Operating Paper
School of Social Work

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Mission Statement

The mission of the School of Social Work Baccalaureate and Graduate programs at Southern Illinois University at Carbondale is to prepare professional social workers who are capable of delivering social services to meet the human service needs within the southern Illinois area, the state, and the Lower Mississippi river Delta region, especially the needs of the poor and the oppressed. The School prepares individuals to work with diverse populations in international, as well as domestic settings. The goal of the Baccalaureate Program is the preparation of professionals with beginning generalist practice skills and knowledge that enable them to engage in ethical, responsible, and self-critical, social work practices in public and private social service systems. The goal of the Graduate Program is the preparation of human service professionals with advanced skills in practice, practice evaluation, policy, and critical thinking, with an emphasis on specialized training in Children, Youth and Families and, with a type 73 School Social Work certification; and Health/Mental Health.

A central focus of both programs is practice with individuals, families, groups, organizations, and communities in rural areas founded on family- and community-based practice models derived from social systems theory. Students are prepared to function as responsible professionals and as public citizens. The School is committed to improving the social and economic opportunities of children and families by working in partnership with other educational institutions, public and private social service agencies, and community-based organizations.
Summarized herein is a composite of current policies and procedures that govern the operations and functions of the School of Social Work, within the limits set forth by the Statutes, the Collective Bargaining Agreement between the Board of Trustees of Southern Illinois University and the SIUC Faculty Association, IEA/NEA. The School of Social Work is an autonomous academic unit in the College of Education and Human Services. The School operates with as much flexibility and freedom as possible - in a form of shared governance that pervades both the School’s Graduate and Undergraduate degree programs.

School Governance

Voting Faculty

The tenured and tenure-track Faculty as defined in the collective bargaining Agreement between the Board of Trustees of Southern Illinois University and the SIUC Faculty Association, IEA/NEA in the School of Social Work are the policy making body and are the voting Faculty on all matters addressed in the Faculty Committee as a Whole. Governance will use innovative designs for administering the School, which will give continuing, term and part-time instructors and staff a maximum amount of involvement in decision making. As such part-time, term and continuing instructors will participate in matters pertaining to curriculum development/improvement as ex-officio non voting members except for field practicum coordinators, who can vote in curriculum committees and chair curriculum standing committees. Policies will be considered and voted on by the Faculty in an open forum in the Faculty Committee of the Whole, in which the School director and non-tenure-track instructors serve as non-voting Ex-Officio members. Only tenure track Faculty serves on the College Advisory and Academic Affairs Committees of the College of Education and Human Services. Proxies, in writing, will be accepted for each open forum vote in a Faculty Committee of the Whole. 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 School Faculty of the combined Undergraduate and Graduate programs.

Organizational Structure

Director: The Director, who is the chief academic and administrative officer, is responsible for the School in its totality, but with particular emphasis on long- and short-term planning, development, and external affairs. In addition, the School Director is responsible for the recruitment, selection, and evaluation of Faculty, instructors and staff.

The Director is a tenured Professor of the School of Social Work, who may choose to participate in the teaching and research activities of the School of Social Work. The Director works in consultation with the Executive Committee and the Faculty Committee of the Whole and its constituent subcommittees, as needed. S/he 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 Master's and Undergraduate Programs. H/she oversees teaching activities, curriculum development and review/accreditation standards, and research and service programs to accommodate Faculty, instructors, students, staff, and interests of the School.
The Director oversees recruitment, hiring, and orientation of new Faculty members and instructors 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 School of Social Work.

The Director conducts the final review of state budget requests and grant application 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 College, University and granting authority guidelines. The Director will provide a report to Faculty on budget and uses prior to the end of spring semester of each year.

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

Review of the School’s Director. Review of the School’s Director by the Dean shall be according to the principles outlined in the College of Education and Human Services Operating Paper. In addition, an evaluation form, developed by the Faculty in consultation with the School Director and based on the Director’s job description, will be utilized annually. Each Faculty member will complete the evaluation form. The results of each section of the form will be tallied by the Graduate and Undergraduate Program Directors and shared with the Director in an Executive Committee Meeting. The Director will have the right to submit a written response to the faculty. The Faculty assessment report and the Director’s response are then forwarded to the Dean of the College of Education and Human Services for review and appropriate action.

Program Directors: Graduate and Undergraduate Program Directors are tenured members of the School of Social Work Faculty and co-chairs of the Curriculum Committee. Each with 25% reassignment time represents a degree program and reports to the Director. The Graduate Program Director is the Director of Graduate Study as defined by the Graduate School.

Program Directors are 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. Program Directors assist the Director in student recruitment for their respective programs and supervise applications, the screening and admission of students, recommend students for financial support and assistantships and faculty advisor assignment; and responsible for resolving student related problems with the graduate program.
Each Program Director is elected by the Faculty of the School. In the event an election is not possible, an Acting Program Director may be appointed by the School Director to fulfill selected duties of the Program Director. Issues impeding the election of a Program Director must be addressed by School Faculty and the Director in a timely manner and a properly elected Program Director installed as soon as possible.

Each Program Director is evaluated by the School Faculty every three years at the conclusion of Fall semester. The evaluation is based on Program Director duties described in this Operating Paper and other duties agreed upon by the Director, Faculty, and Program Director. The evaluation of Program Directors is initiated by the School Director and conducted by the entire Faculty.

**Graduate Field Coordinator.** Responsible for graduate field practicum and field seminars. Meets with all faculty, field coordinators, field supervisors, and sequence chairs as appropriate.

**Undergraduate Field Coordinator.** Responsible for undergraduate field practicum and field seminars. Meets with all faculty, field coordinators, field supervisors, and sequence chairs as appropriate.

**Additional Faculty Support Positions**

**Faculty Chair.** One Faculty member is elected by the Faculty as a whole each year to chair the Faculty/Administration Committee of the Whole and serve on the Executive Committee. The representative is responsible for acting as an advocate for the faculty as needed.

**Affirmative Action Officer.** One faculty member is elected by the Faculty as a whole to serve as Affirmative Action Officer. Responsible for assuring diversity within the School through the recruitment and retention of minority faculty and students and of students with special needs. Serves on the Search and Curriculum Committees and chairs the Recruitment and Retention Committee.

**Professional Staff Positions**

**Program Administrative Assistant** (Civil Service). Responsible for assisting the Director, coordinating the secretarial staff, which consists of Civil Service employees and student workers, and directing and maintaining efficient work flow for the School of Social Work. Serves on the Honors and Awards Committee, and chairs the Staff Operations and Space and Equipment Committees.

**Academic Advisor** (Administrative/Professional). Responsible for managing all advisement and registration activities for social work students, as well as assisting them in various aspects of academic life. Serves as liaison between the School, COEHS, Faculty, term faculty, and students. Serves on Recruitment and Retention, and Graduate Admissions Committees, and Chairs the Honors and Awards Committee.
Account Technician (Civil Service). Responsible for maintaining accurate records related to School budget and for ensuring proper disposition of vouchers and requisitions.

Faculty Workload

Full-Time Tenured and Tenure-Track Faculty

As indicated in the contract between the Board of Trustees of Southern Illinois University and the Faculty Association IEA-NEA, 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. 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 Director of the School of Social Work, with concurrence of the Dean of the College of Education and Human Services. A Faculty member may be relieved from all direct instructional responsibilities only when the Faculty member purchases at least 50% of his/her time through externally funded grants or contracts.

Ordinarily, the teaching load in the School of Social Work is expected to be two courses per semester, in recognition of Faculty members’ responsibility to productively conduct research and provide service to the School, the College of Education and Human Services, and the University. Consistent with the bargaining agreement, however, the Director of the School of Social Work will take into consideration students’ needs; programmatic needs; Faculty members’ expertise, interests and development needs; and the equitable distribution of workload within the department when making Faculty workload assignments (i.e., the assignment of teaching, funded or unfunded research/creative activity, and service).

Prior to the end of the Spring semester, the Director (or equivalent) 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 of the College of Education and Human Services 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 (or equivalent). Changes in a final workload assignment can only be made 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, increase/decrease in enrollment, programmatic changes, budget reductions, etc.).

Other Full-Time Faculty

Workload assignments for all other full-time faculty consist primarily of teaching, including field practicum. The general guideline for deployment for direct instruction is based upon four three-credit-hour courses in both the Fall and Spring semesters. Deviation from the general guidelines for deployment for all full-time faculty is based upon programmatic needs of the School, as well as externally funded grants or contracts which purchase faculty member time.
Faculty Deployment

Faculty teaching deployment is assigned by the School Director with advisement from the Executive Committee. Curriculum needs take priority in deployment, but consideration of faculty expertise and interests will be given. The School Director meets individually with all faculty to discuss deployment for the coming academic year and when deployment is changed.

All tenure-track Faculty are expected to actively engage in research and make appropriate efforts to publish. Grant development that receives funding will be recognized by the School as a measurable part of the effort to advance scholarship within the School.

Service activity, balanced between service to the School and service outside the School, is also expected of all faculty. Activities that are generally recognized as carrying weight in university promotion and tenure reviews are especially encouraged. These activities include social work activities on a community, national or international level.

The Director will assist individual Faculty members in achieving the appropriate balance in their investment of time and energy. This may vary according to the needs and talents of the faculty person, the developmental stage of the School, and the expectations of the University.

Sabbatical Leaves

Sabbatical leaves must follow the guidelines in the Employees Handbook and The Collective Bargaining Agreement Between the Board of Trustees of Southern Illinois University and the SIUC Faculty Association. Sabbatical leaves will be reviewed by the School Director and forwarded to the Dean of College of Education and Human Services for review. University policy and the Faculty Association contract require that faculty serve the University for at least one year after returning from a sabbatical leave.

External Funding

The Principal Investigator for each competitive grant shall receive 25% of School of Social Work overhead from that grant, not to exceed $500.00 in any year. If a grant is awarded to the School, and the Director becomes the principal investigator by virtue of his/her position in the School, the 25% release policy does not apply. These funds are to be spent in accordance with university policy. The remaining 75% of School -received overhead is issued to the Director for the normal operation of the School.

Fiscal Officers. Assignment of fiscal officer responsibility to full-time faculty is determined by account purpose and/or funding source, in conjunction with the principal investigator. The fiscal officer prepares budget recommendations and/or grant applications for submission to the School Director and Dean. Fiscal officers review and authorize expenditures for grants and projects under their control and insure that all fiscal transactions are in accordance with School, University, and/or grant guidelines.
School Committees

Faculty membership in existing departmental committees is nominated by any faculty member and voted upon by the Faculty Committee of the Whole. Generally, standing committees are formed on a continuing basis to study and make recommendations to the faculty and Director concerning ongoing matters of the School. Committees do not make final School decisions or policy. All committee matters of import must be presented at full faculty meetings and voted upon by the faculty. An exception to this procedure is when the matter concerns promotion, tenure, merit review or the Operating Paper. Then the vote is limited to tenure track and tenured Faculty only.

Executive Committee. The Executive Committee is advisory to the School Director, providing counsel on issues brought to it by any member of the faculty, and also serves in an advisory capacity regarding deployment, budgeting, and annual performance reviews. Members include all tenured and tenure-track Faculty.

Faculty Promotion, Tenure, and Review Committee. Committees are appointed as needed when Faculty are considered for Tenure and Promotion or Review. These committees and all 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 School of Social Work, the College of Education and Human Services and the Office of the Vice Chancellor for Academic Affairs and Provost. The formation of these Committees is described under the School’s Tenure and Promotion Guidelines and Procedures.

Staff Operations. Coordinates the work of the staff. The School Director and all administrative professional and civil service staff persons are members. The Secretary/Administrative Assistant to the School Director serves as Chair. It meets at least once a month.

Field Advisory Committee. Twelve representatives of the sites utilized for field instruction serve on this committee. They are selected by the Coordinators of Field Instruction. Participants provide input about field instruction from the agency perspective. The committee meets yearly with the Coordinators of Field Instruction serving as co-chairs. The School Director and Graduate and Undergraduate Program Directors attend as ex-officio members.

Professional Advisory Council. Thirty social work practitioners are drawn from the community and University to serve on this council. They are nominated and elected by the Faculty Committee of the Whole to represent a wide range of practice areas. Participants provide input about the program from a practitioner's viewpoint. The Council meets once each semester. The School Director serves as chair. While all faculty members are encouraged to attend this meeting, the Graduate and Undergraduate Program Directors and Coordinators attend as ex-officio members of the School.

Faculty Committee of the Whole. All full-time Faculty with tenure, tenure-track, and non-tenure track continuing appointments, as well as full-time term teaching appointments and the academic advisor, are members. However, only tenured and tenure-track Faculty shall vote. The
Faculty Committee of the Whole acts on recommendation from its subcommittees concerning policies, procedures, and plans for the School. The Faculty Representative serves as Chair and is responsible for setting the agenda. The Faculty Representative is a full-time, tenured or tenure track Faculty member who is elected by the Faculty Committee of the Whole at the end of each academic year for the following year. The Committee of the Whole meets at least once a semester during the academic year. The School Director attends as an ex-officio member of the Faculty Committee of the Whole meetings, but does not have voting privileges.

**Curriculum Committee.** The Curriculum Committee consists of the Faculty as a Whole, an Undergraduate Student, a Graduate Student, and two Community Representatives. The Curriculum Committee, co-chaired by the Graduate and Undergraduate Program Directors, is accountable for all educational programs of the School including undergraduate and graduate degree programs, continuing education programs, and all electronically transmitted courses. It is also responsible for assuring adherence of the curriculum to the School’s mission and to the standards of the Council on Social Work Education (CSWE), the integrity of all syllabi and course outlines, and overall quality of education provided by the School. No course may be added or dropped and none of the approved objectives of an existing course may be changed without the review and approval of the Curriculum Committee.

When the Graduate Curriculum Committee and Undergraduate Curriculum Committees meet separately, each is chaired by its respective Program Director.

**Curriculum Sequence Sub-Committees.** Chairs are elected by the Faculty Committee of the Whole on an annual basis beginning every Fall semester. The chair is responsible for calling meetings as needed, facilitating meetings, and distributing minutes.

- **Policy Sequence Sub-Committee.** Responsible for making recommendations to the Curriculum Committee in the policy content area.

- **Practice Sequence Sub-Committee.** Responsible for making recommendations to the Curriculum Committee in the practice content area.

- **Research Sequence Sub-Committee.** Responsible for making recommendations to the Curriculum Committee in the research content area.

- **Human Behavior Sequence Sub-Committee.** Responsible for making recommendations to the Curriculum Committee in the human behavior content area.

- **Practicum Sequence Sub-Committee.** Responsible for making recommendations to the Curriculum Committee regarding field practicum and field seminars. Undergraduate and Graduate Field Practicum Coordinators serve as co-Chairs.
Additional Subcommittees

Student Recruitment and Retention Committee. Oversight for the recruitment and retention of students. A major charge is to contribute to the diversity of the School. Members include the Affirmative Action Officer, the School Director, Undergraduate Program Director, Graduate Program Director, Academic Advisor, one graduate student, and one undergraduate student. The Affirmative Action Officer serves as chair. It meets as needed.

Search Committee. Responsible for conducting faculty searches and making recommendations to the Director and the faculty regarding new appointments. Members include the School Director, Graduate and Undergraduate Program Directors, Affirmative Action Officer, one graduate student, one undergraduate student, one agency representative, and Faculty designees of the Director as appropriate for specific searches, and all tenure and tenure track Faculty. A Faculty member elected by the Faculty Committee of the Whole serves as chair. It meets as needed.

Director Search. The tenure and tenure track Faculty will constitute a majority of the members of the Director Search Committee. The Director search will be initiated by the Dean as indicated in the College of Education and Human Services Operating Paper. A Faculty member elected by the Faculty Committee of the Whole serves as chair. The Director Search Committee meets as needed. The consent of a majority of the tenure and tenure track Faculty in the School of Social Work is required before the Dean can appoint a new School Director. (Amendment Approved September 5, 2008)

Honors and Awards Committee. Responsible for identifying award recipients and for organizing Honors Day and co-organizing NASW Day with the local NASW Chapter. Members include the School Director, Undergraduate Program Director, Graduate Program Director, Academic Advisor and staff from the Office of the Director, and a representative from the local NASW Chapter. The Academic Advisor serves as chair. It meets once a month.

Academic and Professional Standards Committee. Responsible for addressing student development and ethical standards. Administers all student appeal and grievance procedures within the guidelines of the University Undergraduate Catalog and Graduate Catalog. Members include two Faculty members (one member is elected by the faculty, one is appointed by the School Director), one Administrative Professional or civil service staff, one graduate student, one undergraduate student, and one practitioner. All legal matters involved in any student situation for which this committee has been convened must be resolved before this committee takes action. It meets as needed. The elected faculty member serves as Chair.

Graduate Admissions Committee. Reviews admissions policy and recommends changes to the Faculty Committee of the Whole. Gathers information regarding admissions for the faculty and Director. Composed of the Graduate Program Director, one elected Faculty member, the Academic Advisor and staff from the Office of Student Services, Affirmative Action Officer, a practitioner and a graduate student appointed by the Graduate Program Director. The Graduate Program Director serves as chair. It meets at least once in the Fall semester, twice in the Spring semester and other times, as needed. Appeals regarding admission decisions are made to the School Director.
Security/Space and Equipment Committee. Makes plans and decisions regarding the use of all space allocated to the School. Members include the Director, one elected faculty member, and the Secretary/Administrative Assistant to the School Director. An elected tenured or tenure-track Faculty serves as Chair. It meets as needed.

Operating Paper Committee. Consists of all tenured and tenure-track Faculty. To be chaired by the School of Social Work Faculty Association Department Representative or an elected tenured Faculty member.

Retention and Dismissal Committee (Gate keeping). This committee is chaired by either the Graduate or Baccalaureate Program Director and consists of three students, elected by students, and two additional faculty members elected by the faculty. In the event of conflict of interest, a student or faculty committee member will be replaced. In accordance with the School of Social Work’s Retention and Dismissal (Gate keeping) Process, the committee meets when needed to consider the professional behavior of students who have received two “Not Recommended” for retention slips from instructors.

Ad Hoc Committees. Such committees may be initiated and appointed by the Director with the Faculty Committee of the Whole. 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.

FACULTY MEETINGS

Normally, faculty meetings are held at least once per Fall and Spring Semester. Any voting member of the faculty can call a faculty meeting. The Faculty Chair shall prepare the agenda for faculty meetings. Any voting member of the Faculty can place an item on the agenda by informing the Faculty Chair. Fifty percent of the voting Faculty must be present for a quorum to exist.

TEACHING PROCEDURES AND POLICIES

Course Content. Each course should reflect the Mission Statement of the School of Social Work. Content should also integrate as appropriate:

1. generalist practice in the undergraduate curricula;

2. health/mental health; child, youth and families; and school social work in the graduate curricula;

3. issues relevant to rural social work practice;
4. issues relevant to women and persons from diverse racial, ethnic, cultural and national origins; diversity such as age, gender preference and ability status must also be considered;

5. issues relevant to applying social work values and ethics;

6. links between theory, practice and policy concerning individuals, families, groups, organizations, and communities;

7. current research and the conducting/utilization of research with regard to the subject.

**Course Outline.** A course syllabus/outline must be made available to the students at the first class session. The syllabus is designed to meet guidelines of the School and of the Council on Social Work Education. The following is the framework for course syllabi/outlines.

1. course description with a succinct discussion of the basic characteristics of the course;

2. course overview describing its purpose;

3. place of the course in the school’s curriculum (catalogue description) including prerequisites;

4. course objectives stated in a measurable format;

5. required texts and readings, including videos and other forms of communication;

6. the course requirements with regard to assignments;

7. method(s) for evaluation of student performance;

8. method(s) course/instructor semester evaluations;

9. a course outline of topics, generally listed week by week, with the required readings/assignments, guest speakers, videos and other resources;

10. bibliography of current references for further reading in course subject.

The course outline is a guide and an agreement between the instructor and students. If a student chooses to take the course after reading the course outline during the first class period, then the course outline may not be changed or expanded after the first class period without discussion with all students enrolled in the class. This rule applies especially to assignments which are to be evaluated for the purpose of assigning grades (e.g., papers, projects, class presentations).
Information on grading in the course outline should include: criteria (the weight of each exam, paper, class participation, etc.), system scale (range of scores required for a letter grade – the range is at the discretion of the instructor but must be clearly specified in the course outline).

A permanent, accurate copy of every course syllabus/outline must be on file (in paper and on a disc) in the Program Administrative Assistant’s office by the end of the second week of classes each semester.

Student Assessment

Blind Testing. It is recommended that, when feasible and appropriate, faculty have student essays, exams and papers submitted with the student identification number instead of name.

Students with Special Needs. In accordance with the School of Social Work’s inclusive, anti-bias and proactive stance, every effort is made to accommodate and welcome students with special needs. This includes:

1. Students with special needs related to physical and/or mental challenges. These students are asked to provide a letter of verification from a relevant professional, or a form from the SIUC Office of Disability Support Services, stating the nature of the disability and suggested reasonable accommodations that could be made by the instructor to enhance learning opportunities and to provide equity of opportunity.

2. Students with special needs related to diversity in culture or learning preparation. These students have special needs related to educational preparation, cultural and/or language barriers. Instructors are asked to make reasonable accommodations for these students so long as these accommodations do not violate the standards of the University regarding equality of opportunity, academic honesty and integrity.

When instructors become aware of a student with special needs they are asked to refer the student to the Disability Support Services Office on campus and to meet with the student to determine what course of action is required.

Students from Diverse Backgrounds. Some students – such as those from minority racial, ethnic, and national backgrounds – may have numerous special needs. Faculty are responsible for conferring with the student and the student’s advisor when the need is apparent, and for developing a remedial plan that will redress the problem.

Incompletes. The University permits instructors to give grades of “incomplete” only when life-altering events (e.g., birth of child, medical emergencies, death in the family, divorce) prevent a student from completing course work by the due date. An instructor is not allowed to give an “incomplete” just because a student had other preoccupations, or did not use semester hours wisely in order to do a good job, or because he/she worked up until the last minute and then, because of computer failure or some other reason, could not complete the assignment on time. In
all these latter cases, a student must be given a grade based on the work accomplished by the date the course work is due. **Under no circumstances may an incomplete be given if the student is failing the course.**

**Grievances.** A student wishing to grieve a grade should discuss the matter with the instructor first. In the event that the grievance still has not been resolved, the student should send a letter describing the grievance to the Director who must attempt to resolve the matter. In the event that the student wishes to appeal the decision of the Director, students should follow the student grievance procedure of the College of Education and Human Services.

**Miscellaneous Policies**

**Curriculum Vitae.** CSWE requires current vitae to be on file for all faculty. Each faculty member should make sure that the Program Administrative Assistant has an up-to-date vita, preferably by mid-September each year that is maintained in the School’s administration office. The vitae must be in the format specified by CSWE. In the case of conference presentations, actual dates and locations must be specified.

**ICE Evaluation Forms.** All faculty teaching in the School of Social Work are required to have students complete ICE (Instructor and Course Evaluation) forms. Blank ICE forms are available to faculty toward the end of each semester from the Instructional Evaluation Office at Morris Library or from the Program Administrative Assistant’s office. Faculty are expected to distribute them to students, then leave the room, after asking for a student volunteer to collect them when completed and deliver them directly to the instructional evaluation office in Morris Library. After the ICE form evaluations are processed by the Instructional Evaluation Office, a summary report is provided to each faculty member. Faculty are required to provide the School Director with a copy.

**Course Objective Evaluation Forms.** There is an additional course evaluation that pertains to course objectives. Like the ICE, evaluation will take place anonymously at the end of the semester. Each student will complete, as an outcome measure, a course evaluation which assesses the extent to which the course objectives have been met by the student. These evaluations are to be distributed by the course instructor, collected by a student volunteer and delivered directly to the School’s Research Assistant who is responsible for maintaining the evaluation data base for both the graduate and undergraduate programs.

**Development of New Courses.** Any regular or adjunct faculty member who wants to develop a new course should contact the Curriculum Committee **before** beginning to work on it. All courses must be approved by the Curriculum Committee before being forwarded to the College of Education and Human Services Academic Advisory Committee and the University Academic Administration for approval.

**FACULTY STATUS AND EMPLOYMENT**

**Initial Appointment Policy for Full-Time, Tenure-Track Faculty**
Minimal criteria for an initial appointment to each rank are as follows:

**Rank of Assistant Professor, Tenure Track**

1. An earned M.S.W. from an accredited institution and a doctorate in social work or related field. Additionally, for positions which involve teaching practice courses and/or practicum seminars, applicants must have two years of full-time post-master's degree experience in professional social work practice in either micro, mezzo or macro practice setting, depending on the position.

2. Demonstrated potential for scholarship. Scholarship includes publications in peer-reviewed journals, books and book chapters, external grants, and conference presentations.

3. Promise of ability to make a contribution to the mission of the School.

4. Potential of achieving tenure at Southern Illinois University, Carbondale.

**Rank of Associate Professor, Tenure Track**

1. An earned M.S.W. from an accredited institution a doctorate in social work or related field. Additionally, for positions which involve teaching practice courses and/or practicum seminars, applicants must have two years of full-time post-master's degree experience in professional social work practice in either micro, mezzo, or macro practice setting, depending on the position.

2. A demonstrated record of effectiveness as a teacher.

3. A record of peer-reviewed publication and peer-reviewed creative activity which has contributed to the discipline or field of study, to the candidate's intellectual development, and to the quality of the academic unit. Scholarship includes publications in peer-reviewed journals, books and book chapters, external grants, and conference presentations.

4. A record of professional service appropriate to the discipline, the academic unit, and where possible, the college and/or the university.

5. Promise of growth in teaching and research activity.

**Rank of Professor, Tenure Track**

1. An M.S.W and earned doctorate in social work or related field. Additionally, for positions which involve teaching practice courses and/or practicum seminars, applicants must have two years of full-time post-master's degree experience in professional social work practice in either micro, mezzo or macro practice setting, depending on the position.
2. For promotion to the highest academic rank, the candidate's academic achievements and professional reputation should be superior. This rank can be earned only by the Faculty member who has demonstrated continued growth in, and has a cumulative record of, teaching effectiveness, substantial peer-reviewed publication, and professional contributions and service. Scholarship includes publications in peer-reviewed journals, books and book chapters, external grants, and conference presentations.

Initial Appointment Policy for Full or Part-Time, Non Tenure-Track Faculty

Instructor

1. An earned M.S.W. from an accredited institution.

2. At least two years of full-time post-master's degree experience in professional social work practice.

3. Demonstrated expert knowledge in specialized area.

4. Teaching experience or demonstrated potential for effective teaching preferred.

Reappointment, Promotion, and Tenure Policy and Procedures

The School conducts different types of evaluations according to the faculty member being reviewed and the person’s time in rank. Faculty reviews are the basis upon which decisions regarding reappointment, tenure, promotion, and salary increases are made. There are three types of reviews: 1) annual reviews, 2) full reviews, and 3) merit review. Annual reviews are not as extensive as full reviews.

Annual Performance Evaluation Reviews of Probationary Tenure-Track Faculty

All non-tenured, tenure-track faculty members are reviewed every year unless they have undergone a full review in the current academic year. The process is as follows:

1. Submit the following materials to the School Director by March 15, who in turn will make them available to all tenured Faculty members.

   a. Current Curriculum Vitae with changes made from the previous calendar year highlighted;
   b. Clean copy of the current Curriculum Vitae without changes highlighted;
   c. Statistical summary of all ICE Forms from the previous year and narrative description of innovative instructional material or processes;
   d. One-two page description of current scholarship/research direction (including works in progress or submitted for publication);
   e. Copies of publications since the last review;
   f. Description/listing of submitted and funded proposals;
2. The School Director meets with the Faculty member under review. The review is then summarized in writing with copies distributed to the faculty member, the faculty member’s file.

3. Faculty have the right to submit a written response regarding the School Director’s annual review.

4. A copy of the response shall be placed in the faculty member’s file. The School Director’s report and the faculty member’s response are forwarded to the Dean by April 1.

**Merit Reviews for Tenure-Track Faculty**

Faculty members are expected to contribute to the mission and goals of the School of Social Work through performance of assigned teaching, achievements in research and creative activity, and service. Merit salary increases recognize and reward teaching, achievements in research and creative activity, and professional service. The intent of the merit process in the School of Social Work is to combine a Faculty self-assessment, a Director’s evaluation of accomplishments, with a collective Faculty recommendation; each stage of the assessment process will be considered in light of the Faculty’s deployment. The final assignment of each Faculty’s merit salary is the responsibility of the Director of the School of Social Work.

The evaluation of merit is based on a comprehensive assessment of the Faculty achievements based on the complete merit materials including:

- Faculty self-assessment,
- Tabulation for Productivity (Appendix A),
- Director summary and
- The deployment assignment.

**Procedures and Criteria**

Each Faculty member will receive a deployment form that reflects his/her job assignment and outlines briefly the activities necessary for fulfilling that job assignment from the Director of the School of Social Work in Spring. The job description should be signed by the Faculty, the School Director and filed with the Office of the Dean. Prior to February of each year, Faculty members will submit to the Director a "Summary of Achievements and Activities" for the year under review listing accomplishments in the areas of teaching, research and creative activity, and service.

Faculty members will meet with the Director to review the "Summary of Achievements and Activities." The Director will provide a written evaluation of the Faculty member and a recommendation of (0) No Merit, (1) Merit, or (2) Outstanding Merit based upon the "Summary
of Achievements and Activities" and the Faculty deployment assignment. For a Faculty member to receive Outstanding Merit there must be evidence of meeting or exceeding activity in each of the areas of teaching, and research/creative activity, and service. A merit summary form will be completed by the Director and will include a justification for the merit assignment.

The "Summary of Achievements and Activities" and the Director's evaluation summaries are then sent to the Faculty Merit Committee, consisting of all Tenure/Tenure Track Faculty for review. Committee members will absent themselves from the discussion when being considered for merit. The Committee will forward recommendations and rationale for all Faculty members to the Director for final approval. The Director can make changes in a rating if the Committee has not applied the process specified in this document; if changes in a rating of the Faculty Merit Committee are made, the Director will notify the Committee of the rationale for doing so. Faculty hired after the annual evaluation period but before the end of the fiscal year shall receive (1) Merit. Similarly, faculty on a full calendar year's sabbatical leave will receive (1) Merit. Faculty members who do not receive the merit rating for which they are recommended (at any level) will be notified by the Director of the decision and rationale prior to the general notification of salary increases for the coming year.

Within each category of merit, each Faculty will receive the same percentage of their salary in merit increases. The goal of the merit process is to assure that Faculty who earned (2) Outstanding Merit receive a greater percentage of their salary in merit than persons who earned (1) Merit. Therefore, the pool of money has to be distributed so that persons who receive (2) Outstanding Merit receive 2X that percentage of persons who earned (1) Merit. The Director is responsible for determining the exact dollar value of the merit raises based on the percentage of Faculty salary and available funds under terms of the Collective Bargaining Agreement between the Board of Trustees of Southern Illinois University and the SIUC Faculty Association, IEA/NEA.

It is the purpose of this reward system not only to recognize meritorious work done by Faculty, but also to promote excellence in these activities. Therefore, recipients of Outstanding Merit will be announced at the next Faculty Meeting. Dollar amounts will not be disclosed.

Annual Performance Evaluation Reviews of Continuing, Non-Tenure Track Faculty

These faculty are reviewed for excellence in teaching every year by the Director. The process is as follows:

1. Submit the following materials to the School Director.
   b. Statistical summaries of all ICE Forms and narrative description of innovative instructional materials or processes.

2. The School Director meets with the faculty member under review to discuss his/her assessment. The Director's review is summarized in a written report, a copy of
which is given to the faculty member, with a copy placed in the faculty member's personnel file.

3. Faculty have the right to submit a written response to the review to the school Director.

4. The School Director's report and the faculty member's response are forwarded to the Dean by April 1.

**Merit Reviews for Non Tenure-Track Faculty**

Non-tenure track faculty are reviewed for merit increase every year by the Director. The process is as follows:

1. Submit the following materials to the Director by March 15.
   a. Current Curriculum vitae;
   b. Statistical summaries of ICE forms and course objective evaluation forms;
   c. Narrative description of innovative instructional material or process.

2. The School Director who then makes the final rating and meets with the faculty member under review to discuss his/her merit assessment; and

3. Faculty have the right to submit a written response to the review to the School Director.

4. The School Director's recommendations concerning annual merit increases and salary adjustments, along with any faculty responses, are then submitted to the Dean for review.

**Promotion and/or Tenure Reviews of Tenured and Tenure Track Faculty**

**Promotion and Tenure General Policy.** Tenure and Promotion are governed by the Agreement entered into by and between the Board of Trustees of SIU and the SIUC Faculty Association. While the School of Social Work consists of two degree-granting programs, Faculty hold rank and tenure within the School of Social Work 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 three areas of scholarly activity: 1) Teaching effectiveness; 2) Research and publication activity and 3) Professional/Public and University service.

A major function of this university is education; thus, teaching effectiveness has high priority. The School of Social Work is part of the Graduate School and graduate study implies research and publication. Southern Illinois University Carbondale is also a Carnegie Foundation Research Intensive 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. Service activity, balanced between service to the School and service outside the School, is also expected of all faculty. Activities that are generally recognized as carrying weight in university promotion and tenure reviews are especially encouraged. These activities include social work activities on a community, national or international level.

To determine that all Faculty function at least at a minimum level of productivity, quantitative evaluation procedures have been developed for internal use (Appendix A). 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 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. 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 School.

**General Criteria for Promotion at SIUC** (from Employees Handbook, p. 61-63)

A. Teaching: The first step in promotion is an evaluation of teaching effectiveness. Only after an affirmative judgment as to teaching effectiveness has been made can serious consideration be given to an evaluation of scholarship and professional service. Unless a determination is made that the candidate is an effective teacher, whether at the departmental or interdisciplinary level, promotion will not be granted. Teaching includes an up-to-date knowledge of one’s discipline. In some instances teaching may be indirect, primarily in support of student learning activities. Faculty members also influence teaching by designing courses and curricula. Textbooks and innovative instructional material may be considered contributions to teaching. In addition, faculty members influence teaching in less tangible but no less decisive ways through such activities as counseling students, through conversations with colleagues, etc. Detailed and specific evidence of effective teaching should be included in the dossiers of faculty members being recommended for promotion. Evidence should include peer evaluations and student evaluations conducted over a reasonable period of time. Faculty colleagues should be asked to evaluate the objectives, methods, and materials of courses designed and/or taught by the individual. Evaluations of teaching effectiveness should also be drawn from faculty who have taught with the individual or have frequently observed classes taught by the individual. Wherever possible, evaluation should also include evidence concerning the continuing performance of students taught by the candidate.

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

C. Professional Contributions: Faculty members are expected to make professional contributions through service to the department, the college, the university, and the discipline at large. The last item includes discipline-related community service. Professional services may include paid or unpaid consulting work. Administrative and professional work on behalf of the department or the university, for which there is no specific compensation or assignment, may be regarded as service. It is desirable that an evaluation by qualified individuals indicating the quality and extent of the service rendered be submitted with the promotion dossier.

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 external letters of recommendation will be sought stating in writing why he/she should be promoted or awarded tenure. The preliminary dossier should be submitted to the Promotion and Tenure Committee by April 15. The dossier will be returned to the applicant with a letter indicating the Committee’s evaluation of the application. All decisions regarding committee recommendations will be consistent with the School’s operating paper.

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 1st to secure the necessary data, at which time the Promotion and Tenure Committee will make available the dossier to appropriate Faculty for their evaluation. The final appropriate Faculty vote will be secret. The committee will make formal written recommendations to the Director concerning promotion and tenure and is responsible for giving reasons in detail using the specific provisions of the operating papers that support their decisions in the committee report to the School Director. 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 by November 1. 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.
**Tenure.** Tenure assures the Faculty member of a permanent position in the School. Thus, the evaluation of a Faculty member for tenure is a major responsibility of the Faculty. Consistent with the Employees Handbook, in conducting reviews at the basic academic unit level, all tenured Faculty shall have an opportunity to vote on a tenure decision, and only tenured Faculty should vote on the decision. 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 initiate appropriate committee formation and compile a 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. The tenure schedule according to the Employees Handbook specifies that Professors must be notified in writing at the end of a two-year probationary period whether tenure has been awarded or whether that appointment will not be renewed at the end of the third year; Associate Professors will be notified at the end of a four-year probationary period. Criteria for tenure are virtually the same as for promotion to Associate Professor. High quality teaching is an absolute minimum requirement for a tenure award.

**Promotion.** Faculty are expected to be productive in the three 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.

The candidate should secure evaluations of his/her teaching competence, including the first twenty items of the ICE forms. In addition to the School of Social Work student evaluations, comments from peers who review course outlines and from faculty invited to visit the classroom, letters from former students, and specific comments about the individual’s preparation and teaching competence will be considered.

The School will only recommend for promotion those faculty who have been successful in publishing. Priority will go to articles in refereed 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.

**Composition of Tenure & Promotion Review Committees**

The University’s (and College of Education) guidelines shall apply to peer reviews for the purposes of promotion as described in The Collective Bargaining Agreement between the Board of Trustees of Southern Illinois University and the SIUC Faculty Association, IEA/NEA.

1. Consistent with the Employees Handbook, in conducting reviews at the basic academic unit level, all tenured Faculty shall have an opportunity to vote on a tenure decision, and only tenured Faculty should vote on the decision. For reviews involving promotion (or promotion and tenure) the committee is composed of all of the tenured faculty. The committee shall consist of at least three tenured faculty, of which at least one must be a Full Professor. In the
absence of sufficient faculty of appropriate rank of tenure status from within the School of Social Work to serve on the committees, the committee shall be made up of SIUC faculty outside the School with appropriate rank.

2. The candidate, in consultation with the School Director, selects the chair from among the members of the committee from the School of Social Work.

Frequency of Promotion Reviews

1. Requests for review for promotion may be made by any faculty member at any time.

2. Review of Assistant Professors for promotion and tenure is mandatory during the sixth year of service.

3. Review of tenured Associate Professors by Professors is mandatory every five years, unless the faculty member requests in writing that (s) he not be reviewed.

Content of Promotion and/or Tenure Reviews

Decisions regarding reappointment, tenure, and promotion are made based on the cumulative qualitative and quantitative record of accomplishment in the areas of teaching, scholarship, and service as described in The Collective Bargaining Agreement between the Board of Trustees of Southern Illinois University and the SIUC Faculty Association, IEA/NEA.

The three areas of work are as follows:

1. **Teaching.** The first step in promotion and tenure decision-making is an evaluation of teaching effectiveness. All faculty are expected to contribute to the teaching programs of the School. Exceptional merit in teaching is rewarded by the School and is established by reviewing the quality of instructional materials (both print and electronic) and by observing classroom teaching. Both peer and student evaluations are used in the determination of exceptional merit.

2. **Scholarly Productivity and Quality of Scholarly Work.** All tenure track and tenured faculty are expected to accomplish scholarly work and research in their area(s). Scholarship is judged in terms of the type, the quality, and the quantity of the work. Written work is also evaluated on the basis of its contribution to the literature and the level of participation of the individual in the product (single author, joint author, junior author, etc.). Assessments of quality include committee evaluations are used in the determination of merit.

   - Articles in refereed journals
   - Theoretical or analytic books.
   - Textbooks that are a new synthesis of knowledge at an advanced level.
   - Chapters in edited books.
   - Edited books.
• Scholastic honors and awards.
• Journal reviewer.
• Invited papers selected for publication as part of conference proceedings.
• Invited chair of conference forums.
• Invited papers or lectures presented at professional conferences.
• Monographs or technical reports produced for funding sources or other constituencies.
• Papers or poster sessions selected for academic or professional meetings.
• Funded Grants and/or Contracts
• Creative Projects (e.g., Videos)

3. Service to the School, University, and Profession. All tenure track and tenured faculty are expected to provide service to School, College, University, profession and community. Service is a necessary feature of faculty work.

Procedures for Promotion/Tenure Review

Review Schedule for Full Reviews. In January of each academic year, the Academic Productivity Committee determines what full reviews should be conducted for the following academic year and makes recommendation to the School Director; a faculty member may request an early review. Through the Director, a faculty member who is seeking to submit a dossier for promotion and/or tenure should schedule a meeting with the Dean during Spring Semester prior to submission of the dossier.

Responsibilities of Person Being Fully Reviewed

On April 15, the candidate submits, at a minimum, a portfolio to the Review Committee containing the following:

1. Current Curriculum Vitae;

2. All ICE Form Summaries (actual Forms received from the Library basement i.e. first page with items 1-20 for each course taught and to be assisted by the committee regarding those to be summarized for inclusion in the Dossier);

3. Reprints of all publications and copies of work in press, with proof of their status (letter of acceptance by the journal, etc.);

4. List of suggested External Reviewers to document excellence in scholarship.

On or before October 1, the candidate submits a dossier in the format outlined by the Provost and consistent with the Employee Handbook and will also include the following to the Review Committee:

1. Summary of research, teaching, and service activities over the years covered by the review (1-2pp.);
2. Description of research (1-2pp.);

3. Plan of future work;

4. List of courses taught and summary of student evaluations;

5. Record of service to the School, University, and the profession;


Responsibilities of Full Review Committees:

Each full review committee assesses the candidate’s performance according to the framework described in the section on Content of Reviews above, and prepares a comprehensive report and recommendation for the School Director. Review committees, in the process of conducting assessments, should complete the following tasks:

1. Notify the candidate of the purpose and process of the review in writing;

2. Develop the Committee’s list of External Reviewers and, choosing from its list and the candidate’s list, select a minimum of three and a maximum of five External Reviewers, at least two of whom were suggested by the candidate;

3. Review the candidate’s dossier and the reports from the External Reviewers. All external reviews are made available to the candidate unless an external reviewer requests confidentiality and the candidate has signed a waiver. The faculty member may also request all letters be treated as confidential;

4. Each committee member individually marks a ballot indicating "yea" or "nay" with regard to the tenure (in the case of a Tenure Review), the promotion and tenure (in the case of a Promotion and Tenure Review), or the promotion (in the case of a Promotion Review);

5. The chair prepares a written explanation/summary of “nay” votes to candidate. The committee will make formal written recommendations to the Director concerning promotion and tenure and is responsible for giving reasons in detail using the specific provisions of the operating papers that support their decisions in the committee report to the School Director.

6. A copy of the report is provided to the candidate, and the candidate is given the option to write a response to be appended to the report before it goes to the School Director;
7. Each committee member individually completes the form entitled "Recommendation of Faculty Promotion." The chair of the review committee transmits the completed forms to the School Director; and

8. Review committee chair transmits the ballots and the vote tally to the School Director and writes a full report that assesses teaching, scholarship, and service, and makes a recommendation to the School Director regarding the outcome of the review and submits the dossier with "Recommendation of Faculty Promotion" forms to the School Director. All tenure and promotion reviews must be completed and reports delivered to the School Director by October 15.

Responsibilities of the School Director

The Director is responsible for contacting the chosen external reviewers to determine their willingness to serve as a reviewer, and send each a letter, under the signature of the School Director, inviting him/her to serve. The candidate's vita should accompany the letter. The Director is also responsible for sending letters and copies of the review materials to each external reviewer specifying that the letter is made available to the candidate, when appropriate. Based upon the Review Committee Report, and on the ballots and the "Recommendation of Faculty Promotion" forms completed by the individual committee members, writes a letter of the School's recommendation to the Dean consistent with University guidelines as specified in the Employee Handbook. The letter justifies the recommendation and clarifies how the evaluations of the candidate's teaching, scholarship, and service were made. The Director communicates in writing as soon as possible the School's recommendation, including the results of the faculty members' vote to the individual faculty member, to the Review Committee, and to the faculty; and places a copy of the Review Committee's Report and the letter of School recommendation in the candidate's file and returns all review materials.

Culmination of the Procedure for Tenure, Promotion, and Mandatory Reviews

When the School Director receives the recommendation of the Tenure/Promotion Review Committee regarding its decision concerning the outcome of the review; the Director will send all of the School's recommendations with supporting material to the Dean no later than November 1. The Director is responsible for making an independent tenure recommendation to the Dean, but the votes of the tenured faculty and of any special review committee are to be forwarded with the Director’s recommendation, along with appropriate documentation in the tenure dossier.

According to the Employees Handbook (p. 63), in transmitting the School’s recommendations to the Dean, the Director must indicate who has been consulted, the form of the consultation, the vote of the appropriate faculty member group, and the vote of any departmental committee charged with recommending promotion. The recommendations of the Director shall be reported to the faculty of the academic unit. The written recommendation of the Director shall be provided to the candidate. The letter to the Dean shall include the following information: Director’s evaluation of the candidate’s teaching, research and professional service; the vote of appropriate
faculty members; the vote of any departmental committee making recommendations to the Director; and a summary of the procedures followed by the School in evaluating the candidate.

Tenure Promotion Faculty Grievance

Procedures concerning the Tenure and Promotion policy procedure are guided by the Collective Bargaining Agreement between the Board of Trustees of Southern Illinois University and the SIUC Faculty Association, IEA/NEA.

Amending the Operating Paper

The School's Director and all faculty members may, at any time, submit in writing proposed changes to the School Operating Paper. The text of the proposed change to the operating paper and a ballot shall be placed in the faculty members' mail boxes. Two weeks shall be allowed for discussion. Voting shall be by paper ballot. The proposed change is approved if a majority of the eligible faculty who vote cast ballots for the change. Any amendments approved will then be sent to the Dean of the College of Education and Human Services for his/her review.
### Appendix A
Tabulation for Productivity – School of Social Work
Southern Illinois University at Carbondale

Name: ___________________________  Rank: ___________________________  Year: __________

<table>
<thead>
<tr>
<th>Activity</th>
<th>#</th>
<th>X</th>
<th>Value</th>
<th>Total</th>
<th>Activity</th>
<th>#</th>
<th>X</th>
<th>Value</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
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<td></td>
<td></td>
<td></td>
<td>Research &amp; Scholarship</td>
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<tr>
<td>A. Direct teaching # of courses</td>
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<td>A. Accepted peer reviewed journal article</td>
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<tr>
<td>Averag e score of ICE#20</td>
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<td></td>
<td>Max. 20</td>
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<td>B. Indirect teaching</td>
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<td></td>
<td>B. Original book chapter</td>
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<tr>
<td>C. Teaching support</td>
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<td></td>
<td></td>
<td>C. Creative work (e.g. videotape)</td>
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<tr>
<td>D. New course proposals</td>
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<td>2</td>
<td></td>
<td></td>
<td>D. Edited book</td>
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<tr>
<td>E. Significant redesign of course</td>
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<td>3</td>
<td></td>
<td></td>
<td>E. Non-peer reviewed article</td>
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<tr>
<td>TEACHING SUBTOTAL</td>
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<td>F. Original book</td>
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<tr>
<td>G. Training manual</td>
<td>X</td>
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<td>G. Training manual</td>
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