be required of any candidate seeking promotion to Associate Professor. Any individual seeking promotion to Associate Professor must have a minimum of five refereed publications rated at levels 3 to 5. One of the five refereed publications must be rated as 5 and meet the department standard of having recognized national stature in a given field. Two funded state, regional, or national level grants awarded competitively may be included in total of five. Finally, the applicant should be first or sole author, or have documentation of joint/equal authorship, of at least two of the five publications. Those seeking promotion to Associate Professor with fewer than six years of service as an Assistant Professor must exceed the criterion of five refereed publications.

(2) Paper presentations

A minimum of four paper presentations at state, regional, or national professional meetings is also required. The applicant should be the major or sole presenter of at least two of these presentations.

(b) Promotion to Professor

(1) Publications

An individual seeking promotion from Associate Professor to Professor must have a minimum of six refereed publications since the applicant's promotion to the rank of Associate Professor. Two funded state, regional, or national level grants awarded competitively may be included in this total of six. Additional qualifiers include the following: four of the six publications/grants must be rated as 5 and have national stature based upon the status of the journal, publisher, or granting agency; and the applicant should be first or sole author or have documentation of joint/equal authorship on at least three of the six publications/grants. A substantial portion of the candidate's record of publications must reflect a focused research agenda that reveals an established area of expertise. Those seeking promotion the rank of professor with fewer than six years of service as an Associate Professor must exceed the criteria stated above since their last promotion

## (2) Paper Presentations

A minimum of four paper presentations at state, regional, or national professional meetings is also required. The applicant should be the major or sole presenter on at least two of these presentations.

### c. Service Criteria and Standards

Faculty members are expected to make professional contributions through service to the department, the college, the University and the discipline at large. The last item includes discipline-related community service. Professional services may include paid or unpaid consulting work. Administrative and professional work on behalf of the department or the University, for which there is no specific compensation or assignment, may be regarded as service. It is desirable that an evaluation by qualified individuals indicating the quality and extent of the service rendered be submitted with the promotion dossier. (1996, SIUC Employee Handbook and/or more recently approved university policy, p.62)

#### 1. Definition

Service includes responsibilities as advisers, committee members, and task force members, as well as other service activities that contribute to the University mission. Participation in the activities of professional societies and organizations, especially through service in leadership roles, is a strong indication of professional commitment. Contributions through presentations, service on editorial advisory boards, manuscript review and editing, and consultative services are regarded as further evidence of professional service.

#### 2. Guidelines for Evaluation of Service

##### (a) Documentation

Documentation of service for evaluative purposes should be obtained from colleagues, students, service recipients, and professional organizations.

##### (b) Evidence

Evidence of service should include professional honors, membership, offices held, and committee and individual task and service assignments.

#### 3. Service Standards

##### (a) Promotion to Associate Professor

To gain promotion from the rank of Assistant Professor to the rank of Associate Professor, candidates are expected to focus their primary service efforts within the Department, College, and University. Service contributions at the state, national, and international level, while welcomed, are not required.

##### (b) Promotion to Professor

Applicants for promotion to the rank of Professor should demonstrate continued service on a variety of College and University committees. In addition, applicants are expected to have demonstrated a leadership role at state, regional, and/or national levels.

### 2. Tenure

#### a. Teaching Criteria and Standards

Applicants seeking tenure at the Associate Professor level must meet the same standards for teaching that apply to promotion to Associate Professor.

Likewise, applicants seeking tenure at the Professor level must meet the same standards for teaching that apply to promotion to the rank of Professor.

b. Research/Creative Activity Criteria and Standards

Applicants seeking tenure at the Associate Professor level must meet the same standards for research/creative activity that apply to promotion to Associate Professor. Likewise, applicants seeking tenure at the Professor level must meet the same standards for research/creative activity that apply to promotion to the rank of Professor.

c. Service Criteria and Standards

Applicants seeking tenure at the Associate Professor level must meet the same standards for service that apply to promotion to Associate Professor. Likewise, applicants seeking tenure at the Professor level must meet the same standards for service that apply to promotion to the rank of Professor.

d. Tenure Standards for Candidates Hired Initially at the Associate or Professor Level

Faculty applying for tenure only will be held to the same standards as those seeking promotion to Associate Professor or Professor. The decision to grant tenure is based on the conviction that the person has been and will continue to be a productive faculty member in the areas of teaching, research, and service. The record for consideration of tenure will be that since the applicant's most recent promotion.

**B. PROCEDURES FOR DEPARTMENT OF CURRICULUM AND INSTRUCTION  
REVIEW OF CANDIDATES FOR TENURE AND PROMOTION**

Basic academic unit procedures should identify the nature and composition of promotion committees. Procedures should also allow for a formal vote of "appropriate faculty members" for the promotion committee's consideration in a given promotion decision. At a minimum, the "appropriate faculty members" for the formal vote shall include all professors who hold tenured appointments for promotion to the rank of professor, all professors and associate professors who hold tenured appointments for promotion to the rank of associate professor. Academic units may decide that non-tenured faculty holding the rank for which a candidate is being considered should also participate in formal votes regarding any or all ranks. (1996 SIUC Employees Handbook, p.63)

The following are procedures of the Department of Curriculum and Instruction for the purposes of compiling and evaluating the dossiers of faculty members seeking tenure and promotion.

**1. Notification**

In January of each spring semester, all faculty members are notified that the promotion procedure is to begin, and deadlines for notification of intent to seek promotion and for the submission of the completed dossier are published. Those faculty members who wish to seek promotion during the next academic year should request a meeting with the Chair. It is the responsibility of the candidate to notify the Chair formally and by the published deadline of intent to seek promotion during the following promotion cycle.

**2. Letters of Recommendation**

The candidate must submit the completed dossier to the Chair by the published deadline. The compilation of the promotion dossier follows the University format

and is the responsibility of the Chair and the candidate for promotion. Assistance in preparing the dossier is provided by the Chair's staff. Candidates submit to the Chair names of persons from whom letters of evaluation are to be solicited by the Chair. Candidates will work with the Chair to submit names of colleagues who can evaluate their teaching, research, and professional service. Dossiers must have a minimum of three letters addressing each area of responsibility--teaching, research, and service. In addition, candidates supervising clinical experience submit a minimum of three names of cooperating teachers and/or public school administrators who can evaluate their supervision. Letters requesting these evaluations should be sent in a timely manner preceding the review of the dossier.

### 3. Evaluations

Faculty members seeking promotion and tenure request a minimum of three faculty peers from the rank(s) above them to visit their classes and evaluate their teaching during either the spring summer, or early fall semesters. ICE and any other approved evaluation forms are also included in the dossier.

### 4. Promotion Committees

The Personnel Committee of the Department will recommend to the Chair six names of faculty members to serve on each of the Department's promotion committees. The Promotion Committee for those seeking promotion to Professor consists of three Professors. The Promotion Committee for those seeking the rank of Associate Professor consists of three faculty members holding at least the rank of Associate Professor, including a minimum of two Associate Professors.

### 5. Evaluation of Completed Dossiers

The completed dossiers and any supporting documents, such as copies of publications, are then forwarded to the appropriate promotion committee. When the dossier is forwarded to this committee, the candidate signs a statement verifying that he/she has reviewed the contents of the dossier. Once the document is forwarded to the appropriate promotion committee, no additional information may be added to the dossier. The appropriate promotion committee evaluates the materials, completes the attached evaluation form, and presents this report at a meeting of the appropriate faculty members. At least two weeks prior to this meeting, the appropriate faculty are notified that dossiers are available for their review. The location of the dossiers is specified in this notification along with the date, time, and place of the meeting. At this meeting, the following procedures will guide the conduct of the Chair and the appropriate faculty members.

- a. The department Chair will preside at the meeting.
- b. The promotion committee will bring the dossiers and the supporting evidence to the meeting, read the report, and announce the committee vote.
- c. Following the committee report(s) and before the secret ballot vote(s), the appropriate faculties will have an opportunity to discuss the submitted dossier(s). This discussion will be limited to the record of each candidate and the extent to which it meets the department's accepted standards for promotion.
- d. The appropriate voting faculty members for those seeking promotion to Associate Professor will be Associate Professors and Professors with voting privileges in the Department. The appropriate faculty members for those seeking promotion to Professor will be Professors with voting privileges in the Department.

- e. Immediately following the discussion and vote for each candidate, the Chair will direct members of the appropriate promotion committee to gather the ballots. The vote count for all candidate(s) at all ranks will occur and be reported after voting for all ranks has concluded. The ballots will be tallied by the appropriate promotion committee and the results announced at the completion of the meeting.
- f. In cases where appropriate faculty are unavailable for this meeting, their absentee votes must be in the Chair's office prior to the announced meeting time, and their votes will be included in the vote taken at the meeting.
- g. All votes of the appropriate faculty will be recorded in the Chair's cover letter which is included in the promotion dossier.

## 6. Withdrawal

Each candidate for promotion has the option to withdraw his/her papers. Before the meeting in which the appropriate faculty vote, each candidate will be notified of the appropriate promotion committee vote and will have the opportunity to withdraw his/her papers at that time. Also, after the meeting in which appropriate faculty vote, each candidate will be notified of the vote results and may choose to withdraw the promotion dossier at that time, prior to submission at the College level.

## 7. Further Review

After departmental review, all supporting documents are returned to the candidate. Dossiers not withdrawn are forwarded to the Dean's office for further review at the College level.

## XIII. MERIT SALARY INCREASE PLAN

The following procedures describe how merit salary increases are to be determined for tenured and tenure-track faculty members in the Department of Curriculum and Instruction. These procedures are for merit purposes only and have no bearing on across-the-board salary increases or any other salary adjustment.

- A. Each faculty member shall submit a Faculty Performance Evaluation Worksheet and the supporting evidence (1 page each for teaching, research, and service) to the department chair. The data should document performance for the previous calendar year.
- B. Percentage weights for each performance area (teaching, research, service) will be used to assign performance scores for merit purposes. These are the weights which were designated when workload assignments were made according to the procedures described in section XIV. Weights are mutually agreed upon by the faculty member and the Chair from the ranges below (the sum of the weights must be 100%). These weights are to be recorded on the Faculty Performance Evaluation Worksheet by the faculty member.

### Weight Ranges for Performance Areas:

Teaching:	25-50%
Scholarship:	25-50%
Service:	25-50%

- C. The Chair will evaluate each faculty member using the Merit Evaluation Performance Criteria. The Chair will assign a score to each faculty member for



each performance area and this score will be recorded on the Faculty Performance Evaluation Worksheet. Each performance area score will be multiplied by the weight chosen by the faculty member and the Chair (or by the adjusted weight as described in Part B above). The three weighted scores will then be summed, resulting in a Total Performance Score.

- D. Prior to assigning final scores, the Chair will meet with the Personnel Committee. The Performance Worksheet, the evidence, and the Chair's recommended score of each faculty member will be reviewed. Total Performance Scores as well as ratings for Teaching, Research, and Service recommended by the Chair in consultation with the Personnel Committee will be sent to individual faculty members. An anonymous distribution of all merit scores and all raise percents will be reported to each faculty member by the Chair.
- E. Merit salary allocations will be determined using the formula delineated below.

T = Total money pool available for merit raises in the department  
 p = Faculty Performance Score  
 $p_x$  = Performance score for Faculty x  
 V = Dollar value for one performance score point  
 $MRF_x$  = Merit Raise for Faculty x

$$V = T / \sum p$$

$$MRF_x = p_x(V)$$

#### **EXAMPLE**

- \$10,000 departmental pool available for merit raises
- 12 faculty members with merit performance scores

p	
4.00	
3.50	
3.25	
3.25	
2.50	<u>Merit Raise for Faculty with a performance score of 2.50</u>
2.50	$MRF_x = 2.5(\$366.97) = \$917.43$
2.00	
1.75	
1.50	
1.50	
1.00	
0.50	
Σ p =	27.25

$$V = \frac{\$10,000}{27.25} = \$366.97$$

- F. If faculty members meet the criteria for scores of 3 or 4 for each of the three areas of performance during the period of time prior to promotion, they should be able to meet the department's promotion and tenure guidelines. New faculty members should receive mentoring by senior faculty to assist them in meeting the performance criteria and promotion and tenure standards.

## FACULTY PERFORMANCE EVALUATION WORKSHEET

Faculty Name \_\_\_\_\_

Year \_\_\_\_\_

Performance Area	Performance Weight	Rating	Weighted Score
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TEACHING (25-50%)	_____	x	_____	=	_____
Please list items you wish considered under this category.					

SCHOLARSHIP (25-50%)	_____	x	_____	=	_____
Please list items you wish considered under this category.					

SERVICE (25-50%)	_____	x	_____	=	_____
Please list items you wish considered under this category.					

TOTAL PERFORMANCE SCORE \_\_\_\_\_

## **TEACHING CRITERIA**

RATING OF 0	Fails to submit dossier or has unacceptable teaching performance.
RATING OF 1	Low teaching performance.
RATING OF 2	Average teaching performance.
RATING OF 3	Good teaching performance.
RATING OF 4	Excellent teaching performance.

Note: Evidence of teaching performance is based on multiple sources of data. Typical data sources include, but are not limited to, the following:

### **Indicators of Teaching Performance may be drawn from:**

- A combination of student and peer evaluations including ICE and/or Center Coordinator forms.
- Alternative teaching evaluation instruments that follow university approved data collection procedures.
- Serving on Master's and Doctoral student committees.
- Chairing Master's and Doctoral student committees.
- Teaching awards or recognition of outstanding teaching.
- Creation of a new course.
- Creation and implementation of technology into instruction.
- Unusually high enrollment with supportive evidence of quality teaching.
- Large number of graduate students advised/supervised.
- Three or more course preparations in any semester.
- Teaching an on-campus course in addition to coordinating a Professional Development Center.
- Supervision or coordination of graduate assistants teaching courses.
- Coordinating a specialty area with no released time or course load reduction.
- Providing regularly scheduled non-credit tutorials for students.
- Unsolicited letters from former students.

## **SCHOLARSHIP CRITERIA**

<b>RATING OF 0</b>	Fails to submit dossier or no evidence of scholarship activity.
<b>RATING OF 1</b>	One or more submissions of a publication, paper presentation, or grant proposal.
<b>RATING OF 2</b>	Some evidence of scholarship activity by achieving at least one of the measures listed below.
<b>RATING OF 3</b>	Evidence of scholarship activity by achieving at least two of the measures listed below.
<b>RATING OF 4</b>	Evidence of extensive scholarship activity by achieving at least three of the measures listed below.

Note: Evidence of scholarship is based on multiple sources of data. Typical data sources include, but are not limited to, the following:

### **Measures of Scholarship Activity**

- Creation of media such as video or computer program intended for one's professional peer audience.
- Receipt of external funding for a major grant.
- Publication of a book.
- Publication of a book chapter.
- Presentation of a research study at a national or international refereed conference.
- Creative activity such as instructional materials disseminated beyond campus.
- Published creative writing with value for a specified field or domain.
- Publication in a state, regional, national, or international refereed journal.
- Director of a major externally funded grant.
- Publication of an external evaluation report.

### **SERVICE CRITERIA**

<b>RATING OF 0</b>	Fails to submit dossier or no evidence of service.
<b>RATING OF 1</b>	Service includes one activity listed below.
<b>RATING OF 2</b>	Service includes two activities listed below.
<b>RATING OF 3</b>	Service includes three activities listed below.
<b>RATING OF 4</b>	Service to include four or more of the activities listed below.

Note: Evidence of service is based on multiple sources of data. Typical data sources include, but are not limited to, the following:

#### **Service Activities**

- Executive officer of a national professional organization
- Award for significant or lifetime service by a state or national professional organization
- President of the Faculty Senate or executive officer of the Faculty Association
- Chairing a major university task force or committee
- A leadership position on a major community educational effort (i.e., public school board)
- President of a major state professional organization
- Editor of a national or international journal or newsletter
- Chairing a standing department, college, or university committee
- An officer or member on a national or state board of directors of one's professional organization
- Major responsibility organizing or running a professional conference, event, or project for a professional organization
- Major responsibility as Director of a University recognized center
- Editor of a state or regional journal or newsletter
- Service to the State Department of Education
- Service on a standing or ad hoc university, college, or department committee
- Two or more presentations in workshops or school in-service programs beyond the region
- Membership on a significant evaluation review team (e.g. NCATE, NAEYC, North Central)
- Service on a major state or national professional association committee
- Faculty advisor for a student organization
- Leadership position in a community educational program or organization
- Review manuscripts and/or conference proposals.
- Major contribution to department mission

#### **XIV. FACULTY WORKLOAD**

The Chair shall meet individually with each tenured or tenure-track faculty member during the fall semester prior to the beginning of the calendar year. At this meeting, the faculty member and the Chair will agree in writing on a faculty workload for the upcoming calendar year which will include percentage weights for each performance area. The workload and weights will be made so that the faculty member has the potential to successfully meet the goals for teaching, research, and service as specified in the Merit Salary Plan and the Tenure and Promotion Guidelines of the Department Operating Paper.

If unforeseen circumstances should alter these workload assignment weights, an adjustment in weights may be made for merit raise considerations (see Section XIII Part B of the Merit Salary Increase Plan).

#### **XV. AMENDMENTS**

Proposed amendments to the Operating Paper, if supported by fifteen faculty members, shall be submitted to the departmental Personnel Committee. The amendment shall be reviewed by the Personnel Committee and a recommendation presented at the next departmental meeting. The proposed amendment shall be presented to the faculty one week before the departmental meeting where it is discussed. Final approval of the amendment will be by a two-thirds vote of the Curriculum and Instruction faculty who are eligible to vote on the amendment. Amendments are subject to approval by the Dean and the Chancellor.