Operating Paper
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APPENDIX D DIRECTOR EVALUATION OF THE REHABILITATION INSTITUTE
Summarized herein is a composite of current policies and procedures that govern the operations and functions of the Rehabilitation Institute. Within the limits set by the Statutes, the Administration of the University and the legal mandates of contracts with the Faculty Association, the Institute operates with as much flexibility and freedom as possible—in a form of shared governance. This policy, of course, pervades all its degree programs and subunits.

I. Mission

The kind of life we make for ourselves is very much dependent on the options we exercise and the resources we mobilize now and in the future. The basic assumption that guides the Rehabilitation Institute has been stated as follows: The Rehabilitation Institute shares the conviction that higher education must assume a vital and active role in integrating social and economic challenges of society. It recognizes and appreciates the well-articulated thesis that we often jeopardize our chances for realizing a full and satisfying life and possibly our very existence. The basic premises undergirding this philosophy imply that in its own way the Institute can, through its internal structure and its programs, become a factor in shaping social and environmental conditions so that we can live with more dignity and sense of fulfillment. Therefore, the Institute is committed to the improvement of socio-cultural conditions, economic concerns, and the enhancement of the quality of life we face now and in the future.

More specifically, the mission of the Institute includes these:

A. To prepare students to function as action-oriented practitioners concerned with and
capable of dealing with the three major elements of rehabilitation: person, behavior, and environment.

B. To provide a flexible model for rehabilitation education and training which, in addition to a rigorous course of study in the classroom, includes practical work in community agencies and institutions where a student interacts directly with clients and their needs under the supervision of an Institute staff or faculty member;

C. To develop and provide programs of education, research, and service to assist the community, region, and nation in dealing with special needs and to assist persons in living as independently as possible.

D. To make contributions, through its faculty, to local, state, and national organizations concerned with rehabilitation and to further the field of rehabilitation by publication of research findings and conceptual studies.

In summary, the goals of the Rehabilitation Institute are to educate students, encourage faculty research and service, and engage in mutually useful programs with other units of the University and with local and national agencies and institutions in the various areas of rehabilitation.

II. Governance

A. The tenured and tenure-track faculty in the Rehabilitation Institute are the policy making body and the voting faculty on all matters. Governance will use innovative designs for administering the Institute, which will give the faculty and staff a maximum amount of involvement in decision making. Policies will be considered and voted on by the faculty in an open forum. Proxies, in writing, will be accepted for any open forum vote in a
faculty meeting. Voting/balloting via mail, when deemed appropriate and voted as such
by faculty, will be conducted by secret ballot. Policy implementation shall be handled
more appropriately by the Director and/or committees or be delegated to the program
faculty of individual units.

B. Internal Policy & Procedures

The following list identifies policies and advisory groups responsible for Rehabilitation
Institute faculty policies and procedures that are consistent with College and University
regulations. The Director is a non-voting Ex-Officio member of all advisory groups,
except as noted otherwise.

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1. Director. The Director is a tenured Professor or Associate Professor of the Rehabilitation Institute, who may choose to participate in the teaching and research activities of the Rehabilitation Institute. S/he works in consultation with the Rehabilitation Institute faculty and is
ultimately responsible to the Dean, College of Education and Human Services, for all matters pertaining to the activities of the academic programs—i.e., the doctoral program, four master's programs, and two undergraduate programs. He/she oversees teaching activities, curriculum development and review, and research and service programs to accommodate faculty, students, staff, and interests of the Institute.

The Director oversees recruitment, hiring, and orientation of new faculty members in accordance with the Personnel and Affirmative Action policies of the University. He/she encourages faculty and staff development, provides opportunities for growth and high performance, and in conjunction with appropriate committees reviews faculty and staff performance annually or as necessary to recommend annual salary increases, promotion, and/or tenure. The Director provides administrative oversight to ancillary programs that support the academic mission of the Rehabilitation Institute.

The Director conducts the final review of state budget requests and grant applications prior to submission. Funding is via state allocation, federal grants, research proposals, etc. The Director insures that all expenditures are monitored appropriately and transactions are carried out in accordance with University and granting authority guidelines. At each Fiscal Officer Committee meeting, the Director reviews tentative budget information and twice yearly, in December and May, will submit overhead expense summaries to the faculty.

The Director represents the Institute and its programs to the University, the surrounding community, and public, private, and governmental agencies. The Director also engages in professional rehabilitation service activities in the community, state, region, nationally and internationally. He/she serves as a liaison between the Institute and governmental agencies that furnish a major portion of the Institute's financial support. Most important, the Director provides
leadership to faculty and staff in achieving the overall aims and objectives of the Institute.

A. Selection and Evaluation of the Director

Evaluation. A written evaluation of the Director by the Faculty is conducted after two years (see Appendix E). The Academic Coordinators are responsible for conducting the evaluation. The results of the evaluation will be provided as feedback to the Director, to the RI faculty, and the Dean of the College.

Vote of Confidence. A Vote of Confidence of the Director by the Faculty is conducted every three years. The Academic Coordinators are responsible for conducting the Vote of Confidence. The results of the Vote will be provided as feedback to the Director, to the RI faculty, and to the Dean of the College.

Given the results of the 3-year Vote of Confidence, the Dean of the College of Education and Human Services, may, in consultation determine that a search for a new Director is appropriate. This process continues to recognize the traditional role of the faculty to make evaluative judgments with respect to academic administrators, and in the selection of academic administrators. The Director may reapply, if s/he so wishes for the position, among other candidates.

The Dean, in consultation with the faculty, may appoint an Acting Director who shall be a tenured faculty member at the rank of Professor or Associate Professor. The Acting Director will assume all duties of the Director until a new Director can be appointed by the Dean in accordance to the College of Education and Human Services Operating Papers, and in accordance with the search process described below.

Search Committee. The Search Committee will begin a search for a suitable Director whenever a majority of the tenured and tenure-track faculty identify “No Acceptable Candidate”
for the position within the RI. The Academic Coordinators will elect one of their number as Chair of the Search Committee. The Chair will convene a faculty meeting to select the other members of the Search Committee in consultation with the College Dean. The Search Committee will be comprised of at least one representative from each academic program, a member of the civil service staff, a member of the AP staff, a distinguished alumna/us, a distinguished student, and other constituency group representatives as deemed appropriate by the faculty and the Dean or Dean-designate. A majority of the Search committee must be tenured or tenure-track faculty members.

**Applicant Screening.** The Search committee will screen the applicants with advice from the faculty and College Dean. The Committee will present to the faculty a list of names, with appropriate documentation, of the top five to seven applicants. The Search Committee Chair will oversee a secret ballot by the faculty concerning the acceptability and rating of each applicant. The Search Committee will present the names of the three candidates receiving the highest rating (provided each is acceptable to the majority of faculty voting) to the College Dean with a request to interview each of them. The Search Committee will break any ties in the balloting.

**Preference Vote.** After the interviews are completed, the Search Committee will arrange a meeting with the faculty, and the College Dean, to discuss the candidates. The Chair of the Search committee will then conduct a secret ballot of the faculty asking for a ranking of the candidates and whether or not each candidate is acceptable. In a separate ballot the tenured and tenure-track faculty will vote on whether or not tenure is recommended. Providing that a candidate has been found acceptable by at least 60% of the tenured and tenure-track faculty, the candidates receiving the most favorable ranking will be recommended to the College Dean for the position of Director.
No Acceptable Candidate. If the preferred candidate does not accept the offer of the position or none receives the required support of the faculty, the Chair of the Search Committee will arrange a meeting of the faculty and College Dean to initiate a new search.

2. Assistant to the Director. Administrative duties may be assigned by the Director to a full-time faculty member and ordinarily do not involve more than 25% reassignment time. The Assistant may be assigned regular responsibilities, particularly in relation to new programs or policy development.

3. Academic Coordinators. Academic Coordinators are tenured members of the Rehabilitation Institute faculty and members of the Academic Coordinator Committee. Each represents a degree program and reports to the Director. Coordinators of graduate level programs are the Directors of Graduate Study as defined by the Graduate School. Their duties include, but are not limited to, overseeing academic programming, and assisting in faculty research, faculty personnel matters, student relationships, and fiscal activities.

Each Academic Coordinator is responsible for collaborating in curriculum development, implementation, and scheduling, insuring that the program curriculum is reviewed on a regular basis and changes are recommended as needed.

Each Academic Coordinator assists the Director in recruiting activities for program faculty and in student recruitment for his/her unit; supervises applications, screening, admission of students, and advisor assignment; and serves as a faculty-student liaison. He/she directly supervises the student organization(s) and recommends students for financial support and assistantships.

Each Academic Coordinator is elected by Faculty of his/her degree program. In the event an election is not possible, an Acting Coordinator may be appointed by the Director to fulfill
selected duties of the Coordinator. Issues impeding the election of a Coordinator must be addressed by program Faculty and the Director in a timely manner and a properly elected Coordinator installed as soon as possible.

Each Coordinator is evaluated by Faculty of his/her degree program every three years at the conclusion of Fall semester. The evaluation is based on Coordinator duties described in this Operating Paper and other duties agreed upon by the Director, program faculty, and Coordinator. The evaluation is initiated by the senior faculty member of each program and the results are reviewed in consultation by the Director, Coordinator, and program faculty. Evaluation of the Coordinators of the Doctoral Program and the Undergraduate Program is initiated by the Director and conducted by the entire Faculty because of the Institute-wide involvement of these Programs.

Academic Coordinators may serve as fiscal officers or supervise fiscal activities related to their programs. They encourage faculty to seek external funding for the program and act as liaison with governmental or other external agencies. They delegate to the appropriate staff the review and maintenance of accounts under the staff's control, but take primary responsibility in preparing grant applications and determining budget needs. Other supportive functions of the academic coordinators include committee assignment, review of mini-sabbatical requests, program-review participation, conducting unit meetings, and coordination of intra-unit projects.

4. Fiscal Officers. Assignment of fiscal officer responsibility to full-time faculty or staff is determined by account purpose and/or funding source. The fiscal officer prepares budget recommendations and/or grant applications for submission to the Director and Dean, College of Education and Human Services. Fiscal officers review and authorize expenditures for grants and projects under their control and insure that all fiscal transactions are in accordance with Institute, University, and/or grant guidelines.
Institute fiscal officers delegate to the appropriate clerical staff the following: payroll verification, fringe benefit report reconciliation, inventory verification, and reconciliation and verification of monthly financial reports. Management of Institute records may be delegated to the appropriate staff along with the review of expenditures in the fiscal officers absence. Fiscal officers may be involved in recruitment, hiring, and supervision of personnel funded through their resource allocation. Student worker selection and supervision is delegated to the program secretary or appropriate staff.

D. Standing Committees

Faculty membership in existing departmental committees is recommended by the Academic Coordinator Committee and voted upon by the full faculty. New standing committees are to be voted on by full faculty. Generally, standing committees are formed on a permanent basis to study and make recommendations to the faculty and Director concerning ongoing concerns of the Institute. Committees do not make Institute decisions or policy, all committee matters of import must be presented at full faculty meetings and voted upon. Interested faculty are invited to attend any meeting and present any item for discussion. Whereas the respective program faculties act on all matters as a whole, and consensus is sought, the standing committees include, but are not limited to: Executive Committee, Academic Coordinator Committee, Fiscal Officer Committee, Promotion and Tenure Committee, Productivity Committee, Teaching Effectiveness Committee, Long-Range Planning Committee, Safety and Security Committee, Equipment Committee, Operating Paper Committee, and Travel Committee.

1. Executive Committee. This committee, which acts as an overview body to the Director, usually composed of academic coordinators, service coordinators (EDC, 12-Ways, RCEP, etc. & fiscal officers), varies at the discretion of the Director depending on the Institute issues
to be addressed.

2. **Academic Coordinator Committee.** The Academic Coordinator Committee is composed of the elected Academic Coordinators and the Director. Program faculties and the professional/clerical staff direct recommendations regarding academic program matters through their Academic Coordinators to the committee and the Director. The Director may delegate his/her authority to the committee, individual coordinators, or to the faculty as a whole. Every effort will be made by Academic Coordinators to seek a consensus of their faculty, particularly on policies and procedures for which the committee has primary concern. Although Academic Coordinators may delegate authority to the faculty and respond to opinions and suggestions from their constituencies, they will be ultimately responsible to the Director for all functions of their academic program. The Academic Coordinator Committee serves as an oversight advisory body to the Director.

   Committee meetings will be held at least once a month. The Director will solicit suggestions, prepare the agenda, and summarize the transactions in the form of minutes for distribution to the faculty/staff. *Roberts' Rules of Order* will be used to govern the conduct of the meeting.

3. **Fiscal Officer Committee.** The Fiscal Officer Committee is composed of faculty or staff determined by account purpose and/or fund source. These individuals are service coordinators, project directors, principal investigators, etc., who advise the Director on fiscal, grant, staff, and related matters. At Fiscal Officer Committee meetings, which may be held monthly, the Director reviews tentative budget information.

4. **Promotion and Tenure Committee.** The Rehabilitation Institute is composed of six academic degree units with similar orientations and goals, each having elected representation
on the Promotion and Tenure Committee (elected in August to serve beginning Fall) which includes all full professors. If an academic unit does not have a full professor, that unit will be represented by a senior associate professor. The purpose of this committee is to recommend to the Director and faculty those individuals who are eligible to be considered for either promotion or tenure.

It is the responsibility of the committee to secure, review, and evaluate the dossiers of applicants for promotion and/or tenure. In consultation with the Director, the candidate is responsible for completing the dossier and collecting and submitting the evidence required. No information can be added to the dossier after it has left the departmental office. It will be the responsibility of the committee to poll in a secret final ballot appropriate faculty to assist in determining the eligibility of candidates for promotion and/or tenure. (In the case of applicants for the rank of professor "appropriate faculty" will include all full professors; for those seeking the rank of associate professor, "appropriate faculty" shall include all full and associate professors).

All tenured faculty will be polled for their recommendations regarding tenure decisions. The Promotion and Tenure Committee will submit its recommendations in writing to the Director. The candidate for promotion and/or tenure will be given the right to review these recommendations and the results of the "appropriate faculty" secret vote. The faculty member, who may withdraw his/her request for promotion and tenure at any time in the process, is to be notified by the Director of the recommendations to be forwarded. It must be clear that this reference is only to consideration for promotion prior to the time the dossier leaves the department. A promotion dossier may not be withdrawn after it has been forwarded to the Dean. With respect to tenure, a faculty member facing a mandatory tenure
review may not withdraw his or her tenure document at any time. A faculty member requesting an early tenure decision may not withdraw the dossier once the tenured faculty have completed their review and vote. The committee will function within the guidelines established by the Rehabilitation Institute as set forth in this paper and those set forth in the current College Guidelines and Faculty Handbook.

5. **Productivity Committee.** This committee is composed of faculty representatives elected from each of the academic units. They are elected in August to begin serving Fall. The committee reviews and updates the Productivity Form (see Appendix A), with faculty input for recording faculty productivity and relating productivity to merit increases and promotion and tenure. Once a year the Productivity Committee submits to the Director and Academic Coordinator Committee the results of faculty productivity data.

   Faculty workload is determined by Faculty Association contract and the traditional definition of “class” by the “5-10-15” rule. The 5-10-15 rule, as indicated in Appendix A, determines that for any graduate level 500-600 course that at least five students at three credits constitute a “class.” For a 400 level class, 10 students or more, at three credits, are required for a “class”, and for 300 level and below classes the total of students at three credit hours is at least 15. For experiential and individual offerings the same 5-10-15 rule holds but the number of registrations may be added to total 5-10-15.

   **Merit policy and procedures.** Merit is assigned based solely on the criterion-referenced grading currently produced by the Productivity Form (i.e., 1 = Good, 2 = Very Good, 3 = Excellent). Additionally, on the Rating form 0 = ratings for those who did not submit productivity forms, or fewer than two semester forms to determine productivity, and X = to account for those on Sabbatical, sick leave, etc. and for whom extrapolation from the last
three years will be used.

The formula for assigning Merit, and, hence merit raise monies, based on the 3 point grading will be:

Merit Raise - Faculty Grade / 3 * Institute Merit Average  

(See Appendix C)

Subsequent merit dollars freed up after initial awards should be distributed equally among faculty having grades of 3. Specifically, the process of assigning merit is:

a. Faculty with grades of 3 should receive 100% of the merit raise average.

b. Faculty with grades of 2 should receive 2/3rds of merit raise average.

c. Faculty with grades of 1 should receive 1/3rd of the merit raise average.

d. Faculty with grades of 0 should receive no merit raise.

e. Any extra merit money that is freed up due to raises at grades 0, 1 or 2 should be distributed equally (via dollar amount, not percentage) among all faculty with grades of 3.

To document and inform the faculty about the implementation of the merit formula, a merit raise report will be generated by the Director. The report will detail information for each faculty, providing either faculty name or identification number, the percentage of the merit raise awarded, and the dollar amount of the award. This report will be provided to the Productivity Committee, who has previously supplied the faculty ratings, and to the Academic Coordinator Committee.

6. Teaching Effectiveness Committee. This committee is responsible for the continuous evaluation of teaching quality. Composed of faculty representatives from each academic unit, the committee is charged with administering the Instruction Evaluation Form (IEF) (Appendix B) and distributing the findings to individual faculty, academic coordinators, and the Director.
7. **Long-Range Planning Committee.** The committee is composed of faculty from the six academic units. The committee examines, reviews, and develops long-range policy, procedures, plans, and trends concerning the future of the Institute. Its reports and recommendations are submitted to the Director and faculty.

8. **Equipment Committee.** The committee is composed of faculty from the six academic units. The committee secures, plans for, orders, distributes, and monitors Institute teaching or service equipment used by Institute faculty, staff, and students.

9. **Operating Paper Committee.** To be chaired by the RI Faculty Association department representative or a senior faculty. Voting faculty (tenure & tenure-track) and Director may, at any time, submit in writing proposed changes to the RI Operating Paper. The Committee will examine all proposals, vote to recommend or not recommend, and will bring forward, at the next normally scheduled monthly RI Faculty Meeting the proposal for change and committee deliberations for full faculty vote. Any changes in the RI Operating Paper must be approved by the majority of Faculty eligible to vote, and then sent to the Dean of the College of Education and Human Services by the chair of the RI Operating Paper Committee.

10. **Travel Committee.** The committee is composed of elected faculty representatives from the six academic units (elected in August to begin serving Fall). Relative to provisions, conditions, and reimbursement for travel, the committee is governed generally by the University Travel Regulations.

   **Policy for state funds allocated to the Institute not related to grant travel funds:**

   a. The Travel Committee will be chaired by the Director and is responsible for recommendations concerning state appropriated travel funds to faculty.

   b. Director's Fund: A portion, recommended by the committee, is to be set aside exclusively
to fund these activities: grant-seeking activities, i.e., travel to seek external support for grant applications; marketing and visibility, i.e., travel to promote the RI to prospective customers; unanticipated needs. The Director must request state-appropriated travel funds from the committee.

In general, these are the priorities for travel:

- Professional leadership, i.e., travel for participation in leadership functions in professional organizations.
- Invited and accepted professional presentations.
- Professional faculty development, i.e. travel to conferences, meetings and seminars for reasons other than grant-seeking, marketing and visibility, and to make presentations; or travel to arrange data collection.

d. Allocations: At the beginning of each fiscal year, the committee will ask the Academic Coordinators to provide it with a list of scheduled conventions. Then a survey will be sent out to faculty to solicit sufficient information to help determine priorities. In making allocation the committee will take into consideration the following factors: Faculty practicum or internship reimbursement, i.e. travel to field sites, to set-up field experience or provide supervision; professional contribution, nature of the organization, benefit/visibility for the Institute, cost and geographic distance, and frequency of requests from individual faculty members.

e. Rehabilitation Institute state-appropriated travel money is for faculty only.

11. Ad Hoc Committees. Such committees may be initiated and appointed by the Director or by individual units. Ad hoc committees function under the same premises as standing committees, except that the former are typically created to make recommendations to the
Director and faculty on a specific matter; once that function has been completed, the committee is dissolved.

III. Faculty/Staff

Matters relating to recruitment, tenure, promotion, and fringe benefits are governed by the SIU-C statutes, contractual agreements with the Faculty Association, and by policies established by the Rehabilitation Institute, the College of Education and Human Services and the Office of the Vice Chancellor for Academic Affairs and Provost.

Faculty Meetings

Full faculty meetings will be held each month of the year. Meetings will be held even if it is determined at the beginning that a quorum (half or more of the tenured and tenure-track faculty) does not exist and that hence formal voting cannot be conducted. The Director will solicit suggestions for an agenda, and distribute the agenda two days before the faculty meeting. The agenda will include a listing of all Calendar items for the current semester. A report from each committee, Standing and Ad Hoc, will be solicited at each meeting. Subsequently minutes of the meetings will be distributed to all faculty within 10 days of the next monthly faculty meeting wherein the minutes from the previous meeting will be approved by a voice vote as the first order of business at the subsequent meeting. In the absence of the Director the monthly faculty meeting will be conducted by the Academic Coordinator with the most tenure as a program coordinator. Roberts' Rules of Order will be used to govern the conduct of the meeting.

IV. Grievances

Policies and procedures outlined in the Bylaws and Statutes of the University, and contract obligations with the Faculty Association shall prevail. Every effort should be made to resolve differences at the program faculty level. If differences cannot be reconciled at that level, the
individual may submit, in writing, his/her grievance, as outlined in the contract by and between the Board of Trustees of SIU and the SIUC Faculty Association.

V. Appointments to the Institute

All tenured and tenure-track faculty appointments to the Institute Faculty will have an earned doctorate in an appropriate discipline from an accredited institution. All personnel appointments, including graduate assistantships, are tendered by the Director. Authority to negotiate for graduate assistants is delegated to Fiscal Officers who may conclude with the graduate students the terms/conditions of the appointment. Negotiations with prospective faculty relative to terms/conditions are reserved for the Director and Dean.

VI. Promotion and Tenure

A. General Policy

Tenure and Promotion is governed by the Agreement entered into by and between the Board of Trustees of SIU and the SIUC Faculty Association.

While the Rehabilitation Institute consists of six academic degree-granting programs, faculty hold rank and tenure within the Rehabilitation Institute and not within a specific academic degree program. Decisions regarding promotion and tenure will include both a quantitative and qualitative evaluation of a faculty members' performance in four areas of scholarly activity:

Teaching effectiveness

Research and publication activity

Professional service and development

Public and university service
A major function of this university is education; thus, teaching effectiveness has high priority. The Rehabilitation Institute is part of the Graduate School and graduate study implies research and publication. Southern Illinois University Carbondale is also a Carnegie Foundation Research II institution which offers both undergraduate and graduate degrees; research and publication are central to the mission of the University. Research, in and of itself, is meaningless unless results are disseminated primarily through publication. In addition, due to the applied nature of the programs, it is important to keep abreast of problems, needs and shifts in emphasis in the human services. One of the best ways to accomplish this is to be involved in agency activities. This may be done through field service training and a variety of other interactions with agency personnel. Maintaining an active role in professional organizations is also a part of professional development. Public and university service involves such things as serving on local committees at the university and community levels, speaking before public groups, and becoming involved in a variety of activities that reflect favorably on the role of the university.

To determine that all faculty function at least at a minimum level of productivity, quantitative evaluation procedures have been developed for internal use (Appendices A, B, C, & D). While these procedures may be used in decisions about promotion, tenure, and salary, they are primarily intended to assist faculty in self-evaluations and in comparisons with other faculty. Evaluations for promotion and tenure, obtained through evaluations by peers and service recipients, are primarily qualitative. Teaching effectiveness is determined through student evaluation, peer evaluation, classroom visitations by the Director and faculty, and letters from former students who may have come to appreciate an instructor's teaching competence even more than while they were in the classroom. The evaluation of research and publications must be done by faculty and reviewed by 5 to 7 recognized peers in the field. These field evaluations may be from faculty at
other universities or outstanding leaders in public or private sectors of rehabilitation. Professional service will also be evaluated both by faculty and by the recipients of those services. Public and university services will be evaluated by the Director and by the appropriate faculty of the Institute.

Consideration for tenure and promotion will usually be initiated by the applicant who is also responsible for working with the Director in compiling the dossier, distributing to peers the publications to be considered, identifying persons from whom the Director is to request evaluations and letters of recommendation, stating in writing why he/she should be promoted or awarded tenure. The preliminary dossier should be submitted to the Promotion and Tenure Committee which will meet annually for this purpose. The dossier will be returned to the applicant with a letter indicating the Committee's evaluation of the application.

If, after reviewing the committee's evaluation, the applicant wishes to pursue the application, the Promotion and Tenure Committee will meet with the candidate to suggest ways of strengthening the dossier so that it will meet University requirements. The candidate will have until October to secure the necessary data, at which time the Promotion and Tenure Committee will make formal written recommendations to the Director concerning promotion and tenure. The Promotion and Tenure Committee will make available the dossier to appropriate faculty for their evaluation. The final appropriate faculty vote will be secret. University regulations require that the Director forward the dossier with his/her evaluation of teaching, research, and professional service, along with the vote of appropriate faculty members and the vote of any departmental committee making recommendations, to the Dean of the College of Education and Human Services. No additional information may be added by the candidate or unit after the dossier has been forwarded to the College.
A candidate not recommended by the appropriate faculty or by the Promotion and Tenure Committee has the right to review faculty and committee objections and to respond to them. If the applicant so requests, responses will be forwarded with the dossier and the Director's recommendation to the Dean of the College of Education and Human Services.

B. Tenure

Tenure assures the faculty member of a permanent position in a department/division. Thus, the evaluation of a faculty member for tenure is a major responsibility of the faculty. All tenured faculty will have the opportunity to vote on an application for tenure. The Board of Trustees has established a tenure schedule which details the deadlines for automatic review for each rank. Should a faculty member desire to initiate a recommendation for tenure before the mandatory probationary term ends, then it is the responsibility of that faculty member to initiate the request in writing and to work with the Director to compile the dossier. As a general rule the department will not recommend anyone for tenure who has spent fewer than two years within the department, except for persons hired at the full professor level. This is considered the minimum amount of time necessary for faculty to give a prospective candidate a fair evaluation. Criteria for tenure are virtually the same as for promotion to associate professor. High quality teaching is an absolute minimum requirement for tenure award.

C. Promotion

Faculty are expected to be productive in the four areas outlined above. In order to be considered for promotion, documentation of excellence in all areas except teaching should come from faculty as well as from recognized leaders in the field.

While there is considerable research indicating that the evaluation of teaching effectiveness is difficult, it must be recognized that teaching plays a major role in the university, especially in a
professional program. Thus, the candidate should secure as many evaluations of his/her teaching competence as possible. In addition to the Rehabilitation Institute student evaluations, comments from peers who review course outlines and from faculty invited to visit the classroom, letters from former students, and specific complaints about the individual's preparation and teaching competence will be considered.

The following criteria will be used by the faculty Promotion and Tenure Committee to evaluate research:

The Institute will only recommend for promotion those faculty who have been successful in publishing. Priority will go to articles in journals and commercially published texts. Also having high priority will be the publication of books based on research, followed by textbooks, followed by edited books and readings. Receiving fairly high status will be the faculty member's ability to acquire grants or fellowships for research and/or training activities. Lower status will be given to convention papers.

D. Criteria for Promotion

1. Assistant Professor to Associate Professor

   Demonstrated competence in teaching.

   Publication of high-quality articles or books.

   Letters from persons of national reputation outside the individual's own department.

   These may come from faculty at the university but not in the department, faculty from other universities, or from recognized leaders in the field of rehabilitation.

   Documented service activities recognized to be of high quality.

   Associate Professor to Professor. The guidelines for promotion to Professor are essentially the same as those for promotion to Associate except that greater emphasis will be placed on a qualitative analysis of the individual's ability as a teacher, researcher, and publisher, and/or the recognition that the individual has received in
his/her field of expertise. There should be clear evidence that individual opinions have been sought both within the University as well as within the individual's professional field of expertise.

VII. External Funding

The Principal Investigator for each grant shall receive 25% of Rehabilitation Institute overhead from that grant, not to exceed $500.00 in any year, at the close-out of the grant. These funds are to be spent in accordance with university policy. The remaining 75% of Institute-received overhead is issued to the Director for the normal operation of the Institute. The Director will provide accounting to the RI faculty of the Institute overhead account twice a year, December and May.
Appendix A

Faculty Productivity Form
Rehabilitation Institute
Faculty Productivity Form

Semester____19____

Name:__________________________
Rank:__________________________
Program:_______________________

I. Teaching

A. Direct Teaching

List all courses that you are teaching this semester. The Main Office will supply information on credit hours, enrollment and student credit hours. Be sure to supply Main Office information on courses taught for other departments. Total number of credits for didactic and experiential courses (or any combination thereof) must equal a minimum of 6 credit hours to constitute a full load.

Faculty workload is determined by Faculty Association contract and the traditional definition of “class” by the “5-10-15” rule. The 5-10-15 rule determines that for any graduate level 500-600 course that at least five students at 3 credits constitute a “class”. For a 400 level class, 10 students or more, at three credits each, are required for a “class”, and for 300 level and below classes the total of students at three credit hours is at least 15. For experiential and individual offerings the same 5-10-15 rule holds but the number of registrations may be added to total 5-10-15.

1. Didactic Courses. Institute policy states that a full load for didactic hours is 3 to 4 credit hours per semester. Points for didactic teaching are based on the number of credit hours for each plus 1/10 pt. For each student in excess of 10 (500 level), 20 (400 level), & 25 (100-300 level).

Example:

400 3c.h. 25 students = 3.5pts
500 4c.h. 15 students = 4.5pts

<table>
<thead>
<tr>
<th>Course #</th>
<th>sec.</th>
<th>cr. hrs.</th>
<th># students</th>
<th>SCH's</th>
<th>points</th>
</tr>
</thead>
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<tr>
<td>Total Direct Teaching</td>
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</table>

(A required course with an enrollment that does not meet the 5-10-15 rule that must be taught so that the student(s) progress through the program is not delayed will also constitute a “class”. If a course is taught with an enrollment that does not meet the 5-10-15 rule it will also constitute a “class”.)
2. **Experiential Courses.** Institute policy states that a full load for experiential hours is 3 to 4 credit hours per semester. Points for experiential courses are based on an average of credit hours for variable credit courses with 5 students or more constituting a full course. (Credit for sponsoring students on away internships, providing minimal direct supervision.)

   Total SCH x .2

<table>
<thead>
<tr>
<th>Course #</th>
<th>sec.</th>
<th>cr. hrs.</th>
<th># students</th>
<th>SCH's</th>
<th>points</th>
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<tr>
<td>Total Experiential</td>
<td></td>
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</tbody>
</table>

3. **Individual Courses** (490, 591, 592, 593, 599, 600, 601). The Institute has no set policy on the number of credit hours faculty should carry in individually supervised instruction. However, faculty are encouraged to be as cooperative as need demands. Points for individual courses will be based on an average of credit hours with 5 or more students constituting a full course.

   Total SCH x .2

   NOTE: Only those research papers, theses, and dissertations for which students are currently enrolled belong under direct teaching.

<table>
<thead>
<tr>
<th>Course #</th>
<th>sec.</th>
<th>cr. hrs.</th>
<th># students</th>
<th>SCH's</th>
<th>points</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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<tr>
<td>Total Individual</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**B. Teaching Support**

1. Student professional publication support. (1 point per article, chapter, or book with a student(s)).

   ________________________________

   ________________________________

2. Number of course advisees (1 point per 8 Masters students) (1 point per 4 Doctoral students) (1 point per 4 off campus masters students) (1 point per 12 Undergraduate students).

   List names: points

   ________________________________  __ +8 = __

   ________________________________  __ +4 = __

   Total ________________________________

3. Number of **Doctoral Committees** which you chaired that have been completed this semester (10 points per completed dissertation for which you chaired).

   List names: points
4. Number of Master's Committees which you chaired that have been completed this semester _____ (3 points per completed Thesis/research paper for which you chaired).

List names: points

_________________________ __ x 3 =

_________________________ __ x 3 =

Total ______

5. Number of Master's Committees (MA students) for which you were a member but not chair that have been completed this semester _____ (1 point per completed thesis paper for which you were a committee member).

List names: points

_________________________ 1 x (ea MA) =

_________________________ 1 x (ea MA) =

Total ______

6. Number of Doctoral Committees on which you were a member but not chaired that have been completed this semester _____ (3 points per completed dissertation for which you are a committee member).

List names: points

_________________________ 3 x (ea Rh.D.) =

_________________________ =

Total ______

Teaching

11-13 per semester = Good Total Teaching Support ______

14-16 per semester = Very Good Total Individual ______

17+ = Excellent Total Experiential ______

Total Direct ______

Grand Total Teaching ______

2. Research

A. Publications

1. Original Book (Recognized Publisher) 100 points. points
Title

Publisher

Title

Publisher

Total

2. Original Training Manual (Peer reviewed and published for state, regional or national distribution) 20 points.

Publisher

Total

3. Reviewed or Invited Journal Article/Chapter in Book. 20 points per chapter not to exceed 100 points for same book.

Publisher

Total

4. Edited Book (for editorial work only) 15 points.

Publisher

Total

5. Invited Editorial Article 8 points.

Publisher

Total

Total Publications

B. Scholarly Activities

1. Non-print media Presentation (Original Contribution) 10-20 points.

Publisher

Total
2. Funded grant application/published research report 20 points.

   
   
   
   
   Total  

3. Published Book Review 8 points.

   
   
   
   
   Total  

4. Original Training Manual for use within the Degree Program or the Institute 5 points.

   
   
   
   
   Total  

5. Convention/Conference paper 4 points; if published as originally presented in proceedings 5 points.

   
   
   
   
   Total  

6. Supplemental or Continuation funded grant application 15 points

   
   
   
   
   Total  

7. Brochure/Pamphlet 2 points (must be of professional content)

   
   
   
   
   Total  

8. Unpublished paper 1 point

   
   
   
   
   Total  

5 points
C. Other

1. A faculty member may petition the Productivity Committee for inclusion of new categories and assignments of appropriate points. Variable points

Total Scholarly

Other

Creative and Scholarly Productivity

Total Scholarly

Total Publications

10-19 per year = Good
20-29 per year = Very Good
30+ per year = Exceptional*

Grand Total Research

A faculty member may petition for additional categories but must present evidence that the quality or quantity of the effort greatly exceed that typically invested for that activity.

NOTE: *Points in excess of 30 may be carried over only through the following year.

3. Service

Evaluation of University Service

A. University Services

1. Proposal for new Complete Academic Program 20 points

2. Proposal for Expanded/Modified Program 15 points

3. Submission of a Grant Application for Funding 1-5 points (not funded points based on service value)
4. Funded Grant (points based on service value) points

<table>
<thead>
<tr>
<th>Grant Amount</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1 - $1,000</td>
<td>2</td>
</tr>
<tr>
<td>$1,001 - $10,000</td>
<td>5</td>
</tr>
<tr>
<td>$10,001 - $100,000</td>
<td>10</td>
</tr>
<tr>
<td>$100,001+</td>
<td>15</td>
</tr>
</tbody>
</table>

5. Developed New Course 10 points

6. Significant re-design of course (i.e., Performance Based Objectives, Unit Competencies, etc.) points

5 points

7. Committees (Department, College, or University) 1 point/8 hours points

Total semester hours

8. Intra-University Consultation 1 point/8 hours points

Total semester hours

9. Clinical Service to Clients (Within University) 1 point/8 hours points

Total semester hours

Page Total
10. Administrative/Coordinator Duties 1 point/8 hours

__________________________________________


11. Training workshops within the University, talks to University groups and classes (if not regularly assigned as part of teaching load) 1 point/6 hours
Total semester hours

__________________________________________


12. Job Finding Efforts for Students 1 point/8 hours
Total semester hours

__________________________________________


13. Other University Related Services 1 point/8 hours

__________________________________________


Total University Service

B. Public Service (Professionally Related Services)

1. Professional Community Boards/Committees 1 point/8 hours
Total semester hours

__________________________________________


2. Clinical Service to Clients (Private Basis) 1 point/8 hours
Total semester hours

__________________________________________


Total
3. Consultation (External to University) 1 point/8 hours
   Total semester hours  
   ____________________  
   ____________________  
   Total ____________________  

4. Talks to Public Groups 1 point/6 hours
   Total semester hours  
   ____________________  
   ____________________  
   Total ____________________  
   Total Public Service ____________________  

NOTE: MAXIMUM POINTS CREDITED FOR PUBLIC SERVICE PER YEAR = 10 POINTS
   Total Public Service (max. 10 pts. per year) ____________________  

C. Evaluation of Professional Services

1. President of Professional Organization (Local, State, Regional or National) 20 points
   ____________________  
   ____________________  
   Total ____________________  

2. Officer of Professional Organization (Other than President--Local, State, Regional or National) 15 points
   ____________________  
   ____________________  
   Total ____________________  

3. Organizing a Conference 15 points
   ____________________  
   ____________________  
   Total ____________________  

4. Editor or Associate Editor of Professional Journal 20 points
   ____________________  
   ____________________  
   Total ____________________
<table>
<thead>
<tr>
<th></th>
<th>Activity</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>Regular Editorial Board Member</td>
<td>15 points</td>
</tr>
<tr>
<td>6</td>
<td>Editor of National Proceedings</td>
<td>10 points</td>
</tr>
<tr>
<td>7</td>
<td>Guest Reviewer 1 point per review (maximum 4 points)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Editor of Regional or Local Conference Proceedings 2 points</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Chairing a Committee (Professional Organization) 12 points</td>
<td></td>
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<tr>
<td>10</td>
<td>Editing the national newsletter of a Professional Organization 10 points</td>
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<tr>
<td>11</td>
<td>Committee Member (Professional Organization) 8 points</td>
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</tbody>
</table>
12. Organizing or Chairing a Symposium/Paper Session **4 points/function**

<table>
<thead>
<tr>
<th>Function</th>
<th>Points</th>
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<tr>
<td>Total</td>
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</table>

13. Attending Professional Conference (to be credited in addition to another category above and credited for one conference only per year) **3 points**

<table>
<thead>
<tr>
<th>Conference</th>
<th>Points</th>
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<tbody>
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<tr>
<td>Total</td>
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</table>

14. Member of Professional Organization (Local, State, Regional or National) Credited for one organization only) **1 point**

<table>
<thead>
<tr>
<th>Organization</th>
<th>Points</th>
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<tr>
<td>Total</td>
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</tr>
</tbody>
</table>

15. Other: A faculty member may petition for inclusion of new categories and assignment of appropriate points. Variable **points**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<td></td>
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<tr>
<td>Total</td>
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</tbody>
</table>

**SERVICE**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tr>
<td>Total Professional</td>
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<tr>
<td>Total Public</td>
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<tr>
<td>Total University</td>
<td></td>
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<tr>
<td>Grand Total Service</td>
<td></td>
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</tbody>
</table>

A faculty member may petition the Productivity Committee for additional points for existing categories, but must present evidence that the quality or quantity of the effort greatly exceeded that typically invested for that activity.

**Note:** *Points in excess of 60 may be carried over only through the following year.*
APPENDIX B

INSTRUCTION EVALUATION FORM
Students, be sure to answer only those sections which pertain to the type course which you are evaluating: Didactic (Secs. A, B, C); Self-Paced (Secs. A, B, C, D); Individual (Secs. A, B, E); Team Taught (Sec. A for each instructor, and Secs. B, B, F); Clinical (Sec. G).

A. Instructor Evaluation

5 = Exceptional Performance
4 = Very Good Performance
3 = Good Performance

2 = Weak Performance
1 = Improvement Definitely Needed

LEAVE BLANK IF INAPPLICABLE

1. The instructor was prepared for class.
2. The instructor made clear assignments.
3. The instructor set clear standards for grading and adhered to them.
4. The instructor spoke understandably.
5. The instructor answered impromptu questions satisfactorily.
6. The instructor showed an interest in the course.
7. The instructor gave several examples to explain complex ideas.
8. The instructor accepted criticism and suggestions.
9. The instructor organized and presented the subject matter well.
10. The instructor explained the subject clearly.
11. The instructor showed an interest in students.
12. The instructor was enthusiastic about the subject.
13. The instructor was available outside of class.
14. The instructor encouraged student participation.
15. In general, the instructor taught the class effectively.

5 = Strongly Agree
4 = Agree
3 = Neither Agree nor Disagree
2 = Disagree
1 = Strongly Disagree

LEAVE BLANK IF INAPPLICABLE

16. The instructor helped make this course a good learning experience.
17. The amount of work required by the instructor was appropriate.

18. The tests developed by the instructor covered the course material well.

B. Course Evaluation (Continue rating on same criteria as above, e.g. 5 = Strongly Agree.)

19. There should be additional prerequisites.

20. There should be fewer prerequisites.

21. The textbook was good.

22. I covered this material in other courses.

23. The course material was too difficult.

24. The reading assignments were hard to understand.

25. There was considerable agreement between the announced objectives and what was taught.

26. (Where applicable) The field experiences included in this course significantly contributed to the course objectives.

27. (Where applicable) Outside speakers and presentations were generally used effectively.

C. General Questions Concerning Facilities, Schedules, Support Personnel, Equipment:

5 = Strongly Agree 2 = Disagree
4 = Agree 1 = Strongly Disagree
3 = Neither Agree nor Disagree LEAVE BLANK IF INAPPLICABLE

28. The amount of time scheduled for each class session was sufficient for this course.

29. The room in which this class met had adequate ventilation & temperature control.

30. The room in which this class met was adequate with regard to space for each student.

31. The library materials and services required for this course were adequate.

32. Equipment software and computing services required for this course were adequate.

D. Items for Self-Paced Instruction (Use same ratings as above, 5 = Strongly Agree):

33. The instructor allowed me to study and learn at my own pace.

34. The instructor used a variety of methods to involve me in learning.
35. This process was too time-consuming for the knowledge gained.

E. **Items for Individual Instruction** (Use same ratings as above, 5 = Strongly Agree)

36. The instructor permitted students to set and work toward some of their goals.

37. The instructor showed a sensitivity to individual interests and abilities.

38. I had easy access to course materials.

F. **Items for Team Teaching** (Evaluate each instructor individually on Items 1-18.)

   (Use same ratings as above, 5 = Strongly Agree.)

39. The instructors worked well together as a team.

40. Team-teaching is an effective way to present the material in this course.

41. The instructors graded in proportion to their contribution.

G. **Items for Clinical Internships and Practicum**

   5 = Exceptional Performance  2 = Weak Performance
   4 = Very Good Performance  1 = Improvement Definitely Needed
   3 = Good Performance  LEAVE BLANK IF INAPPLICABLE

42. The instructor clearly identified appropriate clinical behavior.

43. The instructor did not embarrass me in front of clients.

44. The instructor provided feedback on my performance.

45. The instructor stated in advance the criteria to be used in evaluating my performance.

46. The instructor provided feedback on my performance.

47. The instructor arranged for clinical experiences which were realistic, given client availability.

48. The instructor helped me to develop skills for communicating professionally.

49. The instructor helped me to develop skills for communicating professionally with colleagues.

50. (Where applicable) the instructor helped me to develop diagnostic skills and sensitivities.
50. (Where applicable) the instructor helped me to develop skills in applying therapeutic techniques.

51. The instructor helped me to gain an understanding of professional ethics and att...
Appendix C

Guidelines for Assessing Professional Performance Maintenance and Merit Pay Raises for Faculty
Guidelines for Assessing Professional Performance Maintenance and Merit Pay Raises for Faculty

A. Instructor

1. Rating of Good or Average
   Rating of good in teaching

2. Rating of Very Good or Above Average
   Rating of good in all categories: Teaching, Creative and Scholarly, and Service

3. Rating of Excellent or Outstanding
   Rating of very good in all categories: Teaching, Creative and Scholarly, and Service

B. Assistant Professor

1. Rating of Good or Average
   Rating of good in all categories: Teaching, Creative and Scholarly, and Service

2. Rating of Very Good or Above Average
   Rating of very good in one category, and good in the other two categories

3. Rating of Excellent or Outstanding
   Rating of excellent in one category and at least good in the other two categories (or) a rating of very good in two categories and at least good in the third category

C. Associate Professor/Full Professor

1. Rating of Good or Average
   Rating of good in all categories: Teaching, Creative and Scholarly, and Service

2. Rating of Very Good or Above Average
   Rating of very good in two categories and at least good in the third category (or) a rating of excellent in one category and at least good in the other two categories

3. Rating of Excellent or Outstanding
   Rating of excellent in two categories and very good in the other category
Appendix D

PEER INSTRUCTION EVALUATION FORM
Please assign a numerical rating in each of the areas below. The rating scale is as follows:

5 = Exceptional performance
4 = Very good performance
3 = Good performance
2 = Weak performance
1 = Improvement definitely needed

In addition, please comment in narrative form on the instructor's performance in each of the areas. Include comments both on positive features and on ways in which improvements could be made.

1. Course materials (texts, readings, handouts). Rating: _____

Strengths:

Suggestions for improvements:

2. Teaching techniques (lecture, demonstration, discussion, simulation, field-trips, guest speakers, films. Direct observation of class is at the option of the instructor). Rating: _____

Strengths:

Suggestions for improvements:
3. Assignments (relationship to course objectives, clarity, appropriateness to course level). Rating: 

Strengths:

Suggestions for improvement:

4. Grading system (objectivity, clarity). Rating: 

Strengths:

Suggestions for improvement:

5. Student products (papers, reports, examinations, presentations). Rating: 

Strengths:

Suggestions for improvement:

Additional Comments:
Instructor comments:

I have reviewed this evaluation.

______________________________  _______________________
Instructor                      Date

______________________________
Member's Evaluation Team
Appendix E

Director Evaluation
Director Evaluation
of the Rehabilitation Institute

The Operating Paper of the Rehabilitation Institute states that the Director shall be evaluated under the auspices of the academic coordinators with the cooperation of the Dean of the College of Education. The Evaluation Committee is comprised of the following persons:

This Evaluation is conducted in the following manner. Five areas of responsibility, based on the Director’s job description, are listed below. For each area, please provide a rating by circling the appropriate descriptor. **You are strongly encouraged to make comments to support your ratings**; such comments allow the Dean to identify strengths and weaknesses, convey these to the Director, and take indicated action. If you have no basis for making a rating, please indicate this also. All evaluations are to be done anonymously. Confidentiality of your individual responses is insured.

Place your completed Evaluation Forms in the campus mail envelope provided. Tenure-track faculty will return their Forms to: ; A/P staff and term faculty will return their Forms to: . You may place the Forms directly in our mailboxes or send them via campus mail. The Committee as a whole will tabulate the results, summarize the comments, and send a final report to the Director, the RI Faculty, and the College Dean. Please return your Evaluation Forms no later than: . **It is important that we have a complete response from faculty and staff, so your prompt cooperation is appreciated.** If you have any questions, please direct them to:
**Fiscal Management**
The Director conducts the final review of state budget requests and grant applications prior to submission. Funding is via state allocation, federal grants, research proposals, etc. The Director ensures that all expenditures are monitored appropriately and transactions are carried out in accordance with University and granting authority guidelines. At each Fiscal Officer Committee meeting, the Director reviews tentative budget information and twice yearly will submit overhead expense summaries to the faculty.

The Director's performance in this area was:
- Outstanding
- Very Good
- Satisfactory
- Needs Improvement
- Unacceptable
- No basis for judging

Comments:

**Faculty Responsibilities**
The Director has professional service responsibilities in the community, state, region, nationally, and internationally.

The Director's performance in this area was:
- Outstanding
- Very Good
- Satisfactory
- Needs Improvement
- Unacceptable
- No basis for judging

Comments:
**Academic Coordination**

The Director is responsible for overseeing the activities of the academic programs: the doctoral program; the master's programs in Rehabilitation Counselor Training, Rehabilitation Administration & Services, Behavior Analysis & Therapy, and Communication Disorders & Sciences; and the bachelor's programs in Rehabilitation Services and Communication Disorders & Science. He/she oversees teaching activities, curriculum development and review, and research and service programs to accommodate faculty, students, staff, and interests of the Institute.

The Director's performance in this area was:
- Outstanding
- Very Good
- Satisfactory
- Needs Improvement
- Unacceptable
- No basis for judging

Comments:

**External Affairs**

The Director represents the Institute and its programs to the University, the surrounding community, and public, private, and governmental agencies. He/she serves as a liaison between the Institute and governmental agencies that furnish a major portion of the Institute's financial support. Most importantly, the Director provides leadership to faculty and staff in achieving the overall aims and objectives of the Institute.

The Director's performance in this area was:
- Outstanding
- Very Good
- Satisfactory
- Needs Improvement
- Unacceptable
- No basis for judging

Comments:
**Personnel Management**

The Director oversees recruitment, hiring, and orientation of new faculty members in accordance with the Personnel and Affirmative Action policies of the University. He/she encourages faculty and staff development, helps provide opportunities for growth and high performance, and in conjunction with appropriate committees, reviews faculty and staff performance annually or as necessary to oversee promotion, and/or tenure, and merit raises.

The Director's performance in this area was:
- Outstanding
- Very Good
- Satisfactory
- Needs Improvement
- Unacceptable
- No basis for judging

Comments:

**Other Areas**

Please comment on the Director's performance in other areas not specifically listed above.