

SIU SOUTHERN ILLINOIS UNIVERSITY
CARBONDALE DEPARTMENT OF COUNSELING, QUANTITATIVE METHODS,
AND SPECIAL EDUCATION

Formerly known as Educational Psychology and Special Education


Operating Paper



SOUTHERN ILLINOIS UNIVERSITY
CARBONDALE

MEMORANDUM

TO: Lyle White, Chair
EPSE

FROM: Keith Hillkirk 
Dean

DATE: July 8, 2004

RE: Department of Educational Psychology and Special Education
Operating Paper

Enclosed with this memo is notification from Provost Dunn that the Department Operating Paper has been approved as of June 30, 2004.

Thanks to all members of the Department for their efforts to complete this important task.

RKH:jcm

Enclosure

**OPERATING PAPER FOR THE DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND
SPECIAL EDUCATION
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE**

(Revised May 19, 2004)
(Approved June 30, 2004)

- I. **DEPARTMENTAL MISSION:** The Department of Educational Psychology and Special Education is committed to quality instruction, research and service in the disciplines of Educational Psychology and Special Education.
- A. **INSTRUCTIONAL MISSION:** Our instructional mission is to provide quality instruction to students enrolled in our degree and teacher certification programs and to students from other degree programs who enroll in our courses. The degree and certification programs supported by the department are:
1. The Bachelor of Science in Education with a major in Special Education and specializations in Behavioral Disorders, Mental Retardation and Learning Disabilities, and the joint certification in Special Education and Elementary Education;
 2. The Master of Science in Education with majors in Counselor Education, Educational Psychology and Special Education;
 3. The Ph. D. in Education with a major in Educational Psychology
- B. **RESEARCH MISSION:** The department's research mission is to advance knowledge in the disciplines of Counselor Education, Educational Measurement and Statistics, Educational Psychology, and Special Education. The faculty are expected to publish juried scholarly works in their respective disciplines and contribute to the scholarly program at meetings of professional organizations. The faculty are also encouraged to submit grant applications to external agencies.
- C. **SERVICE MISSION:** The faculty contribute to the department's service mission through participation in professional organizations, involvement on departmental, college, and university committees, and by serving the nation, state and region with their professional expertise.
- II. **ORGANIZATION OF THE DEPARTMENT**
- A. **FACULTY:** The faculty in the department are divided into four specialties with program responsibilities. The specialties are Counselor Education, Educational Measurement and Statistics, Human Learning, and Special Education. The Counselor Education faculty support the Counselor Education concentration in the Master of Science in Education, and the Educational Psychology major in the Ph.D. in Education. The Educational Measurement and Statistics faculty contribute to the Educational Psychology major in the Ph.D. in Education. The Human Learning Specialty supports the Educational Psychology concentration in the Master of Science in Education and the Educational Psychology major in the Ph.D. in Education. The Special Education faculty support Special Education

programs leading to the Bachelor of Science and Master of Science degrees, and the Educational Psychology major in the Ph.D. in Education.

B. SPECIALTY COORDINATORS: Each specialty shall elect a coordinator annually. Elections shall occur late in the spring semester and the coordinator's term of office will commence at the beginning of the fall semester. The coordinator must be a tenured faculty member who is budgeted to the department. The duties of the coordinator shall include:

1. Convening and setting the agenda for specialty meetings.
2. Preparing course schedules for the specialty.
3. Working with the specialty faculty to evaluate and update degree programs.
4. Coordinating the admission and student progress decisions of the specialty's graduate programs
5. Performing general administrative functions as required by the specialty.

C. STANDING COMMITTEES: There shall be two standing committees: an Advisory Committee and a Personnel Committee. The Advisory Committee shall advise the Chair on matters that affect the department. The Personnel Committee shall advise the Chair on matters relating to the awarding of merit pay, promotion and tenure. Membership on the department's standing committees shall consist of one faculty member from each specialty. Each specialty will nominate two members to serve on each of the standing committees. The faculty at-large shall then elect the members of the standing committees late in the spring semester: The duties of committee membership shall begin in the fall semester. A faculty member cannot serve on more than one standing committee in any one year.

III. HIRING OF NEW FACULTY:

A. ACADEMIC QUALIFICATIONS OF NEW FACULTY: The appropriate terminal degree for faculty hired at the rank of Assistant Professor, Associate Professor, or Professor is the Doctoral Degree. Individuals who have not yet completed the Doctoral Degree, but who can demonstrate that there is a real likelihood that they will complete this degree 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's Handbook. The appropriate terminal degree for faculty appointments at the rank of Lecturer is the Doctoral Degree; the appropriate terminal degree for faculty appointment at the rank of Instructor is the Masters or Doctoral Degree.

B. NEW FACULTY SEARCH PROCEDURE: Since the Department of Educational Psychology and Special Education is committed to diversity as specified in *Southern at 150*, a search committee will be utilized for each faculty hire barring an emergency situation. An emergency hire situation may be declared by a majority vote of the relevant specialty faculty when there is insufficient time for a search committee to be formed and complete its responsibilities in a timely

fashion. The department Chair, in consultation with the faculty in the area of specialty for which the hire will be made, will appoint a search committee. It will be the responsibility of the search committee to develop a position description, which will include a listing of duties, responsibilities, and qualifications beyond the minimum degree requirement. The search committee will follow the advertising, screening, candidate recommendation, interview and search completion procedures detailed in the document entitled "Hiring Procedures" prepared by the University Affirmative Action Office.

- IV. **FACULTY ASSIGNMENT:** Prior to the end of the spring semester, the Chair shall meet with each faculty budgeted to the department to discuss the proposed workload for the following Fall and Spring semesters. The Chair will make the workload assignment, which will be reviewed by the faculty member. A faculty member's workload assignment shall be subject to the approval of the Dean, and after approval by the Dean, a written record of the final workload assignment shall be provided to the faculty member and the Dean by the Chair. Changes in a final workload assignment can only be made for reasons specified in the *Collective Bargaining Agreement between the Board of Trustees of Southern Illinois University and the SIUC Faculty Association*.

Although each faculty member's assignment may vary, typical faculty load expectations are provided as general guidelines for these individual assignment determinations. Typically, faculty who are on continuing contracts shall be granted a 25-percent research assignment each semester. Faculty may also request additional research and/or service assignments with the expectation that the teaching load will constitute at least 50% of one's assignment (minimum of 12 contact hours of teaching expected per academic year), unless a portion of the faculty member's salary is funded by a grant or contract. Individual faculty, in cooperation with the Chair and the coordinator, are charged with assuring that this policy does not adversely affect the quality or timely delivery of the department's programs. Non-tenured faculty on tenure-track appointments is to be given priority consideration for research assignments.

- V. **FACULTY VOTING RIGHTS:** All persons with a faculty appointment in the Department of Educational Psychology and Special Education who either are tenured or have at least a 50-percent academic-year contract shall have the right to vote. Persons with voting rights within the Department of Educational Psychology and Special Education who are unable to attend a meeting in which a faculty vote is held may appoint a proxy by providing a signed statement transferring his/her voting privilege to a designated member of the department. The designated proxy must have voting privileges within the department of Educational Psychology and Special Education and the signed statement must specify the date for which the proxy is valid.
- VI. **FACULTY MEETINGS:** Roberts' Rules of Order Revised shall govern the conduct of faculty meetings. Any voting member of the faculty can call a faculty meeting. The Chair shall prepare the agenda for faculty meetings. The agenda and notice of the meeting shall be placed in the faculty mailboxes at least one week prior to the date of the faculty meeting. Any voting member of the faculty can place an item on the agenda by informing the Chair. Fifty percent of the voting faculty must be present for a quorum to exist.

VII. CHAIR ROLE AND RESPONSIBILITIES

- A. **DEFINITION AND QUALIFICATIONS:** The department Chair is a member of the faculty appointed by the Dean, who reports to the Dean on matters pertaining to curriculum, programs, and research and all personnel within the department, as well as being the fiscal officer of the departmental related accounts. The Chair must be a faculty member with the rank of Associate or Full Professor and have demonstrated the potential for providing academic leadership.
- B. **ROLES AND RESPONSIBILITIES:** The responsibilities of the Chair include but are not necessarily restricted to the following duties related to academic programs, faculty, student relationships, fiscal management, office management, and public relations. Each of these areas of responsibility is described below.
1. **Academic Programs:** The Chair has the responsibility to coordinate the overall teaching, curriculum development, research, and service programs of the department so as to accommodate students, staff, and interests of the college to efficiently utilize all available resources. In this capacity the Chair is responsible for assuring regular faculty review of curriculum and degree programs to assure that they are academically sound and competitive to other universities. The Chair is responsible for approving and forwarding all departmental curriculum changes, class schedules, and grant requests.
 2. **Faculty:** The Chair is responsible for directing the recruitment, hiring, and orientation of new faculty members. The Chair also should support and encourage faculty development and assist in providing opportunities for growth and high performance in teaching, research, and other professional activities. The Chair is responsible for reviewing the department's Personnel Committee evaluation of individual faculty and making documented performance evaluations to the Dean for retention, tenure, promotion, and annual salary adjustments. In all cases, the individual is to be provided a copy of the evaluation on which a recommendation is based.
 3. **Student Relationships:** The Chair is responsible for directing the development of procedures for broad based recruiting efforts for the most talented upper class and graduate students available. Affirmative action guidelines should be adhered to in the admission of students to programs, in the rewarding of graduate assistantships, and in recommending students for fellowships. The Chair is also responsible for assuring that procedures for handling student complaints and grievances are properly followed.
 4. **Fiscal:** The Chair is responsible for assuring that fiscal recommendations for both expanding and compressing programs are made in relation to enrollment needs, research requirements, and the university's statement of scope and mission. The Chair is also responsible for the preparation of budget recommendations, monitoring of expenditures from departmental accounts, and assure all financial transactions are in accordance with university policies.

5. Office Management: The Chair is responsible for administering departmental facilities which include hiring, supervising, and evaluating staff personnel, establishing and maintaining an adequate file and record system, maintaining EPSE equipment, filing reports of departmental inventory to property control, and requisitioning supplies.
6. Public Relations: The Chair is a spokesperson for the department and is responsible for representing the department in the college, university, and community-at-large.

C. APPOINTMENT AND REVIEW OF CHAIR

1. Appointment: When a new Chair is to be selected for the department, the search process is initiated by the Dean, in consultation with the faculty to assure a strong faculty voice in the selection process. The conditions of appointment and the amount of assigned administrative duties for the Chair, are established by the Dean.
2. Review: The Dean of the College of Education and Human Resources reviews the Chair every three years. Faculty may, by a majority vote of voting members of the Department, petition the Dean for an off-cycle review of the Chair.

VIII. MERIT PROCEDURES: The department's Personnel Committee conducts an annual merit review of faculty in the Department of Educational Psychology and Special Education for the purpose of assigning merit ratings and determining merit salary recommendations to be forwarded to the Chair. Merit ratings are to be competency based and relative to each faculty member's assignment in the areas of teaching, research, and service. Specific guidelines for the merit review and salary increment determination are developed and revised by the Personnel Committee in consultation with the faculty.

- A. MERIT CRITERIA: The general merit criteria related to teaching, research, and service are described below. The Personnel Committee is responsible for developing, updating, and distributing specific rating criteria in conjunction with the annual merit review.
1. Teaching: The teaching evaluation consists of a faculty member's performance in one or more of the following areas: a.) teaching regularly scheduled classes, b.) supervising credit-bearing student activities assigned to the faculty member's section number, and c.) graduate committee participation that culminates in the student completing masters papers, theses, or dissertations.
 2. Research: The research evaluation consists of a faculty member's performance in one or more of the following areas: a.) publication of scholarly work in journals, books, and other professional outlets, b.) presentation(s) at regional, state, or national/international conferences, and c.) grant support received and submissions for internal/external grant support.

3. Service: The service evaluation consists of a faculty member's performance in one or more of the following areas: a.) departmental committee and curriculum enhancement contributions, b.) college and/or university committee involvement, c.) professional service to regional, state, or national organizations.

B. MERIT PROCEDURES

1. The faculty are responsible for supplying an updated vita and additional documentation to the Personnel Committee by March 1st of each year on forms provided by this committee. Individual faculty members are responsible for providing documentation of both quantity and quality of performance in teaching, research and service. Documentation for teaching should address performance related to: a) teaching regularly scheduled classes, b) supervising credit bearing student activities assigned to the faculty member's section number, and c) graduate committee participation that culminates in the student completing masters papers, theses, or dissertations. Documentation for research should address performance related to: a) publication of scholarly work in journals, books, and other professional outlets, b) presentation(s) at regional, state, or national/international conferences, and c) grant support received and submissions for internal/external grant support. Documentation for service should address performance related to: a) departmental committee and curriculum enhancement contributions, b) college and/or university committee involvement, c) professional service to regional, state, or national organizations and other entities.
2. The Personnel Committee will evaluate faculty performance that occurs in a calendar year. The general procedural guidelines followed by the Personnel Committee in determining merit salary increments are as follows:
 - a. Each member of the Personnel Committee will independently evaluate the faculty and assign merit ratings for teaching, research, and service. (Personnel Committee members will not evaluate themselves.)
 - b. The merit judgments are based on a 5-point scale, ranging from 0 to 4. A rating of 2 is the middle-point of the scale and implies average merit performance.
 - c. A faculty member's merit rating in a given year is determined by weighing the ratings for teaching, research, and service by the percent of time the faculty member is assigned to each activity.
 - d. The faculty member's merit rating for merit salary determination is the average of the faculty member's merit ratings for the past three calendar years. If less than three years of merit ratings are available, the faculty member's merit rating is based on the one or two years of ratings that are available.
 - e. The merit percentage increment is distributed as a function of a faculty member's relative merit ranking to one another multiplied by the individual

faculty member's base salary. For example, if 5% is available for merit in a given year and the departmental average merit rating was 2.2, a rating of 2.2 would receive the average 5% merit increment and ratings above and below 2.2 would receive merit percentage increments proportionally above and below 5%, respectively.

- IX. **TENURE AND PROMOTION GUIDELINES:** The applicant for tenure and/or promotion will work with the Chair to develop the applicant's dossier. The dossier will be prepared according to the format presented in the SIUC Faculty Handbook. The applicant has primary responsibility for the preparation of the dossier. The Chair is responsible for requesting letters of support and advising the applicant. The departmental review process and standards for tenure and promotion relative to teaching, research, and service are detailed below.

A. **TENURE AND REVIEW PROCEDURES**

1. The Chair prepares the dossier in cooperation with the applicant. The dossier is made available for review by faculty eligible to vote on the application. Tenured faculty shall be given the opportunity to vote on tenure applications, and faculty who hold the rank or a higher rank than that to which the applicant aspires shall be given an opportunity to vote on a promotion application.
2. The Personnel Committee will count the faculty votes and communicate the results, in writing, to the Chair.
3. The Chair will write a letter to the Dean, which reviews the candidate's record, reports the faculty vote and includes the Chair's recommendation.
4. The Chair's letter to the Dean shall be made available to the applicant.

- B. **TENURE AND PROMOTION STANDARDS:** Faculty members are expected to be good citizens of the department. Departmental citizenship requires a faculty member to contribute cooperatively to the teaching, research and service mission of the department. Tenure and promotion are awarded to faculty who have met the department's standards in teaching, research and service. The remainder of this document will detail the department's tenure and promotion standards. The standards detailed below cover the time period since the applicants were promoted or appointed to their current rank.

1. **Teaching:** The department considers competence in teaching extremely important and will recommend promotion or tenure only when a professor can demonstrate successful classroom, committee, and advisement service to students. Evidence of effective teaching must include a minimum of one student course evaluation per semester of service and letters from faculty colleagues who have observed the applicant's teaching or who have worked with the applicant on curriculum, thesis or dissertation committees and letters from alumni or students not currently enrolled in the course(s) that are being evaluated.
 - a. **Teaching Standards for promotion to Associate Professor:** The applicant must receive positive evaluations from colleagues and students who have

observed the applicant's instruction. Combinations of letters and student ratings may be used to document good teaching. The applicant must also receive positive evaluations from colleagues who have collaborated with the applicant on curriculum, thesis and/or doctoral committees.

- b. Teaching standards for promotion to Professor: The applicant for promotion to Professor must meet the same standards in teaching as those for promotion to Associate Professor
 - c. Teaching standards for tenure: The applicant for tenure must meet the same standards in teaching as those for promotion to Associate Professor.
2. Research: Scholarly excellence is a prerequisite to consideration for promotion or tenure. Research performance is measured primarily through recognition received from publications in professional journals, scholarly books and monographs. Departmental faculty and colleagues with national reputations in the applicant's specialty shall review publications, creative efforts, meeting presentations, and other scholarly activities, which must be documented in the candidate's dossier.
- a. Research standards for promotion to Associate Professor: An individual seeking promotion to Associate Professor should provide evidence of scholarly research commensurate with appointment at that level. There should be evidence of a substantial ongoing research program, which has already resulted in publications in refereed scholarly journals or scholarly books. Papers delivered at professional meetings as well as other accomplishments can be considered.
 - b. Research standards for promotion to Professor: An individual seeking promotion to the rank of Professor should provide evidence of scholarly research commensurate with appointment at that level. The criteria for promotion to Professor are qualitatively different from those for promotion to Associate Professor. Promotion to the rank of Professor should reflect a strong and sustained record of research, teaching, and service accomplishments over the individual's career, including substantial work completed since promotion to Associate Professor. In addition to sustained output, there should be clear evidence of excellence, impact, and leadership at the national and international levels.
 - c. Research standards for tenure: Faculty applying for tenure only, will be held to the same research standards as those seeking promotion to Associate Professor.
3. Service: The department considers professional service to both the academic community and the profession to be important. We encourage and support faculty participation at the local, state, national, and international levels.
- a. Service standards for promotion to Associate Professor: Assistant Professors are expected to focus their primary service efforts within the department, college, and university. Service contributions at the state,

national, and international level would be welcome, but are not expected. Applicants are required to document their service with positive letters from colleagues who have served with the applicant.

- b. Service standards for promotion to Professor: Applicants for promotion to the rank of Professor should demonstrate service on a wider variety of college and university committees than an assistant professor. The applicant is expected to have demonstrated a leadership role at the regional and national level. Applicants are required to document their service with positive letters from colleagues who have served with the applicant.
- c. Service standards for tenure: Faculty applying for tenure only, will be held to the same service standards as those seeking promotion to Associate Professor.

- X. **AMENDING THE OPERATING PAPER:** The text of the proposed change(s) to the operating paper, including a rationale for the proposed change(s) and a ballot, shall be placed in the faculty members' mail boxes. Two weeks shall be allowed for discussion. Voting shall be by secret paper ballot. The proposed change is adopted if a majority of the eligible faculty who vote cast ballots for the change.