



CARBONDALE

SOUTHERN ILLINOIS UNIVERSITY

**SCHOOL OF
EDUCATION**

OPERATING PAPER

School of Education
Southern Illinois
University
Carbondale

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THE SCHOOL OF EDUCATION

I. MISSION STATEMENT

The mission of the School of Education is to support the University in the preservation, transmission and enrichment of knowledge and culture. The task of the School is to support and expand the threefold purpose of instruction, research and creative activities, and public service to which Southern Illinois University, Carbondale is committed. Furthermore, the School seeks to be a leader in a wide variety of settings—schools, industry, the military, public and private agencies—for the promotion of a better society and improved quality of life. Within this context, the School has a major responsibility in the preparation of persons for leadership roles throughout the education professions including those in schools, colleges, universities, research institutes, and policy organizations.

II. COMMITMENT TO DIVERISTY AND EXCELLENCE

The Office of the Dean and members of the School promote the diversity, equity, and inclusion efforts of the School, the University, and the SIU System throughout its operations. These efforts include providing a welcoming, inclusive, and supportive environment for all students, faculty, staff, alumni, community members, and the general public at the School's locations on- campus, at off-campus sites, and across communication platforms. Likewise, committee memberships will strive to include participants who represent diversity in race, gender, sex, age, religion, national origin, sexual orientation, etc., discipline, profession, stakeholder status, and other facets representing the School's students, faculty and instructors, and individuals across communities.

III. PURPOSES AND FUNCTIONS

The School of Education shall be responsible for preparation in the education professions through undergraduate instructional programs; graduate instructional programs in cooperation with the Graduate School; research and creative activities conducted under its sponsorship; and on- and off-campus services performed under its sponsorship. The School of Education shall also be responsible for encouraging and supporting the intellectual and professional development of its members in collaboration with the Office of Teacher Education, faculty, staff, and community partners.

IV. STRUCTURE OF THE SCHOOL OF EDUCATION

In accordance with the Laws of the State of Illinois and the Statutes of the Board of Trustees, and with relevant parts of the current Collective Bargaining Agreements, the School of Education shall exist and operate as an autonomous body in the conduct

of its own affairs. Herein are established mechanisms by which the interests, needs, and demands of professionals can be heard, debated, and accepted, revised or denied in a fashion befitting both an academic and a professional community.

The purposes and functions of the School of Education, hereafter referred to as the School, are implemented and fulfilled by two types of organization: The Office of the Dean and School Standing Committees.

A. The Office of the Dean

The Office of the Dean, comprised of the Central Officers (e.g., the Dean; Associate Deans; and the Director of Teacher Education of the School) shall administer and coordinate School activities within the limits established by all University policy-making bodies.

B. School of Education Standing Committees

Elected representative faculty-led committees shall act with the Office of the Dean to set policy and procedures governing the School of Education.

1. Academic Affairs Committee
2. Diversity, Equity, Inclusion, and Community Engagement (DEICE) Committee
3. School Advisory Committee
4. School of Education Program Coordinators Committee

C. Ad-Hoc Committees

1. The School will assemble and utilize ad-hoc committees to assist with staff and faculty hiring, faculty evaluation processes, student scholarships, and awards. The Office of the Dean will select the membership of these committees based on professional expertise, willingness to serve, and other factors related to the goals and tasks assigned to the body. Ad-hoc committees shall include, but are not limited to, Scholarship Selection Committee, grievance committees, and search committees¹ for posted vacancies with additional committees to be appointed as necessary to meet the mission, purpose, function, governing principles, policies, and procedures of the School. These committees will include terms of service and tasks that foster their goals and purposes.

¹ Search committees are approved pursuant to University hiring policy and procedures.

2. The Dean may assemble additional committees to assist with School operations, student success, community engagement, and other initiatives that promote the School on-campus, within the University system, in the community, and the broader higher education landscape. The Dean will identify and select the membership of these committees.

V. MEMBERSHIP OF THE SCHOOL OF EDUCATION

A. Members of the School of Education

1. Academic Appointees

School appointees holding faculty academic rank including, but not limited to, those faculty within the Faculty Association and Non-Tenure Track Faculty Association Bargaining Units covered by the Collective Bargaining Agreements.

2. Central Officers

School appointees assigned to the Office of the Dean who are engaged primarily in coordinating and carrying out University and School policies.

3. Support Employees

School appointees, not included in the two categories above, such as those who hold civil service positions.

4. Students

Graduate and undergraduate students in good standing (“C” or better in Program courses for undergraduates and “B” or better in courses for graduate students) who are admitted to degree and certificate programs administered by a School Program.

VI. ORGANIZATION FOR OPERATIONS

A. Types of Units and Programs Within the School

1. Programs are units within the School that offer academic degrees and/or those that lead to licensure, which include but are not limited to the following: Biology Education; Early Childhood Education; Elementary Education; Special Education; Master of Arts in Teaching; Child and Family Services; Organizational Learning, Innovation, and Development;

Curriculum and Instruction; Educational Administration; Higher Education; Doctor of Education; and Doctor of Philosophy; certificates [e.g. Quantitative Methods]; and endorsements [e.g., Principal, Superintendent, Reading Teacher, and Reading Specialist].

2. The Teacher Education Program is a unit within the School.
3. Support Staff and Service units perform specific services and activities including Recruitment and Retention and Academic Advising.

B. Units and Programs

1. Programs

Programs shall have jurisdiction over the curriculum and curricular matters consistent with the University and School structure and within the general principles of this Operating Paper, the Collective Bargaining Agreement, and the Graduate and Undergraduate Catalogs as applicable.

2. Support Staff and Service Units

Support Staff and Service Units shall have input over internal matters pertaining to their own organization, management, and operation consistent with the University and School structure and with the general principles of this Operating Paper.

C. Eligibility for Voting and Representation on School Standing Committees

1. Member faculty shall be eligible to submit and to vote on amendments to the School Operating Paper and to nominate and vote on representation to the Academic Affairs Committee, DEICE Committee, and the School Advisory Committee. Member Faculty with graduate faculty status shall be eligible to nominate and vote on school representation to the Faculty Senate and the Graduate Council.
2. Voting on tenure and promotion policies shall be limited to tenured faculty as described in Section IX.G.1.
3. Voting on any issue affecting faculty only (e.g., amendments to the School Operating Paper) shall be limited to tenured and tenure-track faculty and NTT faculty holding continuing 1.0 status appointments in the School as defined above.
4. Faculty who are tenured, tenure-track, or NTT with continuing 1.0 status and/or a 100% academic-year contract shall have the right to vote on

Standing committees. The School shall encourage NTTs with continuing status and/or 100% academic-year contracts to contribute to curricular, assessment, and related concerns within their academic areas.

5. Each Support staff and Service unit shall have representation on the Academic Affairs Committee, DEICE Committee, and School Advisory Committee. Support Staff and Service Units may also have representation on other committees such as, but not limited to, search committees, student grievance committees, and the Scholarship Selection Committee at the discretion of the Dean or the Dean's designated representative.
6. Units in the School may have representation on committees, such as, but not limited to, search committees, student grievance committees, and the Scholarship Selection Committee at the discretion of the Dean or the Dean's designated representative.

D. Committees of Programs

Each Program may establish and define the duties of and terminate such standing and ad-hoc committees as deemed necessary and appropriate for carrying out the responsibilities of the Program. These may include:

- Graduate Admissions
- Curriculum
- Preliminary Examinations
- Ongoing Assessment and Data Management

Each Program shall inform the Office of the Dean when creating additional committees based on Program obligations, accreditation, and operational needs.

VII. ORGANIZATION FOR RECOMMENDING POLICY

To address matters requiring School-wide consideration or adjudication, there shall be four standing committees: the Academic Affairs Committee, the DEICE Committee, the School Advisory Committee, and the School of Education Program Coordinator's Committee.

A. Academic Affairs Committee

1. Membership

- a. The Academic Affairs Committee shall consist of at least three elected faculty members with representation across the Programs, one NTT faculty member eligible to vote in the School, one representative from

the Office of Teacher Education, one graduate student, and one undergraduate student.

- b. Graduate and undergraduate students shall be in good academic standing as set forth above and enrolled full-time in a School Program.
- c. The Dean of the School or the Dean's designated representative shall serve as ex-officio member.

2. Functions and Responsibilities

The Academic Affairs Committee shall:

- a. Elect a Chair of the standing committee.
- b. Set its own agenda based on the needs of the School, receive policy change recommendations, forward policy recommendations to the Dean, and organize its members to facilitate the work of the Committee and promote the undergraduate and graduate programs and activities of the School.
- c. Recommend to the Dean/Associate Dean(s) changes in the undergraduate and graduate curricula of the School, including changes in course numbers, catalog descriptions, prerequisites, credit-hour designations, and the addition/deletion of courses from the undergraduate and graduate catalogs.
- d. Exercise when necessary the prerogative of appointing ad hoc members or establishing ad hoc committees from among the eligible faculty and/or student body of the School to assist in the activities of the Committee.
- e. Hear, consider, and make recommendations upon interdisciplinary and inter-program graduate and undergraduate academic matters referred to the Committee.
- f. Serve as a student appeals body for academic matters in accordance with and as directed by the Undergraduate Student Grievance Policy. In this appellate capacity, all communications from the Committee, its Sub-Committees, and its members shall be privileged.
- g. Recommend standards higher than or not included in the Graduate School statement of standards for admission to, retention in, and graduation from all graduate programs in the School.

- h. Recommend School-wide standards for admission to, retention in, and graduation from all undergraduate programs in the School.
- i. Hear, consider, and make recommendations on other graduate and undergraduate academic matters referred to the Committee.
- j. The Academic Affairs Committee shall make reports of its activities to the faculty and students at scheduled Program and School meetings.

B. DEICE Committee

1. Membership

- a. The DEICE Committee shall consist of at least three faculty members ideally with representation across the Programs, one NTT faculty eligible to vote in the School, one representative from the Office of Teacher Education, one graduate student, one representative from a community partner, and one undergraduate student with a strong preference for individuals who engage in DEICE work.
- b. Graduate and undergraduate students shall be in good academic standing as set forth above and enrolled full-time in a School Program.
- c. The Dean of the School or the Dean's designated representative shall serve as ex-officio member.

2. Functions and Responsibilities

The DEICE Committee shall:

- a. Elect a Chair of the standing committee.
- b. Set its own agenda based on the needs of the School, receive policy change recommendations, forward policy recommendations to the Dean based on national and societal research, and organize its members to facilitate the work of the Committee and promote diversity, equity, inclusivity, and community engagement across Programs and activities of the School.
- c. Evaluate the School's climate every three to five years to determine where and how the School can meet and improve its vision towards diversity, equity, and inclusivity for all students, faculty, staff, and community members.

- d. Recommend activities and policies to the Dean and/or Associate Dean(s) that support, enhance, and create a welcoming environment in the School for all students, faculty, staff, and community members.
- e. Exercise when necessary the prerogative of appointing ad hoc members or establishing ad hoc committees from among the eligible faculty and/or student body of the School to assist in the activities of the Committee.
- f. Hear, consider, and make recommendations on diversity, equity, inclusivity, and community engagement matters referred to the Committee.
- g. Make reports of the Committee's activities to the faculty and students at scheduled Program and School meetings.

C. School Advisory Committee

1. Membership

- a. The School Advisory Committee shall consist of at least three elected faculty members, one continuing NTT faculty member, one representative from each Support and Service Unit, one graduate student, and one undergraduate student. The Committee shall ideally include equal representation of faculty members across Programs. Undergraduate and Graduate students shall be in good standing as set forth above and enrolled full-time in programs in the School.
- b. The Dean of the School or the Dean's designated representative shall serve as ex-officio member.

2. Functions and Responsibilities

The School Advisory Committee shall have the broad responsibility of serving as the general advisory committee to the Dean. Within this context, the Committee shall:

- a. Elect a Chair of the Standing Committee.
- b. Provide advice on matters referred to it by the Dean and make recommendations to the Dean on specific matters relating to the following:
 - 1) Assessment and accreditation reporting
 - 2) Faculty development
 - 3) Personnel policies and procedures of the School
 - 4) Interpretation and periodic review of the School Operating Paper
 - 5) Act on amendments to the School Operating paper as outlined in Section XV

- 6) Special recognition awards for students, faculty, and graduates of the School
 - 7) Modifications of all policies, procedures, or regulations pertaining to students
- c. Serve as a student appeals agency on non-academic matters for the School. In this appellate capacity, all communications to the Committee, its sub- committees, and its members shall be privileged.
 - d. Conduct all elections and referenda as provided for in this Paper and shall, in conjunction with the Chancellor or the Chancellor's designated representative and pursuant to section VIII.A.3. of this Paper, convene a search committee in the event the Office of the Dean becomes or is to become vacant.
 - e. Make reports of its activities at scheduled Program and School meetings.
- 3. The Dean may convene Ad hoc Committees depending on issues or needs that arise in the School.

D. School of Education Program Coordinators Committee

1. Membership

- a. Members are Program Coordinators who volunteer to serve and who are elected by faculty in their respective Programs.
- b. Program Coordinators represent Programs within the School.
- c. The Dean or the Dean's designated representative will attend the monthly Program Coordinators' meeting to establish and maintain two-way discussions regarding program progress, needs, improvements, and to coordinate for synergy across Programs.

2. Functions and Responsibilities

Program Coordinators shall:

- a. Elect a Chair of the standing committee.
 - 1) The Chair will hold monthly meetings.
 - 2) The Chair will set an agenda for the monthly meetings.
 - 3) Meeting minutes will be taken and posted on the School's website.

- b. Program Coordinators will hold a minimum of three (3) meetings per semester with Program faculty to communicate meeting outcomes and action items.

- 1) Program Coordinator duties are described in Section VIII.E.2.
- 2) Meeting Minutes will be taken and disseminated to program faculty.

E. Proxy Voting

An elected committee member who will be absent from any standing committee meeting may choose a proxy for that meeting. The committee member should notify the committee chair of the proxy *in writing* prior to the meeting. The proxy shall have all rights of the elected committee member for that meeting.

F. Standing Committee Nominations, Elections, and Terms of Office

- 1. Eligible faculty members may seek nominations and/or election to the four standing committees in the School.

2. Nominations

All faculty members of these standing committees shall be nominated and elected School-wide with the exception of the School of Education Program Coordinator's Committee. The School Advisory Committee shall supervise the nominations and elections process as follows:

- a. The School Advisory Committee shall notify faculty members of vacancies on all standing committees.
- b. Nominations and elections are conducted by secret or anonymous ballot. A secure electronic format may be used for balloting. Results of the elections shall be kept on file in the Dean's Office.
- c. The Committee shall count the nominating ballots and certify the top two nominees for each committee vacancy.
- d. The Committee shall prepare the ballots, conduct the election, count submitted ballots, and publish the results to the faculty by email communication and post on the School website.
- e. The Committee shall complete the election process by May 1st of each academic year.
- f. Members elected to Standing Committees will serve a two-year term.

- g. If a faculty vacancy occurs on a standing committee between elections, the vacancy shall be filled by a nomination and election process conducted by the School Advisory Committee.
3. Each School Program having undergraduate students shall select two students whose names shall be submitted to the School Advisory Committee no later than August 31st. Each School Graduate Program shall select one student whose name shall be submitted to the Committee no later than August 31st. The Committee shall then assign undergraduate and graduate students to a specific standing committee (Academic Affairs, DEICE Committee, and Student Advisory Committee) based on faculty recommendations.
 4. Student members on standing committees shall be appointed for one year and are eligible for re-election for one successive year. If a replacement for a student becomes necessary, the affected standing committee shall identify and select another eligible undergraduate or graduate student to fill the vacancy.

G. Adoption of Robert's Rules of Order

The Academic Affairs Committee, the DEICE Committee, the School Advisory Committee, and the Program Coordinators Committee shall use Robert's Rules of Order.

VIII. ORGANIZATION FOR ADMINISTRATION

A. Dean

The Dean will serve as the chief academic, administrative, and fiscal officer for the School and must hold the rank of Full Professor. The Dean of the School should have 3 years of experience in K–12 education or have demonstrated comparable knowledge and competence in teacher preparation and licensure in addition to 3 years of administrative experience in higher education, preferably at a peer institution or higher.

1. Responsibilities of the Dean include providing academic leadership for faculty and students; implementing and overseeing the diversity, equity, and inclusion mission; monitoring, managing, and implementing the budget; holding regular faculty meetings; responding to the needs of students and faculty; conferring degrees, honors, and awards; ensuring that students receive appropriate instruction and opportunities for academic progress; supervising and assigning administrative support staff; cultivating

ethical research and scholarly productivity; serving as a liaison with community, educational, and institutional organizations; representing the School and championing the interests and priorities of its stakeholders in all venues; and seeking external fiscal and other support for the School. The Dean shall also continuously promote the mission of the School, the University, and the System, which includes fulfilling other duties as needed and assigned.

2. As a member of the faculty, the Dean will provide leadership to promote excellence and innovation in the areas of teaching; scholarship, which includes research; other creative activities; and service on behalf of the School.
3. Appointment of the Dean
 - a. In the event the Office of the Dean becomes vacant or is to become vacant (such as with resignation effective on a specified date), the Provost, in consultation with faculty, will assemble a search committee in keeping with University policy and approved by the Office of Affirmative Action.
 - b. The search committee will include at least one representative from each Program, one representative from the Teacher Education Program, one NTT faculty, one administrative support staff, one graduate student, and one undergraduate student within the School.
 - c. The committee should also make every effort to include representation from area schools and school districts due to their value to the School as academic and community partners.
 - d. The Provost shall appoint additional members to the search committee as appropriate.
 - e. The Provost will select the chair of the search committee.
4. Evaluation of the Dean
 - a. To ensure that the Dean retains the confidence of the School, the Provost will conduct a formal review of the Dean that includes faculty input every 5 years or earlier at the request of 75% of the Faculty (VIII.4.c)
 - b. The evaluation will be forwarded to the Provost and Vice Chancellor

for Academic Affairs. The Provost and Vice Chancellor for Academic Affairs and the review committee charged by the Provost will then provide a summary to faculty and other School personnel.

- c. At the request of 75% of the faculty, an evaluation of the Dean can occur at any time.

5. Jurisdiction of the Dean

- a. Appointed by the Board of Trustees, the Dean of the School is responsible to the Vice Chancellor for Academic Affairs and the Provost for the administration of University policy within the School. The Dean is the chief academic, administrative, and fiscal officer in the School and is charged with providing leadership in these areas.
- b. The Dean shall designate a person(s) to assume responsibilities of the position in the absence of the Dean.

B. Associate Deans

The Associate Deans serve as deputy academic and administrative officers for the School. Tenured faculty may seek appointment to the positions with preference given to tenured faculty members who hold the rank of Full Professor. The Associate Deans will share the following responsibilities at Dean's discretion:

Responsibilities of the Associate Deans may include, but are not limited to, the following: providing oversight for academic programs within the School, including undergraduate, graduate, and off-campus programs; addressing and adjudicating student issues, including academic probation, suspension, readmission, grievances, grade changes, and other concerns; assisting with selecting scholarship and award recipients; promoting faculty and student development related to research and teaching; collaborating with Program Coordinators on curriculum planning, course scheduling, and program-related assistantships; serving as liaisons between the School and University offices such as Admissions, Records, and Academic Advising; coordinating assessment and data management; assisting with accreditation reviews and compliance for academic programs; supporting recruitment and retention efforts, including participation in events and outreach activities; organizing and assisting with school-wide ceremonies, such as Honors Day, Pinning Ceremony, and Commencement; participating in selected School-wide decision-making processes; serving as ex-officio members on standing and ad hoc committees as needed; promoting the missions of the School, the University, and the System; serving as proxy for the Dean upon request; and undertaking additional duties as assigned by the Dean.

C. Director of Teacher Education

The Director of Teacher Education is an administrative officer for the School. Preference is for a tenured faculty member who holds the rank of Full Professor. The Director of Teacher Education must have at minimum 3 years of experience in K–12 education.

1. Responsibilities of the Director of Teacher Education include: providing the vision and administrative leadership for the Teacher Education Program (TEP); coordinating national accreditation (e.g., CAEP) and state review of the TEP; coordinating electronic data collection, storage, and statistical analyses essential for internal and external reports (e.g. Title II, PEDS, ISBE Annual Reports); supervising program admission into the TEP and student retention in the TEP; supervising TEP Clinical Supervisors and other university field experience and student teacher supervisors; supervising teacher education certification activities; acting as the Teacher Licensure Officer for the University; leading the Program Improvement and Assessment Committee for the Teacher Education Program; coordinating and cultivating school-university partnerships; and coordinating with the Associate Deans.
2. The Director of Teacher Education shall promote the missions of the School, the University, and the System, which includes fulfilling other duties as needed and assigned.
3. As a member of the faculty, the Director of Teacher Education will promote excellence and innovation in the areas of teaching, creative activity/research, and service in and on behalf of the School.

D. Selection and Evaluation of Associate Deans and the Director of Teacher Education

1. An Associate Dean is an Administrative Professional appointment and is subject to university hiring procedures including those that dictate the evaluation process. Once appointed, the Associate Dean will serve at the Dean's direction.
2. The Director of Teacher Education is an Administrative Professional appointment and is subject to university hiring procedures including those that dictate the evaluation process. Once appointed, the Director of Teacher Education will serve at the Dean's direction.
3. The Dean shall solicit suggestions and advice from the School Advisory Committee in the selection process for a vacant Associate Dean and/or

Director of Teacher Education. The Dean shall also encourage faculty input in the selection process.

4. The Dean will evaluate the Associate Deans and Director of Teacher Education on an annual basis.

E. Program Coordinators

1. The Program Coordinator is a faculty service role for which faculty volunteer. Preference is for a tenured individual with knowledge of national and state standards relevant to the Program and content courses. Program Coordinators serve in this role if they are willing to serve and have the support of Program faculty. Under circumstances where no tenured faculty are available or willing to serve, Tenure Track faculty or NTTs from the Program may volunteer or be selected for the role.
2. Responsibilities of a Program Coordinator include: leading the creation of new programs of study as guided by national, university, and school trends and needs; collaborating with program faculty to identify or modify existing courses, create new courses, and develop an assessment plan to evaluate program effectiveness; reviewing course syllabi as needed for course articulation/transfer credit; reviewing course offerings and evaluating existing programs of study and sequence of courses to ensure alignment with national, state, and/or accrediting body standards. Evaluation also includes working with program faculty to collect, analyze, and interpret student data from key assessments as identified in the Program assessment plan; writing Program assessment reports for submission to the Associate Provost for Academic Programs and external accrediting bodies; reviewing and updating catalog descriptions, websites, and other documents to reflect current program requirements, faculty, accreditation status, etc.; participating in searches and suggesting instructors for courses within the School; orienting new and continuing instructors to the expectations for Program courses; collaborating with the School's advising office and guiding students to ensure adequate progress toward degree completion and/or licensure; meeting with prospective students; refereeing the resolution of student dispositions and concerns; liaising with the Associate Deans and the Office of Teacher Education on aspects of the above listed responsibilities; participating in student recruitment and retention; and conducting other duties as needed.

IX. TENURE AND PROMOTION

A. Statutes, Policies, and Procedures

Statutes, policies, and procedures stipulated by the School, the Collective Bargaining Agreement between the Faculty Association and the Board of Trustees, and the University govern promotion and tenure for faculty in the School.

B. Procedures for Review of Candidates for Tenure and Promotion

1. Faculty intending to seek tenure, promotion, or both shall declare their intention in writing to the Dean or the Dean's designated representative by March 1st before the fall semester when they intend to submit a dossier for consideration.
2. After declaring the intention to seek tenure, promotion, or both, the faculty member will also provide the Dean or the Dean's designated representative with a list of possible external reviewers to evaluate the faculty member's scholarship and creative activity. External reviewers must be from or have knowledge of the faculty member's academic field; hold tenure and rank equal or higher to that sought by the faculty member; may not have an affiliation with the doctoral institution of the faculty member; may have no direct scholarly, research, creative, or familial connection to the faculty member; and otherwise meet the requirements set forth in the guidelines.
3. The list should contain approximately 10 qualified external reviewers. The faculty member must also be prepared to provide additional names if individuals on the original lists are unavailable or determined to be unqualified. If needed, the Dean or the Dean's designated representative may suggest additional appropriate external reviewers beyond those provided by the faculty member.
4. All dossiers must include documentation related to teaching, research and/or creative activities, and service.
5. The faculty member must work with the Dean and/or the Dean's designated representative to assemble the dossier as specified by the guidelines in SIUC's employee handbook and the Provost. Dossiers should be completed for review by September 1st. Dossiers will be reviewed and voted on by a committee of appropriate faculty members in the faculty member candidate's respective Program. The formal vote includes professors who hold tenured appointments for promotion to

the rank of professor and professors and associate professors who hold tenured appointments for promotion to the rank of associate professor.

6. Dossiers will be reviewed by the Program, Associate Dean, School, and Dean before moving forward to the Provost's Office for review.
7. Any applicant can withdraw the dossier before the School transfers the dossier to the Provost.

C. Qualifications for Tenure and Promotion

1. In determining qualifications and readiness for promotion, it is appropriate to consider the faculty member's professional career with special emphasis on their achievement and potential for continued achievement at SIUC.
2. Faculty members seeking tenure and/or promotion should demonstrate a successful record of teaching, research and/or creative activities, and service. A faculty member who fails to meet the standard in one or more of these three areas will not receive a recommendation for tenure and/or promotion.

3. Teaching

To receive a recommendation for tenure and/or promotion, a tenure-track faculty member must demonstrate a record of effective teaching at SIUC. A faculty member will illustrate teaching effectiveness through a combination of University and School-approved teaching evaluations including: student- completed course evaluations; colleague observations; letters from former students; awards and commendations; and other available evidence.

- a. Approved Teaching Evaluations: Faculty members will utilize the Instructor and Course Evaluation (ICE) form or other evaluation instruments provided by the University and/or School. Faculty members will provide the approved instrument to students in each course taught, collect data each semester, and share the data with the Dean or the Dean's designee. Faculty may supplement the approved evaluation forms with other evaluations and should include a description of the data collection and analysis of this information.
- b. Colleague Observations: The faculty member is responsible for requesting that School of Education faculty members at or above the rank they will be seeking for promotion evaluate their teaching.

Faculty members should request observations throughout their time in rank to demonstrate teaching excellence and help illustrate areas for growth, improvement, and innovation.

- 1) An Assistant Professor should obtain a minimum of three teaching observations to include in the dossier for tenure and promotion with the recommendation of at least one per year.
 - 2) An Associate Professor should obtain a minimum of two teaching observations to include in the dossier for promotion with the recommendation of at least one per year.
- c. Letters from Former Students: The faculty member shall provide a list of former undergraduate and graduate students since the time of hire or most recent promotion to the Associate Dean. The Associate Dean shall solicit support letters for the dossier from former students identified by the faculty member. Within the context of tenure and/or promotion, former students are those who are alumni of the School/University; not current students or those who will take future classes with the faculty member; and students who will not include the faculty member in academic processes, including, but not limited to, capstone projects, thesis, or dissertation committees.
 - d. Other Evidence: The faculty member may choose to include such evidence as teaching awards and/or unsolicited written communication from former students to supplement the above required components for the evaluation of teaching performance.

4. Research

Faculty must include and submit evidence of their research and/or creative activities when seeking tenure and/or promotion. Evidence may include electronic copies of publications, multimedia files for related activities, and other documentation illustrating research and creative activity. Faculty research and/or creative activities shall illustrate a record of peer-reviewed work, which has contributed to the discipline or field of study, the candidate's intellectual development, and to the quality of the School.

- a. Research includes empirical studies utilizing varied methodological approaches (e.g., qualitative, quantitative, mixed-methods) and conceptual scholarship using methods from philosophy, history, comparative literature, and other humanities-oriented disciplines.
- b. Creative activities can include but are not limited to publications, extant products, exhibits, published reviews of the candidate's non-print

contributions, and evidence of dissemination beyond SIUC's campus.

- c. A faculty member may include research and creative activities that are accepted or "in press" when seeking tenure and/or promotion. Evidence of these activities must include written confirmation of acceptance for publication/dissemination by the journal or book editor.
- d. Faculty are encouraged to pursue a mixture of sole, first, and collaboratively authored research and/or creative activities. Faculty members will need to document their contributions for the research and creative activities identified in the dossier.
- e. Faculty seeking to include research or creative activities published prior to appointment in the School must obtain approval for each item at the time of their initial appointment.
- f. Faculty will consult with the Associate Dean who oversees the tenure and promotion process to rate the impact of the journals, conferences, and other outlets of dissemination of research and creative activities presented in the dossier. The Associate Dean with input from the faculty member will establish the ratings included in the dossier. Factors that will influence these ratings may include impact factor, acceptance rate for the outlet, or readership within the field or discipline.

The scale used to rate journals, conferences, and other outlets runs from 5 (highest) to 1 (lowest). Details on the rating scale are as follows:

- 1) Rating 5 – outstanding recognition in the field, highly prestigious. Outlets receiving this rating are well-established (longevity and prestige); highly recognized, international or national conference, association, and/or organization; leading journal in a field, discipline, or interdisciplinary area; nationally/internationally honored or awarded piece of research or creative activity; grant funded by a federal agency or national and/or organization; establishes and/or updates policies on a national and/or international level; and other peer evaluated and highly competitive publications, presentations, funding, and other activities that have major influence on the field, discipline, or interdisciplinary area.
- 2) Rating 4 – highly respected in the field. Outlets receiving this rating are ranked journals that are recognized in the field, discipline, or interdisciplinary area; new, promising, and/or revolutionary journals, conferences, associations, or organizations; have a

connection to a well-established national conference and/or organization; serve as the leading organization, conference, or journal within niche area or subfield; competitive grant funded by a regional or state agency or regional organization/association; establishes and/or updates policies in multiple states.

- 3) Rating 3 – good reputation, selective. Outlets receiving this rating are new or established, promising, and/or revolutionary journals, conferences, associations, or organizations; may have significance or connections at the regional or state level; establishes and/or updates policies at the state level; and other publications, presentations, funding, and other activities that influence all or part of the state, niche area, or subfield.
- 4) Rating 2 – not selective. Outlets receiving this rating typically have an affiliation with agencies/or organizations with limited reach in and outside of the state; University-based conferences, agencies, and organizations including newsletters, online sources, and others that target specialized, but limited populations in the state and/or field.
- 5) Rating 1 – not refereed. Outlets receiving this rating are self-published books, personal blogs, and other self-edited publications.

5. Service

Faculty members seeking tenure and/or promotion will provide service to support the missions of the School, the University, and/or the System. Service can include membership and/or leadership on program, School, University, and/or System committees; contributions to professional organizations (conferences, journals, outreach); and collaborations and contributions to schools, districts, and other education related or focused community groups.

- a. Service includes responsibilities as advisors, committee members, task force members, and other service activities that contribute to the missions of the School, the University, and/or the University System.
- b. Participation in the activities of professional associations and organizations, especially through leadership roles, is indicative of professional commitment and development. Contributions through presentations to local or regional groups; service on editorial advisory boards; manuscript reviewing; and consultative services at the local, regional, state and/or national levels are also evidence of professional

service.

- c. Evidence of professional service may include emails, letters, honors, and awards from organizations and associations; information and advertising about service activities featured in paper and web-based announcements and publications; and certificates of appreciation and other commendations documenting service activities and participation.
- d. A faculty member seeking promotion from Assistant to Associate should demonstrate evidence of service to the School and profession. A faculty member seeking promotion from Associate Professor to Full Professor must demonstrate University and Professional Service at the state, regional, national, and/or international level.

D. Time in Rank

- 1. Time in Rank refers to the number of academic years a faculty member has served in that rank in the School.
- 2. A faculty member will complete at least one year in the School before seeking tenure and/or promotion.
- 3. A faculty member may seek a promotion recommendation within two years before the full probationary term ends. If the decision is negative, the faculty member will be notified in writing and have an opportunity to respond per the Collective Bargaining Agreement. A negative decision for promotion to the rank of Associate Professor before the end of the probationary period shall not be considered as a negative tenure decision.

E. Promotion to Associate Professor

- 1. Research and Creative Activities
 - a. Documentation of scholarship must include publications and other printed or electronic materials that substantiate these contributions. The faculty should have a minimum of 1–2 publications a year with at least 3 publications in internationally or nationally recognized or ranked journals. The faculty member should be first or sole author or have documentation of joint/equal authorship on at least 2 publications.
 - b. Documentation of creative activities serve to advance the discipline. The faculty member should provide substantiating evidence submitted by qualified observers within or outside the University. One creative activity can be counted in place of a publication and included in the total number

of publications.

- c. Two funded state, regional, or national level grants competitively awarded may be included in the total number of required research and creative activities.
- d. Evidence of representative publications must be in electronic format for the dossier.

2. Conference Presentations

A minimum of four peer-reviewed conference presentations at state, regional, national, or international professional meetings is also required. The faculty member should be first or sole presenter of at least two presentations.

- 3. A faculty member initially appointed as an Assistant Professor shall have until the end of the probationary period to submit their dossier for tenure and/or promotion to the rank of Associate Professor.
- 4. An Assistant Professor may seek an extension to the probationary period in keeping with the terms of the Collective Bargaining Agreement. The faculty member shall request an extension according to the guidelines specified by the University and the Collective Bargaining Agreement at the time of the request.
- 5. Unless otherwise permitted under the guidelines governing the tenure and promotion process, an Assistant Professor seeking early tenure will also pursue and must obtain a recommendation for promotion to the rank of Associate Professor as part of the application for tenure.

F. Promotion to Full Professor

- 1. A faculty member appointed as an Associate Professor may seek promotion to the rank of Professor. For promotion to the rank of Full Professor, the candidate's academic achievements and professional reputation should be superior. This rank can be earned only by the faculty member who has demonstrated continued growth in and has a cumulative record of teaching effectiveness and substantial peer-reviewed publications and/or peer-reviewed creative activities in the faculty member's academic discipline.
- 2. Research and Creative Activities
 - a. The faculty member should have 1–2 publications a year since promotion to the rank of Associate Professor with sole, first, or equal authorship on at least 5 publications. At least 3 publications must be in internationally or

nationally recognized or ranked journals. Additionally, sole authored or co-authored books contracted by a recognized publisher in the field; funded state, regional, or national level grants competitively awarded; and creative activities with state, national, or international impact will be considered and can be included in the total number of publications. A substantial portion of the faculty member's record of scholarship must reflect a focused research agenda that reveals an established area of expertise.

- b. Evidence of representative publications must be in electronic format for the dossier.

G. Promotion and Tenure Review Process

1. Eligibility to Serve

- a. Committee members must be tenured faculty members in the School and appointed by the Dean of the School.
- b. In keeping with the Collective Bargaining Agreement, the Dean may seek participation from outside the School if there are not enough faculty who are eligible and willing to serve on either the Program Level Sub-Committee Review or the School Promotion and Tenure Review Committee. A faculty member who serves on the Program Level Sub-Committee Review will be ineligible to serve or vote on the School Promotion and Tenure Review Committee.

2. Committee members shall demonstrate:

- a. A record of excellence in teaching.
- b. An ongoing research and/or creative activity agenda including continuous and current publication.
- c. Active participation in professional service activities.

3. Faculty must express a willingness to serve on Tenure and Promotion Committees.

4. Faculty seeking promotion are not eligible to serve on either Committee while under consideration.

H. Procedures for Conducting Promotion and/or Tenure Reviews

1. There will be two levels of committee review. The first level is the Program Level Sub-Committee Review. The second is the School Promotion and Tenure Review. The committees will meet the deadlines established by the Provost and Dean.
2. Program Level Sub-Committee Review
 - a. Programs, as defined in Section VI.A.1. of this Operating Paper, will constitute Program Level Sub-Committees for reviewing promotion and/or tenure applications from faculty members holding principal affiliation with the Program.
 - b. The Program Level Sub-Committee shall have a minimum of three (3) tenured faculty from the program. For promotion candidates already holding tenure, and upon request of the candidate, the Program Level Sub-Committee shall have a minimum of five (5) faculty holding tenure at the appropriate academic rank. In the event that a Sub-Committee must be augmented, the procedure in section 13.05.c of the Collective Bargaining Agreement shall apply.
 - c. The Program Level Sub-Committee shall make a recommendation/vote on promotion and/or tenure to the Associate Dean who oversees tenure and promotion.
 - d. The Associate Dean who oversees tenure and promotion shall write the "unit-level" (Program-level) promotion and/or tenure independent recommendation letter.
 - e. Completed dossiers will then move to the School Promotion and Tenure Review Committee.
3. School Promotion and Tenure Review
 - a. The School Promotion and Tenure Committee shall be comprised of all tenured faculty in the School who hold the appropriate rank with a minimum of 3 committee members. In the event that the committee must be augmented, the procedure in section 13.05.c of the Collective Bargaining Agreement shall apply.
 - b. Faculty who served on a candidate's Program-Level Sub-Committee shall neither participate in nor vote on that candidate's application at the School level.
 - c. The School-Level Committee shall make a recommendation/vote on

promotion and/or tenure.

- d. Completed dossiers will then move to the Dean for the final School Review.
- e. The Dean shall write the "College Level" (School-level) independent recommendation letter, taking into consideration feedback from previous levels of review.
- f. The faculty member will receive the tally of the votes and the letter from the Dean no later than 7 calendar days following receipt of the committee's recommendation and before their dossier leaves the School for the next level of review.
- g. The faculty member may respond to a negative recommendation according to the process described in the Collective Bargaining Agreement. This response will become part of the dossier as directed by the Agreement.
- h. The Dean may seek an extension from the Provost as circumstances require.

X. Annual Reviews

A. Rank

1. Faculty members appointed at the rank of Assistant Professor will receive a written annual review by the Dean or the Dean's designee in keeping with the requirements of the Collective Bargaining Agreement. This review will cover the previous calendar year.
2. Faculty members at the rank of Associate Professor preparing to seek tenure will receive an Annual Review from the Dean or the Dean's designee to help gauge their readiness to participate in the official process. This review will cover the previous calendar year.
3. Faculty members preparing to seek promotion to the rank of Full Professor may request an Annual Review from the Dean or the Dean's designee to help gauge their readiness to participate in the official process.

B. Process

1. Faculty members should submit documents they would like considered as part of the Annual Review to the Dean or the Dean's designee by March 1st.

2. Faculty members will receive copies of their Annual Reviews by May 1st.
3. A faculty member may choose to submit a written response to an Annual Review within ten (10) business days after receiving the Annual Review. This written response will be included in their personnel file.

C. Third-Year Review Process and Procedures

1. Tenure track faculty preparing to seek tenure and promotion to the rank of Associate Professor undergo a third-year review. The purpose of the third-year review is to provide tenure track faculty members with feedback to assist with career planning and dossier construction for the official tenure and/or promotion review. Assistant Professors will benefit the most by participating in this process toward the end of their third year in rank. Associate Professors may also participate in this process to gain feedback and suggestions on their readiness for promotion to the rank of Full Professor.
2. The School Promotion and Tenure Review Committee will review the draft dossier materials submitted for the Third-Year Review.
3. The Committee will assess the faculty member's progress toward tenure and/or promotion. The Committee will offer written feedback and recommendations for strengthening the faculty member's dossier. The Chair of the Committee will be responsible for submitting the letter outlining the recommendations to the Dean or the Dean's designated representative. The Dean or the Dean's designated representative should include recommendations from the Committee in the Annual Review provided to the faculty member. Adherence to or implementation of these recommendations does not guarantee the faculty member will obtain tenure and/or promotion when submitting the promotion and tenure dossier for official consideration, nor will a negative review preclude obtaining tenure and/or promotion at the end of the probationary term.
4. Feedback provided through and resulting from this process will become part of the official employment record of the faculty member.
5. Procedures
 - a. The purpose of the Third-Year Review is to help prepare tenure-track faculty members to seek promotion and tenure. It is required that Assistant Professors participate in the process in the third year of their rank and/or employment in the School.

- b. The Dean or the Dean's designee will assist participating faculty members in assembling their Third-Year Review materials. To maximize the effectiveness of the process, faculty members will adhere to as many of the University and School guidelines governing dossier content and construction as their materials will permit.
- c. Faculty members must have their review materials assembled and ready for review by February 1st.
- d. The School Promotion and Tenure Review Committee shall conduct its evaluation and provide written recommendations to the Dean or the Dean's designee by March 1st. The Dean or the Dean's designee will reference and include these recommendations in the Annual Review/Third-Year Review letter.
- e. The faculty member will receive the results of the Third-Year Review in the same manner as an Annual Review.
- f. Upon receiving a negative recommendation, a faculty member may choose to submit a written response to the Third-Year Review. The faculty member may respond to a negative recommendation by an administrator according to the process described in the Collective Bargaining Agreement. As directed by the Agreement, the response will become part of the Third-Year Review in the same manner as would the dossier.

XI. HIRING OF FACULTY

The following criteria outline the minimum qualifications for new faculty to be recruited.

A. Tenure Track Assistant Professor

- 1. A doctoral degree in the program area or closely related field. For teacher educator positions, at least three years of P-12 teaching experience is preferred.
- 2. The candidate must demonstrate the following: the potential for scholarship to include establishing a research agenda; publication in peer-reviewed journals, books, and book chapters; and presenting at conferences; their ability and willingness to contribute to the mission of the School; and the potential to achieve tenure.

B. Associate Professor

1. A doctoral degree in the program area or closely related field. For teacher educator positions, at least three years of P–12 teaching experience is preferred.
2. Demonstrated effectiveness as an instructor in higher education.
3. A record of publications in peer-reviewed journals or established creative activity that has contributed to the discipline or field of study to include publications in peer-reviewed journals, books and book chapters, external funding, and refereed conference presentations.
4. The potential for continued growth in teaching and research.
5. An established record of professional service to the field, unit, and college or university.

C. Full Professor

1. A doctoral degree in the program area or closely related field. For teacher educator positions, at least three years of P–12 teaching experience is preferred.
2. For appointment to the highest academic rank, the candidate's academic achievements and professional reputation should be superior. This rank can be earned only by the faculty member who has demonstrated teaching effectiveness, a substantial record of peer-reviewed publications, books and book chapters, refereed conference presentations, and exemplary professional service to the field.

D. Process for Hiring New Faculty

When hiring faculty, the following hiring process will be used in accordance with University guidelines regarding advertising, interviewing, and hiring.

1. The Program Coordinator in collaboration with program area faculty will request that the Dean approve each search and recommend it to the Provost.
2. For each approved search, the Dean will convene a search committee and a chair will be elected by the committee. The Office of the Dean will forward the names of Search Committee members to the Affirmative Action Office for final approval. For each advertised position, the search committee will

recommend 3–5 candidates to be interviewed. Permission to interview candidates will be sought through the appropriate University channels.

3. During the in-person interviews, School faculty, students, and staff will complete an anonymous feedback form for each candidate. The search committee will provide a list of each candidate's strengths and weaknesses to the Dean and suggest the order in which offers should be made.

XII. FACULTY WORKLOAD

A. Procedure for Determining Faculty Workload

Tenured and tenure-track faculty member workloads shall consist of teaching (direct and indirect), research and creative activities, and professional service. The Dean is responsible for workload assignments. The Dean or the Dean's designated representative shall consult with faculty members when constructing workload assignments in keeping with the requirements of the Collective Bargaining Agreement. The Dean should consult with the Associate Deans and Program Coordinators in constructing the workload assignment. The final decision on workload assignments rests with the Dean.

B. Guidelines

1. General Principles

- a. Adhering to the contract with the Faculty Association – Collective Bargaining Agreement, a 24-credit hour per academic year equivalency is the basis for a full-time workload. All components are a percentage of those 24 credit hours.

For example: A six credit direct teaching load in one semester = 50% of assignment. The remaining 50% is apportioned among indirect teaching, scholarly activity, and service.

- b. The School shall apply the workload standards in the current Collective Bargaining Agreement.
- c. The expected workload assignment for research active faculty is equivalent to 3–2 or 2–3 depending on the semester when assigned courses appear on the academic schedule. The Dean may seek to alter the workload assignment due to, but not limited to, high doctoral student loads, high expectations of research and creative activities, failure to maintain production of research and/or creative activities, significant grant responsibilities, and addition or reduction of a faculty service role, such as

Program Coordinator or other specified duties.

2. Special Considerations

a. Teaching

- 1) Courses taught by faculty members as a team will count as a proportion of a course on each individual's workload. The proportional calculation will represent the relative effort of each faculty member. Faculty members will work with the Dean to determine the appropriate proportion when constructing each individual's workload assignment.
- 2) Any cross-listed or concurrently-offered course will count for one course on an individual's workload. Concurrent courses are those scheduled for the same date, time, room, etc.
- 3) Indirect teaching includes, but is not limited to, instructional assignments and assigned contact hours, such as thesis and/or dissertation supervision; serving as committee members on theses and dissertations; special problems course supervision; directed reading, field work, faculty supervised independent study, supervision of undergraduate research projects and honors theses; new course development; undergraduate and graduate academic advising; and/or mentoring, supervision of practicums, internships and student teaching; and any other assigned contact hours. Such indirect teaching assignments are not automatically considered to be equivalent with teaching typical undergraduate or graduate courses. An appropriate credit-hour equivalent shall be assigned by the Dean in consultation with the faculty member for indirect teaching assignments.
- 4) Special workload consideration may be given in the form of a course release or one month of salary for faculty who serve as Program Coordinators.

- b. Tenured/ tenure-track faculty members will maintain productive scholarship for the duration of their appointment in the School. Faculty members who do not maintain a record of productive scholarship may receive workload assignments with increased teaching and/or service obligations.

c. Professional Service

- 1) The academic field/discipline, mission of the School, and structure of the University will influence the professional service opportunities

available and approved for the purposes of workload.

- 2) As part of the annual workload assignment process, the Dean shall make workload assignments for appropriate service activities in consultation with faculty members, taking into consideration the time and effort needed to fulfill them.

C. Sabbatical Leave

A tenured faculty member shall be eligible for a sabbatical leave with pay subject to conditions specified by the Board of Trustees and by the Collective Bargaining Agreement.

XIII. PERFORMANCE EVALUATION AND MERIT REVIEW

Members of the faculty are expected to teach and advise students; engage in scholarship and its dissemination; and perform service within the School, the University, the Profession, and/or the Community. The Performance Evaluation process acknowledges the level of performance by a tenure track or tenured Faculty member and recognizes meritorious work in assigned workload activities in the previous calendar year.

The Dean or the Dean's designated representative is responsible for fairly administering the requirements of this section in accordance with the procedures and criteria as stipulated herein.

A. Procedures for Performance Evaluation

1. Each Tenured/Tenure-Track faculty member shall submit an updated curriculum vitae and a summary sheet of accomplishments in the areas of teaching and advisement, scholarship and dissemination, and service for the previous calendar year by February 1st. In addition, each faculty member's electronic curriculum vitae shall be maintained in the School.
2. The Dean or the Dean's designated representative shall evaluate each faculty member according to the criteria referred to as "Merit Standards" (see section XIII.C.). The Dean or the Dean's designated representative shall share the outcome of this evaluation with the faculty member by April 1st.

Tenure Track faculty's performance evaluation will be received in the form of their Annual Review Process, in keeping with the requirements of the Collective Bargaining Agreement.

3. If a faculty member feels the performance evaluation is incomplete or

inaccurate, the faculty member shall attempt to resolve the issue via an informal discussion with the Dean or the Dean's designated representative within two weeks of receipt of the evaluation.

If such informal resolution does not resolve the matter and disagreement with the Dean or the Dean's designated representative's evaluation remains, the faculty member may submit a response in writing to the evaluation within 14 days of the conclusion of the informal resolution attempt and have such response appended to the written evaluation by the Dean or the Dean's designated representative. The faculty member may also utilize available grievance procedures for this purpose. Provisions in this section do not supersede faculty rights articulated in Article 13 of the Collective Bargaining Agreement.

B. Merit Review

1. As all faculty members are evaluated on the basis of their performance in the areas of teaching and advisement, research and/or creative activities, and dissemination, and professional and university service consistent with their agreed-upon workload assignment, the performance evaluation process shall also comprise the basis for merit review in a year when the University distributes merit pay to the faculty.
2. In considering merit determinations, the process will weigh the areas of teaching and advisement, research and/or creative activities and dissemination, and service for each faculty member according to the assigned percentages specified in the written workload assignment.
3. Additional material appended to the updated curriculum vitae and summary of the previous calendar year accomplishments may be submitted to the Dean or the Dean's designated representative pursuant to the February 1st deadline specified above. The purpose of these materials is to provide supporting information in addition to the curriculum vitae. Each faculty member is responsible for assembling and presenting any additional documentation for merit review.
4. In cases where completion of an activity may occur over more than one calendar year (e.g., publication of a book), the Dean or the Dean's designated representative and the faculty member shall negotiate how to include the item in the review process based on the progress made toward completion during the year of the review.
5. The Dean or the Dean's designated representative shall conduct the merit review in each area of teaching and advisement, research and/or creative

activities and dissemination, and service on a weighted basis using a 3-point scale reflecting the degree to which each faculty member meets the Merit Standards. To arrive at a final rating for merit, the Dean or the Dean's designated representative will take 0, 1, 2, or 3 points for each area and multiply each by the percentage weight for each area. A faculty member may receive a 0 for any item or activity in an area for which there is no evidence. The sum of these weighted points for the three areas shall comprise the merit rating. (NOTE: The highest merit rating would be a 3.0, or 3 points multiplied for 100% [1.00] of the faculty member's assignment.

6. Merit salary allocations will be determined according to the following formula:

T = Money available for merit raises
P = Faculty Performance Score
Px = Performance Score for Faculty x
V = Dollar value for one performance score point
MRFx = Merit Raise for Faculty x
 $V = T/1p$
 $MRFx = Px(V)$

7. The intention of this procedure is to place emphasis on merit in the categories where a faculty member has the greatest responsibility.
8. The Dean or the Dean's designated representative shall inform each faculty member in writing of their merit evaluation and will apply any contractual requirements pertaining to merit. Each faculty member will receive notification of a salary adjustment resulting from the merit review as such information is available to the Dean or the Dean's designated representative.
9. A faculty member may appeal the merit rating and recommendation to the Dean or the Dean's designated representative. If the faculty member remains dissatisfied, the faculty member may utilize grievance procedures available for such purpose.

C. Merit Standards

1. Teaching and Advisement

Each faculty member is responsible for developing and presenting evidence of teaching and advisement effectiveness to the Dean or the Dean's designated representative. Tenure Track faculty are expected to have summaries of ICE or other approved evaluation instruments utilized to collect teaching

effectiveness data on file in electronic format and are required to have at least three letters of observations by faculty at or above the rank for which they are seeking tenure prior to submission of tenure dossier, at least two of which must occur in the first three years. Faculty at the rank of Associate Professor or Professor may include letters of observations from faculty at the rank of Professor.

Level 0 – Not applicable/no evidence provided (zero merit points)

Level 1 – Good (one merit point): Fulfills teaching duties as assigned in the workload agreement, appropriately observes policies, and satisfactorily conducts classes.

Level 2 – Very Good (two merit points): Recognized as a highly effective teacher as demonstrated by student and faculty evaluations in at least one course taught in the previous calendar year (with minimum combined overall average ICE score on questions 1–20 of at least 4.0) or evidence from other approved instruments. Provides advisement leadership (e.g., chairing student undergraduate research projects and/or graduate theses and dissertations to completion and/or serving on student committees at above School averages.

Level 3 – Exceptional (three merit points): Recognized as an exemplary teacher as demonstrated by exceptional student and peer evaluations in two or more courses in the previous calendar year with minimum combined overall average ICE score on questions 1–20 of at least 4.0) or evidence from other approved instruments, unsolicited letters, and teaching awards.

2. Research and/or Creative Activities.

A faculty member's record of scholarship should clearly indicate the individual's capacity for and commitment to production of high quality and original work impactful to their discipline or field of study.

Level 0 – Not applicable/no evidence provided (zero merit points)

Level 1 – Good (one merit point): Engages in research and/or creative activities commensurate with workload assignment.

Level 2 – Very Good (two merit points): Publishes one refereed journal article or edited book chapter. Presents at one national or international conference, or at two state, local or regional conferences; and/or is involved in writing grant proposals.

Level 3 – Exceptional (three merit points): Produces two or more refereed

publications with evidence of research impact on their field (e.g., publication citations or impact factor, invited keynote address); and/or is successful in being awarded competitive grants. Impact of work associated with awarded grant must be documented.

3. Service

All faculty members of the School are expected to satisfactorily perform and carry out the duties on committees to which they volunteer, are assigned, or are elected.

Level 0 – Not applicable/no evidence provided (zero merit points)

Level 1 – Good (one merit point): Engages in activities commensurate with time assigned for such activities within the School. Serves on one or more School committees and has documentation of satisfactorily carrying out assigned tasks, activities, etc. for the success of the committee's activities.

Level 2 – Very Good (two merit points): Engages in activities commensurate with time assigned for such activities both within and beyond the School. Includes a leadership role on one or more School or University committees and attendance at major student events.

Level 3 – Exceptional (three merit points): Engages in extensive service activities at university, state, regional, or and/national levels (e.g., program coordination, leadership role in a national organization, leadership role on Graduate Council or Faculty Senate, journal editorial board).

XIV. GRIEVANCE PROCEDURES

A. Faculty and Staff Grievances

Grievances initiated by faculty and staff will follow the process agreed upon and outlined by the University, the Faculty Association – Collective Bargaining Agreement, if applicable, and other applicable collective bargaining unit/agreement.

B. Graduate Student Grievances

Academic grievances initiated by a Graduate Student will follow the process established and outlined in the Graduate Catalog for the year that the Graduate Student files the action. The School will publish this document online and provide it directly upon request.

C. Undergraduate Student Grievances

Academic grievances initiated by an Undergraduate Student are subject to the procedures described in the School's Undergraduate Student Grievance Policy. The School publish this document online and provide it directly upon request.

XV. AMENDMENTS

A. Proposing an Amendment

A proposed amendment to the School Operating Paper will require the support of a simple majority vote of the School Advisory Committee for consideration by the faculty of the School. An amendment approved by the majority of the School faculty will subsequently move on to obtain approval from the Dean and other administrators and/or units as specified by the Collective Bargaining Agreement.

B. Amendment Policies and Procedures

The following policies and procedures govern amending the School Operating Paper:

1. Any faculty member in the School may propose an amendment to the Operating Paper by submitting it in writing to the School Advisory Committee at least one week prior to a scheduled meeting. The proposed amendment shall be introduced as a motion and debated at the next scheduled meeting.
2. A proposed amendment must pass by a simple majority of eligible voting members of the School Advisory Committee.
3. The Dean shall review the proposed amendment. The Dean and the School Advisory Committee shall meet to resolve any differences related to the proposed amendment.
4. Proposed amendments passed by a simple majority vote by the School Advisory Committee and reviewed by the Dean are then scheduled for a vote by the eligible voting faculty of the School. The School shall publish and share the content of the proposed amendment in writing at least 15 days prior to the date of the vote.
5. Voting shall take place via a secret or anonymous ballot. A proposed amendment must receive an affirmation of two-thirds of the votes cast to officially change the Operating Paper.
6. Disputes regarding Operating Paper amendments are subject to the resolution

procedures provided in Article 5 of the Collective Bargaining Agreement.