Operating Paper
MEMORANDUM

TO: Dr. John Benshoff  
Interim Dean, COEHS

FROM: Dr. Joyce Petro  
Chair, Health Education and Recreation

DATE: May 15, 2012

RE: Faculty Workload Language

Attached you will find an updated copy of the operating paper for the Department of Health Education and Recreation. Language regarding faculty workload was approved and added to the operating paper on May 15, 2012. You can find it beginning on page 17.

If you have any questions, please contact me at 453-2777. Thank you.

MAY 16 2012

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Dean’s Office
SIU.EDU
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CHRONOLOGY

Department of Health Education
Southern Illinois University Carbondale

In 1921, Delia Caldwell, M.D., accepted responsibility to teach courses in Bacteriology and Sanitation, College Physiology, Home Nursing and Care of the Child, and Sanitation and Public Health at Southern Illinois Normal University. In 1929, Miss Florence E. Denny was appointed in the University Health Services as School Nurse and she and Dr. Caldwell continued in the instruction of three courses: College Physiology, Bacteriology and Sanitation, and Health Education. Dr. Caldwell, at retirement in 1935, was replaced by Marie A. Hirrichs, M.D., Ph.D.

In 1939, Dr. Eli L. Borkon, M.D., Ph.D., a specialist in internal medicine, joined the staff, with time out for World War II, and remained as a teacher until 1947. Mr. A. Frank Bridges (1947) and Miss Frances K. Phillips (1944) were added to the staff during the period of World War II.

Dr. Hirrichs served as Chairman of the Physiology and Health Education Department until December of 1948 at which time a separate department—Health Education—was created by action of the governing Board. Physiology was placed in the College of Liberal Arts and Sciences under the leadership of Dr. Hirrichs. Several faculty members served as acting chairs of Health Education until Ralph Boatman became chair of the Department in 1951. Boatman's tenure as chair lasted until December of 1954. Mr. Charles E. Richardson, later to be an administrator in the SIUC School of Medicine, joined the faculty in 1954. In 1955, there were seven undergraduate majors and less than 20 minors in the Department and an FTE of four faculty members.

In 1955, Donald N. Boydston became Chairman of the Department of Health Education. Dr. Boydston added a number of key faculty members including Deward K. Grissom (1956), James E. Aaron (1957), L. Ralph Casey (1957), Sheldon Steinberg (1958), and Robert D. Russell (1965) during the next decade. The Master of Science in Education with concentrations in school health education, community health education or safety education was established in 1956 and the Ph.D. degree in Health Education was approved in 1961. The first Ph.D. degree was awarded in 1964.

During the 70s and 80s, the Department of Health Education at Southern Illinois University not only became the largest doctoral program in the nation but also gained recognition as being of the highest quality. As noted in its Report (April 1978) an Internal Review Committee stated “...the Health Education Department is a mature, first rate leader in the fields of Health Education and Safety Education.” The same year External Reviewers reiterated this consensus, stating “…the health education and safety education programs at Southern Illinois University are nationally renowned and highly respected by the profession."

In 1982, after an interim of five years, the Department of Health Education received another quality review by External Consultants who stated: “The Department of Health Education is outstanding. The major strengths continue to be: (1) an outstanding faculty whose senior members enjoy national and international reputations which are richly deserved; (2) a department Chairman with the ability to work harmoniously and effectively with faculty and administrators; and (3) the continuing growth of a graduate student body of high caliber."

In July of 1988, after thirty-three years as Chairperson, Dr. Boydston retired and Dr. Dale O. Ritzel was selected as Chair of the Department of Health Education. Mark J. Kittleson joined the faculty in 1989, Kathleen J. Welshimer in 1990, and Roberta J. Ogletree in 1991.

Department of Recreation
Southern Illinois University Carbondale

In the mid 1930s, Dr. Joseph D. Giovannini was selected to establish a Department of Physical Education at Southern Illinois University. The recreation program evolved from the comprehensive course offerings in physical education with various courses being introduced as new staff were added including William Freeberg in 1943 and William O'Brien in 1948. Freeberg went to Indiana University, completed a Doctor of Recreation degree, and returned to SIU in 1949 to establish a specialization, which included offerings in recreation although the courses were still listed under physical education. The primary emphasis of this specialization was the preparation of students to work as recreation and community recreation directors. The program was also designed to provide education to prepare specialists in such areas as camping, sports activities, swimming, music and dance, and arts and crafts.

Delyte Morris, who became President of Southern Illinois University in 1949, had a sincere and dedicated interest in an extensive outdoor education and recreation curriculum. In 1952 Dr. Morris requested a survey for the development of outdoor education. By 1955 a pilot camp was in operation at Little Grassy Lake with the University using 530 acres surrounding the lake. Dr. Freeberg, with the cooperation of other faculty, outlined a program for the development of the Little Grassy Lake area. The camp and program developed quite rapidly due to a large and continuing interest in outdoor education and creative use of outdoor educational environments for all students at the University as well as special populations from across the state.

Establishment and approval by the Board of Trustees of a separate Department of Recreation and Outdoor Education occurred in February of 1954. Formalized courses
already were being taught in the area of outdoor education. Four specializations were offered: park and community administration, therapeutic recreation, outdoor recreation, and commercial recreation. The Master’s degree program in recreation was approved in 1956. Dr. Freeberg (1943-1980) served as Chair of the Department for approximately 15 years. He then was asked by the Joseph P. Kennedy Foundation to help in developing recreation and fitness programs throughout the nation for special populations. Loren Taylor (1957-1977), who joined the faculty in 1957, served as acting chair until William Ridinger took the helm in 1969. Eleanor Bender (1961-1966) joined the faculty in 1961 followed by William Ridinger (1961-1970) Thomas Rillo (1961-1967), and William Abernathy(1964-1984) in 1964.


In 1980, the recreation program received accreditation from the National Recreation and Park Association, one of initial programs in recreation to do so.

**Department of Health Education and Recreation**

**Southern Illinois University Carbondale**

On July 1, 1993, due to College reorganization into seven departments and fiscal influences, the Department of Recreation merged with the Department of Health Education to become the Department of Health Education and Recreation. Dr. Regina B. Glover was selected to chair the department. The newly configured department included 15 full-time and six part-time faculty, 26 graduate assistants, and four support staff.

David Birch joined the Health Education faculty and became Department Chair in 2001.


**Changes Approved April 2007**
DEPARTMENT OF HEALTH EDUCATION AND RECREATION

Mission Statement

The mission of the Department is to create, discover, and disseminate knowledge through effective teaching, scholarship, and service in the professions of health education and recreation.

Adopted November 1995
Changes approved October 9, 2009
DEPARTMENT OF HEALTH EDUCATION AND RECREATION

Departmental Goals

Teaching

1. Provide quality educational programs that prepare students for evolving careers in health education and recreation.
   a. Provide classroom, field, and internship experiences that develop professional competencies and marketable skills for various work settings.
   b. Offer a sequence of learning opportunities that encourages application of classroom learning in a variety of field work, internship, and other non-classroom settings.
   c. Ensure that curricula meet the criteria for accreditation by the primary accrediting bodies in Health Education and Recreation, in order to maintain existing accreditations and pursue additional accreditations as dollars are available.
   d. Provide support, including travel funds when possible, for students to participate in non-classroom professional activities, such as conferences and research projects.
   e. Support Eta Sigma Gamma (ESG) and the Student Recreation Society (SRS) as opportunities for professional development.
   f. Use a wide range of resources and technology to access and communicate accurate, current information, and services.
   g. Examine the potential of offering courses at distant sites through emerging technology.

2. Provide a learning environment for students with majors outside health education and recreation.
   a. Offer courses in the core curriculum.
   b. Provide courses open to non-majors at both the graduate and undergraduate level.
   c. Cooperate with other departments and programs to provide required and elective courses needed by their students.
d. Serve on thesis and dissertation committees in other departments and programs.

3. **Provide a learning environment that encourages respect for, and is responsive to, the diverse needs and interests of students and faculty.**

   a. Provide instruction that is responsive to individual differences in ability and interests.

   b. Provide instruction that promotes cultural awareness.

   c. Provide instruction that promotes professional awareness.

   d. Determine appropriate class size and teaching approaches for courses, balancing efficiency and optimal conditions for learning.

4. **Develop a plan for continuous assessment and revision of departmental curricula and instruction.**

   a. Review professional competency documents for Recreation and Health Education to ensure that relevant course content is presented and that content is provided in proper sequencing.

   b. Periodically assess the content and delivery of classroom and field experiences.

   c. Solicit input from practitioners regarding adequacy of the curricula to meet demands of the job market.

   d. Evaluate students' acquisition of skills and competencies during their education.

   e. Review criteria for successful completion of Master's and Doctoral degrees.

   f. Periodically examine course offerings and scheduling to assure that students are able to complete the program in a timely fashion.

   g. Review and **refine** methods for evaluating faculty teaching performance.
Research

1. **Conduct research and creative activity that contribute to the body of knowledge for the Health Education and Recreation disciplines.**
   
a. Continue to support assigned research time.

b. Continue sabbatical support.

c. Promote applied research that serves the profession and community, and that can be presented in instructional settings.

2. **Promote communication of research and creative activities.**
   
a. Support travel funding for scholarly presentations.

b. Present research at professional meetings.

c. Encourage and support faculty to publish at least one scholarly article in a peer-reviewed journal each year.

d. Expand and revise ranking of journals.

3. **Seek funding for research, evaluation, program development, and training activities from off-campus and on-campus sources.**
   
a. Promote submission of grants for research, evaluation, program development, and training activities.

b. Whenever possible, include funding for graduate research assistantships in grant proposals.

c. Collaborate on research with staff from other SIUC departments, agencies, and other settings.

4. **Encourage students to engage in research-related activities.**
   
a. Encourage students to publish thesis and dissertation research.

b. Support student research through classes and independent projects.

c. Support student travel to professional meetings to present research.

d. Support undergraduate and graduate research presentations at the annual Allen Symposium and Health Education Research Consortium.
Service

1. **Participate in service activities for the department, college, university professions, and the general public.**
   
   a. Attend and participate in professional conferences and committees.
   
   b. Serve on university-wide, college, and departmental committees.
   
   c. Facilitate student involvement in professional associations and academic honoraries.

2. **Establish and/or maintain effective networks and consultative relationships with individuals, government agencies, businesses, and organizations seeking advice and assistance.**
   
   a. Serve on community-based committees, boards, etc., that address issues consistent with the department's mission and goals.
   
   b. Encourage and support the community's development of projects and activities that will make a substantive difference to the local area.

3. **Nurture strong ties to alumni, former faculty, and friends of the department.**

Faculty Development Goals

1. **Develop a long-range professional development plan for the department.**
   
   a. Encourage faculty to develop individual professional development plans.
   
   b. Identify areas of expertise needed for the department to be competitive in the coming years, and recruit new faculty accordingly.
   
   c. Integrate individual professional development preferences with needed areas of course coverage in planning course assignments.

2. **Include faculty in departmental planning activities: course assignments, allocation of merit dollars; and professional development resources.**
3. **Actively support the tenure and promotion of faculty.**

   a. Provide junior faculty with assigned research time and research assistants when possible.

   b. Facilitate mentoring relationships between junior and senior faculty.

4. **Provide training opportunities for faculty to stay abreast of emerging technologies, teaching strategies, and research methodologies.**
DEPARTMENT OF HEALTH EDUCATION AND RECREATION

Governance

Standing Committees

In the Department of Health Education and Recreation there will be five standing committees: the Personnel Committee, the Awards Committee, the Health Education Graduate Admissions Committee, the MPH Coordinating Committee, and the Health Education and Recreation Student Advisory Committee.

The Department Chair is responsible for calling the first meeting of each standing committee no later than the September Department faculty meeting. At the first committee meeting each year, a committee chair will be selected.

The Personnel Committee will represent the issues related to promotion and tenure, teaching loads, faculty recruitment, and evaluation of the Department Chair. The Personnel Committee chair is responsible for maintaining the Personnel Committee file which will be housed with the Administrative Assistant.

The Awards Committee will select department nominees for college awards, select recipients for awards that do not already have a separate selection process, and develop the process for selection of Teacher of the Year.

The Health Education Graduate Admissions Committee will review and make recommendations on admission of applicants to the graduate program in health education, following the September 15 and February 15 deadlines each year.

The MPH Coordinating Committee will have ongoing responsibility for overseeing programmatic issues and accreditation and other issues related to the Master’s of Public Health program, including but not limited to: curriculum review, assessment system, and advisory committee meetings.

The Health Education and Recreation Student Advisory Committee will provide input to the department chair and faculty about student-related issues, including but not limited to: curriculum, student recruitment and retention.

Ad Hoc Committees

The Department Chair may appoint an Ad Hoc Committee to represent the faculty on unique issues which require special expertise or issues which will be of limited duration.
Standing Committee Composition

Personnel Committee: The faculty shall elect three members at large and the Department Chair will appoint two members. Terms will be two years and staggered. If vacancies occur during a term, the department chair will appoint an individual to complete the term.

Awards Committee: The faculty shall elect three members, each to serve one year terms. Two students will be selected for one year terms, one to be appointed by the president of Eta Sigma Gamma and one to be appointed by the president of the Student Recreation Society. If a faculty vacancy occurs during a term, the department chair will appoint an individual to complete the term.

Health Education Graduate Admissions Committee: The Department Chair will select four health education faculty each year to serve one year terms.

MPH Coordinating Committee: The committee will be comprised of the department chair and all MPH core faculty. Minimally, monthly meetings (with the exception of summer session) will be scheduled for all members.

Health Education and Recreation Student Advisory Committee: The committee will be comprised of the President of the Student Recreation Society; the President of Eta Sigma Gamma; one undergraduate recreation student; one undergraduate health education student; one masters student in recreation; one MPH student; and one doctoral student. The Department Chair will be an ex-officio member. The committee will meet at least twice during the fall and spring semesters.

Committee Elections

The elections for departmental committees will be held at the first fall faculty meeting. Only the departmental representatives to the College’s Academic Affairs and College Advisory Committee may decline to serve on a departmental committee if elected or appointed.

Updated November 30, 2007
Updated March 27, 2009
DEPARTMENT OF HEALTH EDUCATION AND RECREATION

Voting Process

All faculty members on continuing contracts, all faculty members on term contracts with a 50% or greater appointment, and all faculty members holding a cross appointment in Health Education and Recreation as of 9/1/93, and the Department Chair will have voting rights.

Any faculty cross-appointed after 9/1/93 must be approved for voting rights by the departmental faculty.

Voting by proxy will not be allowed. Secret ballots will be used for voting related to individual names (i.e., awards, committees) and will be done on a per issue basis by majority vote of the faculty.

If a vote arises at a faculty meeting with one or more faculty absent, the majority of the faculty in attendance at the meeting may extend the time to vote to allow for the return to work of the absent faculty.

The procedure to amend the operating paper will be by simple majority vote of the faculty.

Source of Policies

All Department of Health Education and Recreation policies and guidelines are governed by the statutes established by the SIUC Board of Trustees and the College of Education and Human Services Operating Paper. The Department recognizes and is committed to working in close cooperation with the terms of the SIUC Faculty Association Agreement ratified by the Board of Trustees on August 26, 1998 which is posted at the SIU web site http://www.siu.edu/~humres/contracts/fcontract.html#table

See current contract in force.

Curricular Decisions

All decisions related to curricular issues will be made at the Program (Health Education or Recreation) level. All eligible faculty will be allowed to vote.

Adopted April 2008
Changes to the Operating Paper

To ensure the operating paper stays current all meeting agendas will have an entry titled "operating paper changes." The Faculty is responsible for making sure any decisions related to the operating paper are identified so that they will appear in the meeting minutes.

The Personnel Committee is responsible for the review of each new contract for operating paper implications. The Personnel Committee will identify one member to serve as the primary liaison between faculty and department staff member assigned to work with the faculty on operating paper updates based on faculty meeting minutes and employment contracts.

Adopted April 2008
DEPARTMENT OF HEALTH EDUCATION AND RECREATION

Evaluation

Annual Faculty Evaluation Process

Each year all full-time faculty in continuing tenure track positions must provide documentation of performance and activities to the department chair by February 1. Following the February 1 deadline, each faculty member must schedule a time to meet with the chair. All non-tenured faculty will be reviewed by both the Chair and the Dean in December of each year.

Information provided by faculty members is used for yearly evaluations as well as for the annual departmental report.

Chair Evaluation Process

The departmental Personnel Committee has the responsibility for establishing the procedures for, and carrying out the evaluation of, the department chair. The Dean may call for an evaluation of the chair at any time during his/her appointment but each chair should be reviewed at least once every three years. Following an evaluation, and based on the evaluation and recommendations of the department faculty, the dean may reaffirm the continued appointment of the chair or initiate search procedures for a replacement suitable to both the dean and the department faculty.

The responsibilities of the department chair are identified in Appendix A, the department chair job description issued by the Associate Vice President - Budget.

Merit

When merit dollars are available, the materials submitted as part of the annual review process will be used by the Department Chair to assign merit. By February 1 each faculty member is to submit to the Chair his/her current curriculum vitae and a two-page (maximum) addendum identifying meritorious work done during the past year and supporting material as necessary. The faculty may wish to use the faculty productivity form as a guide in considering items to include.
DEPARTMENT OF HEALTH EDUCATION AND RECREATION

WORKLOAD

1. Workload is defined as:

a. Teaching

   a-1). Direct Teaching includes, but is not limited to classroom instruction in
   the regular academic year, field work supervision (i.e., practicum, internship,
   etc.), and distance education.

   a-2). Indirect Teaching includes, but is not limited to instructional assignments
   and assigned contact hours, such as thesis and/or dissertation supervision,
   faculty supervised independent study, supervision of research papers, new
   course development, undergraduate and graduate academic advising. Faculty
   tasks such as theses, dissertations, and independent study are not
   automatically considered to be equivalent with teaching typical graduate or
   undergraduate courses.

b. Research and Creative Activity

   Research and Creative Activity include, but are not limited to publication in
   its many forms, presentations at academic and professional conferences,
   exhibits, and sponsored research.

c. Service

   Service includes, but is not limited to committee work, service to the Faculty
   Association (in accordance with Section 4.08, the FA Agreement) and
   consultative and/or organized activities not only inside but also outside the
   University.
   Excluded from service are any and all activities that can be classified as
   teaching and/or research. The types of service and the distribution of service
   credit shall be determined by the department Chair in consultation with
   faculty.

   A faculty member shall have the right to submit for service credit participation
   in significant Association activities for evaluation by his/her Chair. For
   example, faculty members who are elected or appointed to official
   Association positions may submit requests to their Chair to adjust their work
   schedules so that they can attend off-campus meetings of the Association’s
   State and National affiliates and such requests will not be arbitrarily and
   capriciously denied.
2. Workload Assignments

Faculty workload assignments shall consist of teaching, research/creative activity, and service. Such assignments shall be based upon a workload equivalent of twenty-four (24) credit hours of teaching per academic year.

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

The following clarifications pertain:

a. In addition to the twenty-four credit hour equivalency, faculty members must maintain at least six office hours per week, during parts of at least two days (an alternative arrangement for exceptional professional circumstances in a specific instance may be approved by the department Chair).

b. A faculty member may be relieved from all direct instructional responsibilities only when the faculty member purchases at least 50% of his or her time through externally funded grants or contracts.

c. The primary responsibility for establishing workloads and credit hour equivalencies shall rest with the departments or basic academic units.

In addition to the foregoing contractual provisions, in making faculty workload assignments, the department Chair will consider the following primary factors:

- students’ needs
- the unit’s needs
- the faculty member’s expertise
- interests and development needs (including a faculty member’s interest in seeking tenure and promotion)
- and the equitable distribution of workload within the department

Prior to the end of the spring semester, the Chair shall meet with each faculty member in the unit to discuss the proposed workload assignment for the following Fall and Spring semesters. 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 Dean or designee by the Chair.

Changes in a final workload assignment can be made only for a subsequent change in circumstances (e.g., death or disability of a faculty member, employment of new faculty, the closing of previously scheduled courses, level
of external funding from grants, increase or decrease in enrollment of assigned courses, reduction in total revenue, etc.).

3. Workload Grievances

If a faculty member believes that the Chair has not complied with the operating paper in making his/her workload assignment, the faculty member shall have the right to file a grievance and any such grievance shall be given priority in order to expedite resolution.

4. Summer Teaching

In the case of an additional contract for summer teaching (for faculty on nine-month appointment), the contract will be tendered as soon as reasonably practicable after the Chair determines that there are sufficient enrollment and the faculty member chooses to continue the contract, the faculty member shall be given an equivalent assignment (e.g., an additional course) during the summer or the following academic year.

5. Off-Campus Teaching in the United States

Courses taught off the SIUC campus within the United States will be counted as part of teaching either in the workload assignment or as an overload, depending on the needs of the basic academic unit under whose auspices they are taught. Such assignments will be voluntary (unless a faculty member is required to teach these courses as part of an offer letter or other agreement) and equitably assigned among those who wish to volunteer provided that a faculty member who is more qualified to perform an assignment shall receive the assignment. Travel expenses incurred by the faculty will be reimbursed in accordance with University policy.

6. Distance Education

a. Definition

Instruction wherein faculty and students are predominantly separated geographically, so that face-to-face communication is absent for all or part of a course, and instruction is accomplished instead through technologically mediated communication.

b. Rights and Responsibilities
b-1). The development and delivery of Distance Education programs and courses shall be managed with the academic unit responsible for the program or course.

b-2). Credit hours taught by the faculty in Distance Education courses shall be included in the FTE calculation for determining the student/faculty ratio defined in Article 9.07.b. the FA Agreement).

b-3). Distance Education courses transmitted by another institution shall not be offered by SIUC at any site unless the Board and the other institution(s) enter into reciprocal agreements (such as a consortium), and such co-operation in the transmission of such Distance Education course(s) does not result in the elimination of programs and/or faculty.

In addition, a Distance Education course may be transmitted by another institution to an SIUC site in unique circumstances provided that the course does not have the effect of eliminating a faculty position in the program and is not offered on an on-going and continuing basis.

b-4). Faculty participation in Distance Education courses shall be recognized as appropriate academic activity and shall be given due consideration in faculty evaluation for merit and tenure and promotion review.

b-5). A faculty member may reject a Distance Education course as part of his/her assignment if he/she has a bona fide pedagogical objection to teaching the assigned course by Distance Education. Prior to rejecting such course, the faculty member shall notify his/her Chair and discuss the objections to determine whether a mutually agreeable arrangement can be reached. If no such agreement can be reached, the faculty member shall notify his/her Chair of such rejection and receive an alternative equivalent assignment.

c. Development of Courses

Unless inconsistent with other provisions of this agreement or a written agreement with the University or another entity, faculty who create a Distance Education course shall have the right and obligation, while teaching the course, to maintain or modify the content and presentation of the course materials.

Priority for development and delivery of Distance Education courses shall be given to faculty of the basic academic unit, consistent with the nature of the course, the qualifications and technical expertise of faculty and available resources. The faculty member who develops or extensively revises a Distance Education course has right of first refusal to teach said course.
Distance Education initiatives that will result in a new or modified certificate or degree program shall be subject to the then-current University requirements, including, if applicable, Article 9 (Program Changes) of the FA Agreement.

d. Ownership

The Intellectual Property Policy (Addendum C, the FA Agreement) governs ownership of Intellectual Property, including course materials, developed through Distance Education.

For Distance Education works in which the University has no ownership claim, the University shall not perform, publish, use, display, reproduce, duplicate, or use in a derivative work the faculty member’s course or course content without the written permission of said faculty member unless such materials have otherwise been released by the faculty member.

Courses developed and delivered through the ILP process or RFP (request for Proposals) process are considered Works-Made-for-Hire. For courses that are not ILP or RFT and are developed for and delivered through Distance Education technologies, the definition for Traditional Academic Copyrightable Works (Addendum C, the FA Agreement) will apply unless other arrangements are made.

e. Compensation

Development, revision, and teaching of Distance Education courses as part of the standard workload assignment are normal responsibilities of faculty. For Distance Education assignments that are part of a normal faculty assignment, the lead time appropriate for the initial development of these courses shall be addressed in workload discussion.

Compensation for development, revision, or teaching distance Education courses over and above the standard workload assignment will be in accordance with the overload policy of this operating paper.

Compensation for RFP shall be in accordance with the grant proposal as accepted by the board.

f. Faculty Development.

Faculty who develop and/or teach Distance Education course shall be provided with reasonable technical support and opportunities for faculty development, consistent with the needs of the faculty and availability of Board resources and services for that purpose.
In instances of succeeding assignments to teach Distance Education courses, the faculty member is expected to demonstrate a level of technical competence sufficient to teach the course. Ongoing technical support assistance may be available to faculty who teach succeeding offerings of the same course.

g. Disputes

Disputes relating to intellectual property shall be resolved via the dispute resolution committee of the IP policy as provided by Addendum C (the FA Agreement).

7. Overload

Overload course assignments shall be handled pursuant to the Overload Compensation Policy as approved by the Board of Trustees effective February 24, 2011, except for the following provisions:

a. Overload assignment consists only of teaching an additional course(s) over and above the 24 credit-hour equivalency.

b. Overload course assignments shall be offered equitably to faculty members provided that a faculty member who is more qualified to perform an overload assignment shall receive the overload assignment.

c. The University shall, if practicable, provide a faculty member up to five (5) calendar days to accept or reject the offer of an overload assignment.

d. It is recommended that overloads for untenured faculty be kept to a minimum.

e. A faculty member may voluntarily choose to teach a course that would otherwise be eligible for overload compensation without receiving or accepting any such compensation.

f. Overload course assignments shall be entered into by mutual written agreement between the faculty and the Chair.

g. As compensation for an overload assignment, the Board shall offer the faculty member either:

   g-1). financial compensation consisting of 1.0 of their monthly base salary for the equivalent of each three credit hours of face-to-face teaching; or
g-2). for the term of this 2010-2014 collective bargaining agreement, financial compensation consisting of 0.5 to 1.0 month of their base salary for the equivalent of each three credit hours of Distance Education / online course: or

g-3). a mutually agreeable reduction in the teaching assignment for the following academic semester or year.

Change approved May 15, 2012

Faculty Meetings

Department faculty meetings are scheduled monthly during the regular academic year. In addition, discipline faculty meetings will be scheduled by the Chair as needed. All faculty members are expected to attend faculty meetings.

Office Hours

All full-time faculty will hold six hours of office hours weekly. Office hours are to be listed on the syllabus and posted outside the Faculty member’s office. In addition, Faculty members are expected to be reasonably accessible to students via electronic email.

Change Approved November 30, 2007

Good News

The University administration requests "good news" items (i.e., awards, grants, articles published) from the Colleges on a weekly basis. In the Department of Health Education and Recreation faculty members will receive a reminder from the chair at the end of each month to submit any "good news" items for inclusion in a report to the Dean of the College. This information is also used to compile the annual report for the department.

Home Page Display

Health Education and Recreation program information is displayed through the department home page including information on programs, graduate program applications, and a listing of faculty. Both student organizations also have information on the department home page. We sponsor faculty on our home page. Currently, students are not being given a home page through the department.
Alumni Constituency Council

The Alumni Constituency Council meets twice a year and members serve a three-year term. The representatives play an active role in planning and fund raising for the College of Education and Human Services. The Department has one representative on the Council.

Health Education Alumni Advisory Committee

The SIUC Health Education Alumni Advisory Committee (HEAAC) was formed in 2004. This committee has 7-10 members representing a variety of work settings in which Health Educators practice. The HEEAC is comprised of alumni of the Ph.D. program.

The committee provides input on such areas as student recruitment, resource development, and curriculum. In general, HEEAC involves our alumni in our efforts to maintain excellence in teaching, research, scholarly work, and service, as well as responding to current and future societal needs.

HEAAC meets three times per calendar year. Most business of the committee is conducted via conference calls and e-mail.

Added November 30, 2007

Recreation Advisory Committee

The Recreation Advisory Committee was established to: give input on the overall recreation curriculum, both graduate and undergraduate; help with fundraising; help with public and alumni relations; advise regarding professional placement of students (including fieldwork and internship); and assist in recruitment of students. The committee is comprised of ten recreation practitioners including alumni.
DEPARTMENT OF HEALTH EDUCATION AND RECREATION

Guidelines for Teaching Evaluations

1. The primary purpose of the teaching evaluations is the improvement of instruction. In addition, the evaluations are a part of the criteria used in consideration of faculty members for: 1) promotion and/or tenure, 2) recommendations for awards, and 3) merit increases.

2. Each semester students by means of the departmental evaluation instrument will evaluate all full-time faculty members in the Department.

3. Each year students by means of the departmental evaluation instrument will evaluate all part-time faculty and teaching assistants in the Department.

4. The Department Chair will annually evaluate each full-time and part-time faculty member on teaching performance.

5. Each full-time and part-time faculty member and teaching assistant will be informed annually, in writing and in a confidential manner, of the results of their evaluation by students. Such information will indicate rating and evaluation on various diagnostic components, which should aid in the improvement of instruction.

6. Each year faculty members will be reminded of the current guidelines in effect for evaluation of teaching effectiveness and will have the opportunity to change the guidelines if there is consensus for such change.

Change Approved November 1998
Procedures for Teaching Evaluations

1. Each full-time and part-time faculty member must have one course evaluated each semester. The faculty member may also choose to have additional courses evaluated.

2. The Program Administrative Assistant will e-mail faculty about which course or courses will be evaluated. Course/instructor evaluation packets and cover letter will be prepared and placed in faculty mailboxes.

3. On the date of the evaluation, the faculty member will request one volunteer from the class. The faculty member will distribute the course/instructor evaluation forms and pencils, and will provide instruction as stated in the cover letter. At that time the faculty member will leave the classroom until the evaluation process is complete. At no time will the faculty member have contact with completed course/instructor evaluations.

4. The volunteer is responsible for collection of the forms and pencils. The volunteer will seal in an envelope and sign across the seal.

5. The volunteer is also responsible for delivery of the envelope to the Program Administrative Assistant. Evaluations for classes in Pulliam Hall and done during business hours can be delivered directly to Pulliam 307. If class is after hours and there is access to Pulliam 307, the envelope can be slipped under the Program Administrative Assistant’s door (307F). If class is outside Pulliam Hall, or if there is not access to Pulliam 307, the evaluations can be dropped into any campus mailbox.

6. After grades are turned in, and after compilation, the evaluation results will be given to the faculty member.

Added April 30, 2010
DEPARTMENT OF HEALTH EDUCATION AND RECREATION

Academic Qualifications of New Faculty

When an opening occurs within the Department of Health Education and Recreation, whether through replacement of a current faculty member or creation of a new position, faculty hired must have the appropriate terminal degree and academic qualifications as determined by current faculty members.

Adopted August 19, 1998
DEPARTMENT OF HEALTH EDUCATION AND RECREATION

Tenure and Promotion Policies and Procedures

The policies and procedures related to tenure and promotion in the Department of Health Education and Recreation are consistent with and do not abrogate the conditions for tenure as approved by the President of Southern Illinois University of 11 December 1980 and amended most recently on 19 February 1996 in accordance with provisions set forth in SIU Board of Trustees 2 Policies C.3.f., and the document of the College of Education on Tenure and Promotion Policies and Procedures dated August 1993. The University's procedures and policies for tenure and promotion as ratified in the SIUC Faculty Association contract are posted at the SIU web site http://www.siu.edu/~humres/contracts/fcontract.html#table

These guidelines pertain to tenure and promotion as they are to be interpreted and applied by the Department of Health Education and Recreation. The guidelines developed by the departmental Personnel Committee and approved by the faculty of the department are intended to assist faculty who seek tenure and promotion.

The Department of Health Education and Recreation recognizes the desirability of standards of excellence in the major areas of teaching, scholarly and creative activity, and professional service. This statement does not mean to imply that the teaching, research, and service areas carry equal weight since the department will recognize variations in the primary roles and responsibilities of each faculty member; nor does the statement imply a failure to recognize the need and importance for faculty to seek a significant degree of excellence in productivity in all areas. Such a view seems particularly justified in light of the composition of departmental programs and instructional courses. The need for research, scholarly and creative activity, and service is basic.

Teaching

The Department considers competence in teaching extremely important and will recommend promotion or tenure when a professor can demonstrate successful classroom, committee, and undergraduate and graduate advisement service to students. Evidence of effective teaching must include a minimum of one student course evaluation per semester of service (time in rank) and letters from faculty, colleagues, and/or students who have observed the applicant’s teaching or who have worked with the applicant on curriculum, thesis, or dissertation committees.

Teaching Standards
Promotion to Associate Professor

The applicant must receive positive evaluations from colleagues and students who have observed the applicant’s instruction. Combinations of letters, computerized student ratings, award, and other documents of achievement for instruction 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.

Promotion to Professor

The applicant for promotion to Professor must meet the same standards in teaching as those for promotion to Associate Professor.

Tenure

The applicant for tenure must meet the same standards in teaching as those for promotion to Associate Professor.

Research

Research and creative/scholarly activity occurs in a wide range of forms in the Department of Health Education and Recreation. Research refers to creation of knowledge and application of knowledge. Creative/scholarly activities refer to design activities, technological advances (e.g., CD Roms; electronic journal), creation of innovative programs (e.g., computer-assisted instruction; multi-media instructional packages; curricula) that are of significant value and used beyond the region.

To be considered as contributions for tenure and promotion review, research and creative/scholarly activity generally meet two criteria: (1) a product results from the activity; and (2) the product is disseminated to receive external validation/peer review. The product is shared with professionals outside the individual’s program who possess appropriate expertise to determine its conformity to standards of the discipline.

For tenure and promotion, the faculty member should provide evident of: the product, the role played by the faculty member in its creation, and the quality/significance of the product in the faculty member’s professional development and/or his/her assignment in the department.

The faculty member shall provide a record of products sufficient to indicate potential of (a) continued professional growth, and (b) continued research/scholarly contributions to the department and advancement of knowledge in the faculty member’s discipline.
In the Department of Health Education and Recreation, examples of research and creative/scholarly activity include but are not limited to:

1. **Publications**
   a. peer-reviewed articles
   b. invitational articles
   c. chapters in books
   d. books including textbooks
   e. monographs
   f. edited volumes
   g. software that is commercially marketed or adopted beyond local use
   h. published book reviews
   i. conference proceedings

Of these, articles in peer-reviewed journals are the most beneficial for tenure and promotion. Appropriate journals are those considered as such by the faculty member’s peers and defined by the discipline.

2. **Presentations**
   a. (peer-reviewed/professional meetings (research)
   b. peer-reviewed/professional meetings (pedagogical/professional development/practice innovations)
   c. invitational keynote address
   d. invitational/professional meetings
   e. national/international training workshops.

Of these, peer-reviewed presentations at national and international professional meetings are the most beneficial for tenure and promotion.

3. **Grants (external and internal)**
   a. funded.
   b. Applications (unfunded)

Of these, funded grants are the most beneficial for tenure and promotion.

4. **Research reports resulting from funded consulting activities or internal research projects that lead to subsequent presentation or publications for professional groups.**
Faculty also may publish in vehicles of professional discussion and communication where the editor or editorial board performs the function of peer-review. Such journals may provide the opportunity for reaching professionals in the field as well as a wider audience. Publication in such journals will offer evidence of national recognition. Appropriate journals are those considered as such by the faculty member’s peers and defined by the discipline.

Research and creative/scholarly activity performance shall be subjected to both quantitative and qualitative assessment. The criteria may include but not be limited to: number of contributions (articles, monographs, books, etc.), level of acceptance (journal/organization evaluations), external review.

5. Creative/scholarly activity

Products of such activities will exhibit implementation of theory and application of knowledge to solution of problems/issues. These products must be innovative applications, advancing the state-of-the-art of the field. They cannot include routine activities. Products of such activity must be shared professionally through presentation or publication. Creative/scholarly activities may enhance the reputation of the program, college, or university in the fields of health education and recreation.

Research Standards

Promotion to Associate Professor

The applicant is expected to make consistent progress toward tenure and promotion including scholarly publications in refereed journals. A scholarly publication is one published in refereed (peer reviewed) state, national, or international journals.

The applicant should have peer-reviewed presentations at professional meetings.

Those seeking promotion to Associate Professor with less than six years of service as an Assistant Professor must have an exceptional research record.

Promotion to Professor

The applicant must show an ongoing commitment to scholarly and creative activities by having a substantial record of publications in nationally and/or internationally recognized journals. Presentation of papers at professional meetings is a continuing activity. National recognition and prominence in one specialty area are essential.

Tenure
Faculty applying for tenure only will be held to the same research standards as those seeking promotion to Associate Professor.
Service

The Department considers professional service to the academic environment, the community, and the profession to be important. The Department encourages and supports faculty participation at the local, state, national, and international levels. The applicant is required to document her/his service with positive letters from colleagues.

Service Standards

Promotion to Associate Professor

Assistant Professors are expected to focus primary service efforts within the department, the college, and at local and state levels. Service contributions at the national and international levels would be encouraged and signs of involvement are welcomed but not expected.

Promotion to Professor

Applicants for promotion to the rank of Professor should demonstrate service on a variety of department, college, and university committees. The applicant is expected to demonstrate service at the state, national, or international level.

Tenure

Faculty applying for tenure only will be held to the same service standards as those seeking promotion to Associate Professor.

Procedures for Assessing and Recommending Tenure and Promotion

1. All non-tenured faculty in tenurable ranks must be evaluated annually (in December) by the department chair and dean regarding their professional performance. The evaluation shall be made using the standards for promotion and tenure as outlined in this document.

Added March 16, 2001

Procedures for continuing non-tenured faculty solicitation of review materials:

a. Call for Curriculum Vitae (CV) with cover letter not longer than two pages will be requested at the beginning of spring semester from Personnel Committee chair. The cover letter will consist of information not clearly presented in the CV (i.e. grants, works in progress).
b. CV with cover letter from non-tenured faculty should be submitted to the Personnel Committee chair and department chair by February 15th or first Monday closest to February 15th.

c. CV and cover letter will be reviewed by Personnel Committee. Each Personnel Committee member is charged with responding with written comments to the chair of the Personnel Committee. The chair of the Personnel Committee will compile the comments and write a letter to the faculty member by May 1st.

d. The department chair will prepare a separate review letter and submit it to the Dean by March 1st.

2. Faculty members who are interested in being considered for promotion are encouraged to have their professional performance and accomplishments (i.e., curriculum vitae) reviewed by other faculty members.

3. Eligible faculty will be notified during the spring semester of the year preceding their consideration for tenure and/or promotion. All faculty members in the rank of assistant or associate professor are informed each year that they have the right to be considered for tenure and/or promotion and may do so with or without the support of the Department Chair and the Personnel Committee of the Department.

4. For those persons desiring to be considered for tenure and/or promotion, a meeting will be held with each eligible faculty member, the Dean of the College of Education and Human Services, and the Department Chair to review and assess performance and accomplishments.

5. Those faculty members who have asked to be considered for tenure and/or promotion will then be voted on by the “appropriate faculty members” of the Department. This vote will take place within 30 days of the College of Education and Human Services due date. In matters of tenure, all tenured faculty, regardless of rank, shall participate in voting. In matters of promotion, all faculty at the rank to which the candidate wishes to be promoted and above will participate in voting. Non-tenured faculty will not participate in formal votes for tenure and/or promotion.

6. Results of the voting by “appropriate faculty members,” the Personnel Committee, and the recommendations of the Department Chair concerning tenure and promotion will be forwarded to the Dean of the College of Education. The candidate has the right to withdraw his/her dossier from consideration for tenure and promotion at either the departmental or college levels.

7. When a recommendation for promotion and tenure receives a negative endorsement at any level, the faculty member, if he or she so requests, will be notified in writing of the reasons for the decision within one week of the decision.
The faculty members may then appeal the decision through appropriate means established by the college and the university grievance procedures.

Accepted November 17, 1994
NOTE: Wording referring to a separate Personnel Committee vote deleted from Sections 5, 6, and 7.

First Year Review of Instructor in Tenure Line (ABD)

A new faculty member who is hired ABD with provisional status for tenure line will be evaluated in their first year by the Personnel Committee. The procedure will be the same as for continuing non-tenured faculty. The Department Chair is not required to prepare a formal letter.

Adopted April 18, 2008

Review of Non-Tenure Track Faculty (NTT)

The Personnel Committee will evaluate in writing all continuing NTT in the spring semester of their 2nd and 4th years. The personnel committee will evaluate the NTT faculty member against their workload assignment using the guidelines identified in section 11.02 b of the contract. The Personnel Committee will write a letter to the faculty member by May 1st and a copy will be given to the Department Chair.

Adopted April 18, 2008
DEPARTMENT OF HEALTH EDUCATION AND RECREATION

Office Space Policies

Faculty, graduate assistants and staff are to empty and vacate their offices by the last date of employment unless otherwise agreed upon in writing with the department chair. All department issued keys are also to be returned at this time.

Office space will only be made available to emeritus faculty if space permits. The decision will be made by the department chair.

Adopted February 20, 2009
DEPARTMENT OF HEALTH EDUCATION AND RECREATION

Guidelines and Procedures for Use of Research Overhead Recovery Dollars

The Department of Health Education and Recreation research overhead recovery dollars will be used to fund research and academic endeavors which involve the department, its faculty, and/or students.

All faculty in the Department of Health Education and Recreation have the opportunity to request funds from departmental research overhead monies for research-related projects or proposals. Requests may include support of on-going research, to prepare research proposals, and/or to seek outside funding; requests can also be made for research-related professional development, travel, and telecommunications support.

Research overhead dollars may also be expended to support professional development activities, departmental publications, equipment needs and other resource materials.

All requests are to be submitted in writing, including a description of the project, statement of purpose, details of the project and justification for dollars requested.

Adopted November 30, 2007
DEPARTMENT OF HEALTH EDUCATION AND RECREATION

Grant Writing/Research Support Policy

Developing and maintaining a research agenda is an important responsibility for tenured and tenure track faculty members in the Department of Health Education & Recreation. The following policy is in place for those faculty members who have research responsibilities, as money is available.

Incentive Awards for Application/Proposal Development

Limited funding is available, on a selected basis, for individual faculty members or research/project teams. This funding will be awarded for the submission of grant applications/proposals. Funding will be awarded upon submission of the application/proposal. Funding can be used for travel, equipment, materials and other resources related to the research agenda of the faculty member(s).

The appropriateness of funding and the amount awarded will be based on the following criteria.

(1) The amount of indirect costs generated by the grant.
(2) Graduate student funding.
(3) The length and complexity of the application or proposal.
(4) The relevance of the project to the research agenda of the faculty member(s) and the department.

Awards will range from $300-$600 based on the above criteria. The decision for funding will be made by the department chair. Two steps will initiate the consideration for this award funding.

(1) A 1-3 page summary of the research or project idea submitted to the department chair along with information needed to review the details of the application or proposal.
(2) A meeting scheduled with the chair at least one week after submission of the materials described in Step 1.

Graduate Assistant Support

Graduate assistant support will be provided on a selected basis to faculty members writing grant applications/proposals. The criteria for this type of support and the steps for consideration are the same as for the Incentive Awards. Large grants with complex application procedures could be eligible for both the Incentive Awards and the GA Support.
Research Overhead Return

Thirty percent (30%) of the dollars allocated to the department research overhead account for a grant or contract will be returned to the principal investigator or research team responsible for the generation of the funding. This funding can be applied for travel, equipment, materials and other resources related to the work of individual faculty members. An example of this type of return is presented below.

$100,000 - Direct expenses for grant.
$41,000 - Indirect expenses (41%)

$141,000 - TOTAL GRANT

$16,400 - 40% of Indirect to Graduate School
$12,300 - 30% of Indirect to University
$ 2,050 - 5% of Indirect to COEHS
$10,250 - 25% of Indirect to Department

$3,075 - 30% of Department Indirect to Principal Investigator or to Project/Research Team.

Staff Development

Based on the needs of faculty members, programs may be offered to provide staff development related to different aspects of grant writing.

Adopted August 27, 2010
DEPARTMENT OF HEALTH EDUCATION AND RECREATION

Student Organizations

The Department supports each of these organizations with a faculty advisor, office space for officers, and travel dollars when funding permits.

Alpha Alpha Chapter of Eta Sigma Gamma

Eta Sigma Gamma is the national professional honorary society for health education. The Alpha Alpha Chapter at SIUC was founded in 1976 and is dedicated to fulfilling its mission to elevate the standards, ideals, competence and ethics of professionally trained men and women in the discipline of health education. ESG maintains a minimum grade point average for membership and annual dues are assessed.

Members benefit by being given the opportunity for key participation in a formal organization and experience for those who would later participate in, or facilitate, any group function. We offer students, members and non-members, a chance to practice what they have learned in the classroom. Eta Sigma Gamma offers several opportunities for health education students to get practical experience.

♦ Teaching  With the opportunity to participate in a number of educational presentations, we encourage students to seek our support for their own teaching ideas. We offer monetary support for students who choose to better themselves by attending and presenting at professional conferences. ESG also invites special guest presenters to address issues of interest to the membership. We are vested in the enhancement of our members' teaching skills.

♦ Research  ESG reviews any research proposals from its members and offers support to those, which are accepted by the membership.

♦ Service  Several opportunities for students to volunteer their service and to otherwise serve their campus and community are made available through ESG. “Real world” experience is invaluable in the preparation of health education students for on-the-job status.
Student Recreation Society

The Student Recreation Society is a registered student organization representing all aspects of recreation, including the specific fields of:

- Commercial
- Community
- Therapeutic
- Outdoor

Participation in the society provides students with excellent opportunities to learn professional skills such as program planning, special events planning, budgeting, conducting board meetings, and group leadership. The club is viewed by the faculty as an important part of the student’s learning experience.

The Student Recreation Society philosophy is to:

- further professional skills through educational activities
- encourage membership in professional organizations and attendance at conferences
- foster a positive rapport between students and faculty through social and education activities
- provide service to various campus and community groups through volunteerism

The Student Recreation Society is open to any student on campus but is primarily for recreation majors. Annual dues are assessed.
DEPARTMENT OF HEALTH EDUCATION AND RECREATION

Academic Honesty Policy

The mission of the Department of Health Education and Recreation is to improve the quality of human life through promoting healthy living throughout the life span and to provide students with the skills needed to be successful and productive citizens.

To pursue this mission, the Department of Health Education and Recreation believes in the importance of reinforcing academic honesty. An Academic Honesty Code used by students and faculty promotes an atmosphere of integrity and honesty.

The following behaviors are examples of academic dishonesty:

- taking an exam for another student
- forging or altering an official document
- paying someone to write a paper to submit under one’s own name
- copying (with or without another person’s knowledge and claiming it as one’s own work)
- including items on a list of references that were not used
- doing assignments for someone else
- obtaining a copy of a test before it is given
- working with other students on an assignment when not expressly told to do so


Also:

- cheating, which is intentionally using unauthorized material, information, or study aids in any work submitted for credit.
- fabrication, which is intentional and unauthorized falsification or invention of any information or citation
- plagiarism, which is the deliberate use of ideas, words, or statements of another person as one’s own without acknowledgment being given.
- facilitation, which is knowingly helping someone else do any of the above


See also page 29 of the 1996 SIUC Student, Faculty, and Staff Information Booklet, published by the Office of the Vice Chancellor for Student Affairs. The following approach will be used in incidents of academic dishonesty:
1. An academic “honor board” consisting of five members will be convened. The board will consist of: the vice-presidents of Eta Sigma Gamma and the Student Recreation Society, one faculty member from the Department of Health Education and Recreation, one Health Education student, and one Recreation student, the latter three to be appointed by the department chair. The function of this board will be to review charges of academic dishonesty and to work with the instructor who has brought the charge in deciding a sanction or response.

2. The first time a student is found engaging in academic dishonesty, the faculty member involved in the incident has the option of either handling the issue individually or forwarding it to the honor board. If the incident is handled between the student and the faculty member, the faculty member will provide the department chair with a brief written description of the infraction and the resolution, signed by both the student and the faculty member. Every effort should be made to review and clarify to the student the reasons why the behavior constitutes academic dishonesty, thus allowing the student to fully understand the ethical basis of the policies and offer the student the opportunity of integrating these values into his/her own value system.

3. Any student who engages in academic dishonesty twice during his/her academic career will be required to have a hearing with the honor board. This hearing will consist of a review of the incident with an opportunity for the student to respond to the charge. The honor board, in consultation with the instructor, will decide upon the sanction to be imposed. The sanction would be commensurate with the magnitude of the offense.

4. If the student disagrees with the department’s decision, he/she may then request a new hearing with the Dean of the College of Education and Human Services, who will decide upon the appropriate sanction if guilt is determined. To begin this process, the student must schedule a meeting with the College of Education Chief Academic Advisor whose office is located in Wham 135.

Approved February 21, 1997
DEPARTMENT OF HEALTH EDUCATION AND RECREATION

Student Complaint and Grievance Procedure

Support is given to the belief that in most instances complaints and grievances can be minimized if communication is maintained between students and faculty. If the student, after discussing the complaint with the faculty member or members involved, still wishes redress, the Chair should be consulted.

When a student requests an appointment with the Department Chair to voice an academic complaint about an instructor, the student will be asked to provide details on a Request to See Department Chair form. An appointment will be scheduled when the form is returned. Prior to the appointment, the faculty member involved will provide information to the Department Chair on the Information for Student Meeting with Department Chair form. The Department Chair will maintain a record of the discussion/outcome on the Record of Meeting with Department Chair form. If the Department Chair is unable to resolve the complaint to the mutual satisfaction of those concerned, then the following procedure will be followed.

A grievance is defined as a formal complaint arising out of an act or omission of action by any individual or group of persons within the Department of Health Education and Recreation staff as a result of which the students feel aggrieved. It must concern a matter which is within the Department’s power to remedy. It must state the nature of the complaint and the redress sought.

Procedures:

1. Filing of grievance. The complainant must file a formal written grievance with the Department Chair and all parties concerned within four months of the issue at dispute.

2. Mediation process. Prior to following the formal grievance procedures described below, the departmental chair shall recommend mediation by a neutral third party to resolve the problem(s) of dispute between the conflicting parties. Appointment of the neutral third party shall be subject to the agreement of all parties to the dispute. All parties must be willing to consent to the process before mediation can proceed. Any party wishing to move directly on to the formal grievance procedures in lieu of or during the mediation process may do so. If attempts at mediation are successful, further grievance procedures will not be pursued. If mediation fails, either party can resort to formal grievance procedures.
3. Formal Grievance Procedures

The following constitute formal grievance procedures:

a. Failure or waiver of the mediation process shall result in a Grievance Committee being established by the Department Chair. Acting through the Department Chair, each party to the dispute shall select one member to serve on the Grievance Committee (for complaints involving groups, the group shall be considered a party and shall be eligible to select only one member of the Committee. Further, only faculty members or students in good academic standing within the Department of Health Education and Recreation are eligible for Grievance Committee membership).

b. The two committee members selected in step (a) shall select a neutral third person who shall act as Committee Chair. Steps (a) and (b) shall be completed within five (5) school days of the waiver or failure of the mediation process.

c. The Grievance Committee shall act upon the grievance. Hearings may be held and shall be held if so requested by any party to the dispute. Supporting witnesses may be called or volunteered. Written records shall be kept of Grievance Committee deliberations and shall be available to all parties of the dispute.

d. A report of the Grievance Committee's findings, rationale, and decision shall be submitted to the Department Chair and all parties to the dispute within ten (10) school days following formation of the Grievance Committee. This decision of the Grievance Committee represents the final judgment of the Department.

e. If the decision reached through the process set forth in steps (a) through (d) is not acceptable to any party to the dispute, redress may be sought through other channels provided by the College of Education and Southern Illinois University at Carbondale. Records of all related procedures within the departmental grievance process shall be made available to all concerned parties.
4. Student grievances resulting from a Core Curriculum course provided by the Department of Health Education and Recreation.

In the event a student complaint and grievance is made resulting from a Core Curriculum course provided by the Department of Health Education and Recreation, the grievance procedure will follow the guidelines found in the document titled *General Academic Programs Grievance Policy for Academic Evaluation*.

May 1994
Revised January 2010
APPENDICES
APPENDIX A

Definition, Qualifications, Appointment Evaluation, and Responsibility of Department Chair in Academic Affairs

**Definition:** A Department Chair is a member of the faculty appointed by the dean of a school or college to serve as a chair, administrator, or director to administer a department or unit within that school or college. The Chair reports to the dean on matters pertaining to curriculum, programs, and research and all personnel within the unit, as well as being the fiscal officer of the departmental related accounts.

**Qualifications:** A candidate for the position of Chair must be a faculty member with the rank of associate professor or professor. Consideration should be given those who have evidenced the potential for providing professional and academic leadership for the educational unit.

**Appointment:** When a new officer for an educational unit is to be appointed, the search process should be initiated by the dean so that the faculty can have a strong voice in the selection process. The conditions of the appointment and the amount of assigned time for administrative duties for each Chair are to be established by the dean of the college or school in which the unit is housed.

**Evaluation:** Each college or school, under the direction of the dean, should establish a procedure for the systematic review of each Chair. The procedure established should provide for an evaluation of the Chair by the faculty of the unit, by the other Chairs of the college or school, by the dean of the college or school and, where graduate programs are involved, by the dean of the Graduate School. In addition, evaluation should be sought from such others as would seem appropriate, including both graduate and undergraduate students, alumni and external consultants.

The dean may call for an evaluation of a Chair at any time during his/her appointment but each Chair should be reviewed at least once every three years. Following an evaluation, and based on the evaluation, the dean may reaffirm the continued appointment of the Chair or initiate search procedures for a suitable replacement.

**Responsibilities:** As an administrative officer, the responsibilities of a Chair include but are not necessarily restricted to the following:

**Academic Programs:** The Chair has the responsibility to coordinate the overall teaching, curriculum development, research and service programs of the unit so as to accommodate students, staff and interests of the school or college to efficiently utilize all available resources.
The Chair is responsible for ensuring that the faculty reviews the departmental curriculum and degree programs on a regular basis and recommends changes to assure that the departmental offerings are cogent, that sufficient diversity is maintained, and that degree requirements are academically sound and competitive to other universities. The Chair is responsible for approving and forwarding curriculum changes and for scheduling classes for the department.

The Chair is responsible for directing the research and service goals of the unit that are appropriate and that faculty effort is directed toward research and service. The Chair is responsible for approving and forwarding all research proposals and grant requests developed by faculty, staff or students within the unit.

**Faculty:** The Chair is responsible for directing the recruitment, hiring, and orientation of new faculty members. It is the responsibility of the Chair to maintain a quality program by insuring that broad based recruiting efforts by the unit or department are conducted when a position is available. In particular, the Chair should make certain that faculty replacements or additions are selected in a manner to assure the strongest possible program for the unit, and to see that the affirmative action policies of the university are followed.

The Chair 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 evaluating faculty performance and making documented recommendations to the dean or director 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.

**Student Relationships:** The Chair is responsible for directing the development of procedures for broad based recruiting efforts for the most talented upperclass and graduate students available. Affirmative Action guidelines should be adhered to in the admission of students to programs, in the awarding of graduate assistantships, and in recommending students for fellowships.

The Chair is responsible for insuring that the advisement and counseling efforts of the department are maintained and for insuring that procedures for handling student complaints and grievances have been established by the unit and that such procedures are properly followed.

**Fiscal:** The Chair is responsible for insuring that the unit provides a priority for fiscal recommendations for both expanding and compressing programs as related to enrollment needs, research requirements, and the university's statement of scope and mission. The Chair is responsible for the preparation of the budget recommendations for the unit, for
the monitoring of expenditures from funds allocated to the unit accounts and for insuring that all financial transactions are in accordance with university policies.

**Office Management:** The Chair is responsible for administering departmental facilities which should include hiring, supervising, and evaluating staff personnel, establishing and maintaining an adequate file and record system, maintaining equipment, filing reports of departmental inventory to property control, and requisitioning supplies.

**Public Relations:** The Chair is responsible for representing the department and its program in the school, college, university and community-at-large. The Chair is a spokesperson for the unit he or she administers.

Ernest L. Lewis
Associate Vice President-Budget
July 12, 1985
APPENDIX B

Department of Health Education and Recreation
Graduate Director Responsibilities

- Maintain all records of graduate students, including:
  - Initial contact
  - Inquiries
  - Departmental files
- Oversee graduate admissions
- Maintain web page materials regarding graduate programs
- Maintain promotional CD
- Work with graduate school, including:
  - Admissions
  - Graduations
  - Forms, paperwork
  - Thesis/dissertation assessments
  - Liaison with department on policies, deadlines, programs
- Maintain electronic records of students, addresses, emails, advisors, etc.
- Organize, arrange prospectus and dissertation dates, rooms, and uploading prospectus/dissertations to web site for HED 597 students
- Field all inquires about the programs
- Work with chair and other faculty in recruitment of graduate students
- Maintain all records for graduate assistantship applications
- Assist in the review and selection of graduate assistants
- Send out, receive, and tabulate the annual doctoral assessment
- Fill out all forms relative to graduate education (i.e., Graduate School, program evaluations)
- Keep in touch on graduate council recommendations, strategies, policies
- Assist in the training of TAs prior to start of Fall Semester
- Assist in the coordination of the TAs throughout both semesters, including Friday seminars
- Be the intermediary for ALL forms that are sent to the Graduate School or the Dean of the College of Education & Human Services (in other words, all forms come to the graduate director for disbursement)
- Complete assessment for REC 599, HED 599, HED 600
- Conduct doctoral orientation
APPENDIX C

Health Education Curriculum Coordinator
Job Description

To be added.
APPENDIX D

Recreation Curriculum Coordinator
Job Description

The Recreation Curriculum Coordinator is selected by the Department Chair and serves a term of two years unless otherwise noted. The following tasks are the responsibility of the Curriculum Coordinator.

Duties:

Assist the department chair with schedule of classes.

Identify curriculum issues for Recreation faculty program meetings.

Coordinate and facilitate a regular review of the curriculum.

Coordinate processes and the development of products related to program accreditation, approval, certification, or similar reviews.

Coordinate with fieldwork and intern coordinators the deadlines for registration.

Assign students to faculty mentors for distribution in REC 300.

Coordinate the gathering and tally of assessment documents.

Coordinate with Intern Coordinator the distribution and tally of exit survey to all interns and prepare report for annual discussion at the October faculty meeting.

Distribute the alumni employee survey and prepare results for annual discussion at the April faculty meeting.

Participate, on a regular basis, in meetings with the department chair and other program curriculum coordinator.

Meet, as needed, with the department chair and other faculty members.

If necessary, attend meetings related curriculum issues.

Updated November 06
APPENDIX E

Non-Tenured Faculty Promotion Guidelines

To be added.
APPENDIX F

Procedures and Timeline for Awards Committee

To be added.
APPENDIX G

Procedures and Timeline for Personnel Committee

August
Election of new committee members at first fall faculty meeting and appointment by Dept Chair if the term has ended for the sole slot filled by appointment.

October
Selection of Committee Chair who is responsible for calling meetings and setting agendas
Selection of committee member to serve as Primary Liaison to work with staff on operating paper updates.
Identify tasks for the coming year (faculty to be reviewed etc.)
Identify time-line and committee member responsibilities for dept chair evaluation if it is a year for it to occur (Form to use in appendix)

January
Personnel Committee chair requests curriculum vitae and cover letters (limit two pages) from all faculty to be reviewed

February 15
Deadline for Committee Chair to receive materials from faculty
Committee meets and identifies individual committee members to take the lead on drafting the letters if not done at October meeting
All committee members respond to the drafts and final letters are to be signed by all committee members

May 1 Deadline for Personnel Committee faculty members to receive letters from the Personnel Committee
APPENDIX H

Department Chair Evaluation Form

Department of Health Education and Recreation
Faculty Evaluation of Department Chair
2007

Please record (in pencil) your rating for each item using the attached scantron sheet. Feel free to provide comments in addition to your rating on these criteria. Please type written comments on a separate sheet of paper identifying (by numbers) the items on which you are commenting. You may comment on as many of the items as you wish.

0 = No Basis for an Evaluation
1 = Strongly disagree
2 = Disagree
3 = Neither agree nor disagree
4 = Agree
5 = Strongly agree

ADMINISTRATION

The Department Chair:

___ 1. Is appropriately available to department personnel.

___ 2. Shows consideration and fairness in dealing with department personnel.

___ 3. Makes and communicates decisions in a timely manner.

___ 4. Is able to identify issues and seek solutions.

___ 5. Provides for grievances and counterpoints of view to receive fair hearings.

___ 6. Demonstrates short-range planning.

___ 7. Demonstrates long-range planning.

___ 8. Demonstrates understanding of goal and direction of department.

___ 9. Develops and maintains memoranda of understanding with outside agencies.

___ 10. Oversees departmental programs reviews effectively and efficiently.

___ 11. Oversees all program assessment plans effectively and efficiently.

___ 12. Encourages department personnel involvement in decision-making.

Please turn the page over to continue
0 = No basis for an Evaluation
1 = Strongly disagree
2 = Disagree
3 = Neither agree nor disagree
4 = Agree
5 = Strongly agree

___ 15. Manages resources of department efficiently.
___ 16. Identifies department goals and prioritizes them in academic plan.
___ 17. Helps identify programmatic needs.
___ 18. Helps identify means to meet needs.
___ 19. Reviews assignments of personnel on a regular basis.
___ 20. Fairly and impartially administers tenure and promotion polices.
___ 21. Supports department personnel in tenure, promotion, and salary.
___ 22. Delegates authority as appropriate to faculty and staff effectively.
___ 23. Accepts responsibility for delegated work.
___ 24. Has confidence of faculty and staff in the department.
___ 25. Is accessible to faculty and staff.
___ 26. Is accessible to students.
___ 27. Overall assessment of administrative responsibilities:

    1 = Poor performance
    2 = Fair performance
    3 = Undecided
    4 = Strong performance
    5 = Excellent performance

ACADEMIC LEADERSHIP

The Department Chair:

___ 28. Demonstrates ability to articulate goals for department.
___ 29. Supports high academic standards.
___ 30. Has firm commitment to academic freedom.

Please go to the next page to continue.
31. Respects confidentiality of information dealing with personnel and students.

32. Supports faculty in curriculum development.

33. Promotes effective teaching.

34. Promotes scholarly research and creative activity.

35. Supports service within department, college, and university.

36. Encourages and promotes professional growth outside the university.

37. Represents needs and interests of department personnel in academic matters.

38. Supports retention and advancement of qualified department personnel.

39. Follows affirmative action/EEO guidelines in hiring most qualified.

40. Provides guidance and assistance in obtaining space, facilities, and materials.

41. Demonstrates willingness to make decisions and accept responsibility for them.

42. Encourages department personnel to work as a team.

43. Provides leadership for recruitment and retention of undergraduate and graduate students.

44. Shows ability to effect proper student advisement and other services.

45. Projects positive image with other departments.

46. Participates in professional associations, organizations, and activities.

47. Generates external scholarly supports, grants, and/or contracts for department.

48. Shows timely attention to routine tasks.

49. Has an understanding of contemporary problems and issues in the profession represented by the academic discipline.

50. Has a thorough understanding of the various academic programs in the department.

Please turn the page over to continue.
51. Overall assessment of academic leadership.

1 = Poor performance
2 = Fair performance
3 = Undecided
4 = Strong performance
5 = Excellent performance

FISCAL RESPONSIBILITIES

0 = No basis for an Evaluation
1 = Strongly disagree
2 = Disagree
3 = Neither agree nor disagree
4 = Agree
5 = Strongly agree

The Department Chair:

52. Makes known allocation of department resources.

53. Manages resources of department efficiently.

54. Shows equity in distribution of support costs.

55. Shows equity in distribution of funds (e.g. travel allocations).

56. Represents fiscal needs and interests of the department.

57. Overall assessment of fiscal responsibilities

1 = Poor performance
2 = Fair performance
3 = Undecided
4 = Strong performance
5 = Excellent performance

PUBLIC RELATIONS

The Department Chair:

58.Projects a positive image of the department to the university community.

59. Projects a positive image of the department to the college.

60. Supports relationships and academic connections with other departments.

Please go to the next page to continue.
0= No basis for an Evaluation  
1= Strongly disagree  
2= Disagree  
3= Neither agree nor disagree  
4= Agree  
5= Strongly agree

61. Supports relationships with external organizations and professional associations.


63. Maintains good rapport with college administrative staff.

64. Overall assessment of public relations.

1= Poor performance  
2= Fair performance  
3= Undecided  
4= Strong performance  
5= Excellent performance

COMMUNICATIONS

The Department Chair:

65. Builds and maintains high morale in the department.

66. Disseminates information about new developments in a timely manner.

67. Encourages and facilitates communication within the department.

68. Responds promptly to requests for information.

69. Has sufficient contact with faculty and staff.

70. Communicates effectively.

71. Conducts meetings in a fair and effective manner.

72. Overall assessment of communication.

1= Poor performance  
2= Fair performance  
3= Undecided  
4= Strong performance  
5= Excellent performance

Please turn the page over to continue.
2= Disagree  
5= Strongly agree

PERSONAL ATTRIBUTES

The Department Chair:

____ 73. Makes objective decisions on departmental issues.

____ 74. Is open for suggestions and constructive criticism.

____ 75. Works with others in a cooperative and professional manner.

____ 76. Offers advice, criticism, and encouragement when appropriate.

____ 77. Responds to situations and to others in a professional manner.

____ 78. Exhibits poise and self confidence.

____ 79. Recognizes faculty and staff accomplishments.

____ 80. Has my respect.

____ 81. Is honest with me.

____ 82. Presents an appropriate appearance.

____ 83. Overall assessments of personal attributes:

1= Poor performance  
2= Fair performance  
3= Undecided  
4= Strong performance  
5= Excellent performance

Thank you for completing the evaluation.
APPENDIX I

DEPARTMENT OF HEALTH EDUCATION AND RECREATION

Statistics Requirement for the Ph.D. in Education
with a Concentration in Health Education

The minimum research tool requirement for all Ph.D. candidates in health education shall be completion of Educational Psychology 506 and one course in quantitative or qualitative methods. The course of study must include one additional research methods course (if the research tool is quantitative, the additional research methods course must be qualitative and vice versa). A “B” average is required in the three courses. Substitution of equivalent statistics courses or a competency examination must be processed as a waiver with a petition letter written to the Department Chair, endorsement by the student’s doctoral committee chair, and forwarded to the Dean of the College of Education and Human Services for approval.

This policy should not discourage the inclusion of other research tools in the student’s program or limit the number of statistics courses the Ph.D. student should take.

The course work to meet the research tool requirement (EPSY 506 plus one quantitative or qualitative methods course) is not applicable toward the sixty-four hours minimum requirement for the Ph.D. in Education. The third research methods course is to be counted toward total hours for the degree.

Adopted 10 October 1979
Revised June 1997
Revised Summer 1998
Revised Summer 1999
Revised Fall 2000
APPENDIX J

DEPARTMENT OF HEALTH EDUCATION AND RECREATION

Health Education 471

Each graduate assistant in health education must register for HED 471-2 Health Education Instructional Strategies. This course is generally scheduled for two hours each week (currently on Fridays from 10 a.m. to 11:50 a.m.). It is designed to enhance professional skills of those responsible for teaching. This course is required of all health education graduate assistants each semester they are on contract with the Department of Health Education and Recreation.

Note: HED 471 has not been offered since 1999.
APPENDIX K

DEPARTMENT OF HEALTH EDUCATION AND RECREATION

Policy Guidelines for Research in HED 101 Courses
Taught by Teaching Assistants

Our core curriculum courses (particularly HED 101 and some undergraduate courses) frequently are identified as possible data collection pools for research conducted by students, faculty, and other campus offices (e.g., theses, dissertations, HED 533 assignments, faculty projects). Surveys that take even part of a class session may compromise what instructors wish to accomplish. Additionally, at times some students enrolled in our courses and/or their parents have voiced opposition to participating excessively in research during class time. Due to limited time (two hours per week for HED 101 courses) coupled with the volume of material covered in these classes, guidelines were established to protect the integrity of our courses. For HED 101 classes taught by graduate teaching assistants in the Department of Health Education and Recreation, the following policy should be followed:

A. Each TA instructor will be asked to participate in research projects:

1. only on a voluntary basis.
2. preferably only once but not more than twice per semester (i.e., students possibly will be asked to complete surveys only one or two times in a semester).

B. Researchers should provide to the HED 101 coordinator:

1. Brief explanation of how the research can be integrated into the course(s) being surveyed. For example, a researcher could submit to the participating TAs a list of activities or discussion items related to the research project, or, time and resources permitting, provide the results of the study to the TA for discussion purposes.
2. Cover letter explaining.
   a. Purpose of the study
   b. Desired sample size (include rationale)
   c. Length of time to complete instrument
   d. Evidence of approval by Human Subjects review (when appropriate) no later than seven (7) days prior to data collection
   f. Name(s) of researchers
3. Data collection instrument in its final form and any available psychometric information about the instrument.
C. Proposals must be submitted to the HED 101 coordinator at least thirty (30) days before data collection begins.

Requests will be reviewed and responded to within two (2) weeks. If additional information or clarification is needed, please contact the coordinator for Human Health at 618-453-2777.

Revised 30 January 1991
Updated July 1997
APPENDIX I

DEPARTMENT OF HEALTH EDUCATION AND RECREATION

Office Procedures and Practices

The following are standard office procedures in the Department of Health Education and Recreation for all faculty, staff and graduate assistants.

Work Requests

A work request form must be completed and attached to all work. All job assignments are scheduled in order of receipt. Class work (course outlines, tests, etc.) has first priority.

Except in unusual circumstances, one should give at least two weeks (10 working days) for long or involved materials and three days (24 working hours) for brief items if office support staff is to type them.

Final exams, midterms, and tests must be turned in at least three (3) working days before the date needed if support staff is to type them. The instructor must handle any make-up tests. Office support staff does not give nor monitor exams.

Manuscripts should be turned in ten (10) working days before the due date. Class work has priority over manuscripts and papers. Manuscripts can also be sent to the Information Processing Center for typing. However, such requests must be processed through the departmental support staff.

Work already typed must be turned in at least eight (8) working hours in advance of date needed.

Graduate assistants are allowed 20 pages of handouts per semester (when duplication is required by support staff). Course outline, syllabus and tests do not count against this total.
**Xeroxing**

Xeroxing is limited to materials for use by faculty and GAs for teaching, research and service activities; xeroxing must be turned in at least **eight (8)** working hours in advance of the due date and should not be requested “on the spot.” Faculty are limited to 500 xerox copies per semester and graduate assistants are limited to 100 copies per semester if done in the departmental office. Copies can be made in the Information Processing Center until such time as our departmental limit is reached. However, such requests must be processed through the departmental support staff.

**Supplies**

Due to the high price of supplies and a limited budget, we must keep a careful inventory. All items are to be checked out through support staff and are to be used for departmentally supported classes/activities.

**Keys**

All key requests (for desks, office, main office, building) must be processed through the support staff (see Joyce Ambler). All keys are to be turned in once an appointment period is completed.

**Computers**

Students may not use computer equipment in faculty offices unless a student is assigned to a particular faculty member as a research assistant, and only research-related work may be done on the computer equipment.

The computer equipment in Pulliam 108 is for use by graduate assistants with priority being given to materials for classes they are teaching or for research for which they are assisting faculty members. Computer equipment in 108 is not to be used by other students in the program, as a number of facilities are available across the campus for student use.

The computer equipment in Pulliam 307 (the main office) is for use by the departmental support staff only. The departmental laptop computers are stored in Pulliam 307I and may be checked out by faculty through the office staff.

Fred Hees is employed to assist those housed in Pulliam Hall with computer operations and maintenance. He is available through a beeper by dialing 9-351-2150 (hear a ring followed by a short beep; then punch in your seven-digit telephone number and hang up). Fred will return calls at his earliest convenience. You may also leave a written message in his departmental mailbox or send message by e-mail (fhees@siu.edu).
Library/Conference Room

The conference room is to be scheduled through the support staff for meetings, thesis defenses, previewing films, etc. Classes are not to be scheduled in the conference room. Library materials are available for student use but may not be taken or checked out from the area. Drafts of dissertation prospectus and oral defense documents are available in this area for students registered in HED 597.

Pulliam 108

Pulliam Hall 108 has been assigned to the Department of Health Education and Recreation for use by graduate assistants. Individual office spaces are assigned to GAs on an academic year basis for their use in preparing class materials for the courses for which they have been assigned teaching responsibilities, meeting with individual students, research-related responsibilities, and conducting departmental business. The computers in Pulliam 108 are for graduate assistants only with priority being given to materials for classes they are teaching or for research for which they are assisting faculty members. Department sponsored organizations may be assigned carrels if space permits and use policies will be reviewed with the organization chair/president each fall.

Graduate assistants are expected to maintain at least 6 office hours per week for meeting with students, other GAs and faculty.

Audio-Visual Equipment

All audio-visual equipment, including overhead projectors, VCRs, DVD players, videos, television sets and camcorders may be reserved by persons having faculty, staff or teaching assistant status in the Department of Health Education and Recreation.

Equipment, films and video programs are for use in classes taught in the Department of Health Education and Recreation.
Equipment/Materials

All Resusi-Annies, first aid supplies, equipment, models, etc. are locked in the first aid cabinets in Pulliam 316. First aid materials are to be used for HED 334 or 434 classes only. Peggy Wilken is the first aid coordinator.

All outdoor recreation equipment is stored in Pulliam 19J. Equipment is to be used for outdoor recreation leadership classes: REC 331, 335, 431 and special topics relating directly to outdoor pursuits. Jim Glover is the contact person for access to this equipment.

The Department has three sport wheelchairs for use by students in Recreation and Health Education courses, with the Recreation 303 course having priority. All requests for use of chairs must be cleared in advance by Marjorie Malkin or the GA assigned to Recreation 303. A written memo is required specifying the chairs to be borrowed and the dates of use.

Mail

Mail is received in the office during the morning hours. Outgoing mail must be left in the "Outgoing Mail Tray." Campus mail goes in the buff colored envelopes and must include the appropriate mail code. Personal (stamped) mail may be placed in the outgoing mail basket.

Telephone

Each faculty/staff member has a separate telephone line and number. Individual telephone numbers are not published but faculty may give their number to persons they wish to have access to their personal line, especially after regular office hours or on weekends. Graduate assistants (in Pulliam 108) have two separate telephone lines available. Telephone messages are placed in mailboxes in the main office area as received. Voice mail in the main office is activated during the evenings and on weekends. Messages left will be directed to the appropriate person. GAs have an answering machine in 108 which they may activate when appropriate.

FAX Machine

The fax machine (618-453-1829) receives 24 hours a day, seven days a week. Information may be sent from this office between the hours of 8 a.m. and 4:30 p.m., Monday thru Friday. Faculty must complete the appropriate form, attach the information to be sent, and place the material in the work request box for processing.
Office Hours

A form is distributed to faculty and graduate assistants each semester requesting office hours, class schedule, home address and home telephone number. Faculty and GAs are requested to return the information to the office staff by the end of the first week of classes each semester. Copies of the complete listing will be available for anyone who would like a copy.Faculty who wish to have students schedule appointments during their office hours through the support staff may do so by informing Joyce Ambler. Faculty are encouraged to post office hours on their office door each semester. As per the Faculty Association contract, a minimum of six hours of office hours over a minimum of three days is required.

Travel Vouchers

Travel expense vouchers are to be submitted within 10 days from the date of the travel or by the end of the month. Faculty members must complete the white work copy of the travel form (available in tray in mail room) including name, address, social security number, purpose of trip, time and dates of travel, points of departure and destination, mode and cost of travel, hotels, and miscellaneous expenses. When a faculty member uses a rental car, a written justification must accompany the travel voucher. The completed work copy, along with all original receipts, should be given to Program Administrative Assistant or placed in her mailbox for review and processing. Questions regarding reimbursable expenses should be referred to the Program Administrative Assistant.

Absence Requests/Illness

Each time a faculty member or graduate assistant finds it necessary to miss or be absent from a class or the office or other assigned responsibility, an Absence Request form must be completed and filed with the Department Chair (for graduate assistants the request must first be approved by their coordinator). The staff member must indicate how his/her teaching or other responsibilities will be carried out during the absence. Absences from the campus on official duties should also be reported through the use of the absence request form. Such requests should be given to the Department Chair at least one week in advance of the scheduled absence. Absence request forms are available in a tray in the mail room.

Civil service employees must complete a "Request for Vacation - Report of Absence with Pay" prior to any requested vacation or leave. Sick leave time should be reported immediately upon returning to the workplace.
Support Staff Major Duties/Responsibilities

To assist faculty and GAs in completing their assigned responsibilities, we have listed some office procedures/functions and persons responsible for those procedures/functions. This listing may help expedite work that needs to be completed.

Program Administrative Assistant

- Compile and prepare department reports, i.e. Annual Reports, Good News
- Maintains and updates department policybook
- Prepare and process personnel contracts
- Maintain personnel records on faculty, civil service, and graduate assistant
- Assist in departmental efforts in recruitment and hiring of faculty following all University guidelines, i.e. maintaining applicant status, interview schedules, assist with faculty promotion and tenure dossiers.
- Enhance and monitor Department’s Web page
- Provide basic computer support; act as liaison between department personnel and COEHS computer specialist
- Create and maintain departmental databases
- Process grad changes for all courses
- Provide faculty with closed class cards
- Prepare and process internship contracts
- Schedule classes each semester
- Coordinate faculty evaluations each semester
- Order equipment
- Process travel expense vouchers
- Coordinate graduate/teaching assistant assignments each semester
- Schedule classrooms, special meeting spaces, etc.
- Monitor expenditures and maintain records for departmental accounts and COEHS Support Accounts
- Coordinate production of graduate newsletter
- Assist in planning department events (e.g. symposium, etc.)
- Coordinate and develop department public relations
- Prepare and distribute faculty course evaluation packets; compile results
Office Administrator (Secretary to the Chair)

- Assistant to the chair, including scheduling appointments, meetings, conference calls, sorting and distributing mail, and preparing correspondence
- Assist in preparation of reports
- Record minutes for program and faculty meetings
- Assist with off-campus program
- Hire and supervise student workers
- Provide information to callers and visitors to the department
- Monitors equipment needs
- Oversee checkout and maintenance of equipment
- Troubleshoot minor computer problems and serve as liaison with the computer specialist
- Order textbooks
- Maintain inventory records and insurance
- Coordinate faculty and graduate assistant office assignments
- Distribute keys and maintain key inventory
- Collect and compile office hours schedule for faculty and Gas
- Compile curriculum assessment data
- Keep current file of faculty curriculum vitae
- Compile course/instructor evaluations of graduate assistants
- Prepare fieldwork and internship correspondence
- Order office supplies and forms

Updated April 2007