



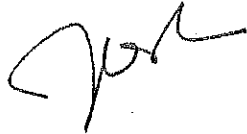
Operating Paper

MEMORANDUM

pvc.aa.siu.edu

Date: March 1, 2013

To: Department of Workforce Education and Development Faculty

From: John W. Nicklow
Provost and Vice Chancellor for Academic Affairs 

Re: Addendum B Final Agreement

With the notification that the Faculty of Workforce Education and Development concluded voting on February 28, 2013 to approve the proposed modified amendment, by a vote of 5 to 0 of 6 eligible Faculty, the proposed amendment is now approved per Addendum B of the 2010-2014 Collective Bargaining Agreement between the SIU Board of Trustees and the SIUC Faculty Association, IEA-NEA.

Please be reminded that the contract contains the following language:

Section 3.02. Precedence of Agreement. If there is any conflict between the written terms of this Agreement and the terms of any individual contract of employment or any written Board policies, rules and regulations that may be in effect from time to time, the written terms of the Agreement, for its duration, shall be controlling as to bargaining unit Faculty.

Please provide a clean electronic copy of the approved operating paper to the Office of the Associate Provost for Academic Administration (via email to ewilliam@pvc.siu.edu). Please include a cover/title page, which includes all dates of revisions (see attached template), and submit the file as a Word document.

Thank you again for working with the Provost's office to reach agreement on this amendment to your operating paper. Your efforts are appreciated.

JWN:emw

cc: David L. DiLalla, Associate Provost for Academic Administration
Deborah Nelson, Senior Associate General Counsel, Office of General Counsel
Brent Patton, Director, Labor and Employee Relations

2. Workload is defined as:

a. Teaching

- (2) Indirect teaching, including but not limited to instructional assignments and assigned contact hours, such as thesis and/or dissertation supervision, serving as readers on theses and dissertations, special problems supervision, directed reading, field work, faculty supervised independent study, supervision of research papers (including departmental and honors theses by undergraduate students), new course development, undergraduate and graduate academic advising/mentoring, supervision of internships and student teaching, and any other assigned contact hours. Faculty tasks such as theses, dissertations, special problems, and independent study are not automatically considered to be equivalent with teaching typical graduate or undergraduate courses. Indirect teaching assignments are made by the chair in consultation with the Faculty member.

Approved
JBR
2/11/13

OPERATING PAPER

THE DEPARTMENT OF
WORKFORCE EDUCATION AND DEVELOPMENT
COLLEGE OF EDUCATION AND HUMAN SERVICES

Effective December, 1998
Amended September, 1999
Amended April, 2006
Approved by WED faculty May, 2006
Approved by WED faculty November, 2008
Approved by WED faculty November, 2009
Approved by WED faculty February, 2010
Approved by SIUC Provost June, 2010
Amended February, 2013
Approved by WED faculty February, 2013
Approved by SIUC Provost February, 2013

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
CARBONDALE, IL 62901

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I. FACULTY VALUES

The following list of values reflects the stated beliefs or convictions held important by the faculty. The values guided the formulation of the vision, mission and goals of the department; assisted in focusing the teaching, research, service and professional practice activities of the faculty; and were instrumental in identifying the clientele to be served by the department.

1. The recognition that all work and workers have dignity and are worthy of respect and study as an academic discipline;
2. A belief in the access to professional education for individuals who wish to pursue their career goals in instruction and learning, instructional systems design, administration and supervision, quality assurance and evaluation and research;
3. Recognition of the value of occupational competence as demonstrated through technical/professional training, work experience, and professional development;
4. An obligation to sustain credible scholarship to advance the bodies of knowledge of our professions;
5. Sustained department effort in providing service to the institution and to individuals, groups and organizations at local, regional, state, national and international locations; and
6. A belief in providing our students with quality instruction, excellence in learning, and effective use of teaching methodologies.

II. DEPARTMENT VISION AND MISSION

The vision of the faculty of the Department of Workforce Education and Development is to establish a collective sense of creative and intellectual inquiry and commitment to excellence in workforce and workplace education, training, and development, resulting in recognition as the premiere program of its kind.

The mission of the faculty of the Department of Workforce Education and Development is to deliver quality instruction to our students to prepare them for professional and leadership roles in organizations which assume the responsibility of training and educating the global workforce. Such organizations include corporations, apprenticeship programs, proprietary institutions, government agencies, the military, volunteer organizations, and secondary and post-secondary education and training institutions.

Specifically, the Department's mission encompasses the following:

- Prepare undergraduate and graduate students for professional, technical, instructional, and administrative roles in the workplace, both on and off campus.
- Contribute to the growing bodies of knowledge through research, publication, and dissemination.
- Provide service through local, state, national, and international activities.

The Department offers a Bachelor of Science in Education degree with a major in Workforce Education and Development (WED). The WED major includes two specializations: Education Training and Development (ETD) and Career and Technical Education (CTE). The ETD specialization prepares students for positions as technical instructors, program designers or managers/supervisors. ETD is offered at on-and off-campus locations. The CTE certification specialization offers options in Business Education, Family and Consumer Science, Health Careers and Technology Education.

Complementing its undergraduate offerings, the Department of Workforce Education and Development also offer Master of Science in Education and Doctor of Philosophy in Education degrees, both with concentrations in Workforce Education and Development. The master's degree prepares individuals for teaching, research and administrative positions in secondary and post-secondary educational institutions and private sector organizations. Advanced study leading to the Doctor of Philosophy in Education degree prepares individuals for positions in teaching, research, professional development and management.

III. DEPARTMENTAL STRUCTURE

A. Chair

The Chair is the administrative officer of the Department and has the responsibility to provide leadership to foster the mission and goals of the Department.

The Department Chair provides leadership for a variety of functions including governance, instruction, curricula and course approvals, faculty affairs, external communication, budget and resources, and professional development. *Specific duties and responsibilities of the Chair are detailed in Appendix 'A'.*

The Chair will meet each academic year with each faculty member in the Department to discuss his/her assignments.

Appointment of a Chair is made by the Dean of the College of Education and Human Services based on recommendations by voting faculty and input from other stakeholders including non-voting faculty, staff, alumni, and students.

There will be an annual review in October by the faculty to determine to what extent the Chair is accomplishing assigned duties. This evaluation will assist the Chair in developing and maintaining Department focus. The emphasis is to provide feedback on performance on a timely basis. The Policy and Personnel Committee will be responsible for preparation and dissemination of a performance survey and will interpret results to the Chair and faculty.

Each May, the Chair will distribute an annual report and an updated one-year and long-range planning document to all faculty. The document will include plans for staffing, curriculum and administration.

The Chair is responsible for implementing provisions of the Operating Paper.

B. Faculty

Voting faculty will include all tenured and tenure-track faculty who are assigned and budgeted to the Department for at least 51% of their appointment. The Chair is not included in the definition of "voting faculty".

The advice and counsel of non-tenure track appointed faculty are held to be important to the success of the unit and will be sought in matters of policy.

Under the Chair's leadership, the faculty will be the planning and policy-making body for all matters regarding teaching, research, and service, and with the Chair, will have jurisdiction over matters pertaining to organization, curriculum and course approval, management, and operation of the Department, consistent with University and College policies and the Department Operating Paper.

The Chair will support and encourage faculty development and assist in providing opportunities for growth and high performance in teaching, research, and other professional activities.

Academic qualifications of new faculty to be recruited are described in the current *Employee Handbook* as modified by board action, and College of Education and Human Services Operating Paper. Department policies, procedures and qualifications will be consistent with these documents.

C. Association Representative

The Department and College recognize that the Department has an SIUC Faculty Association representative who will carry out Association business.

D. Proxies and Secret Ballots

Proxy voting and secret ballot procedures will be governed by the current edition of *Robert's Rules of Order*.

E. Coordination and Delegation of Administrative Duties

The Chair will appoint faculty to various administrative and programmatic responsibilities in the Department. Three months before the beginning of each fall term, the Chair will meet with the Policy and Personnel Committee for review and approval of administrative appointments planned during the subsequent academic year. Faculty appointees will report directly to the Chair. Pending the availability of resources, the administrative appointments include the following positions:

1. Undergraduate Career and Technical Education Coordinator

The Undergraduate Career and Technical Education Coordinator will assist in the advisement and development of programs for all students in the Career and Technical Education specialization; conduct periodic CTE assessment and evaluation studies as assigned by the Chair; develop student recruitment initiatives; coordinate CTE faculty initiatives in curriculum and program changes; prepare list of CTE courses to be offered in subsequent semesters; and advise the Chair on CTE faculty teaching assignments.

2. Undergraduate Education, Training and Development (ETD) Coordinator

The Undergraduate Education, Training and Development (ETD) Coordinator is responsible for coordinating all aspects of the undergraduate Education, Training and Development (ETD) specialization. This includes planning and organization, recruitment, advisement, instruction, curriculum modification and development, assessment, reporting and scheduling. The ETD Coordinator will maintain regular communications with the ETD faculty, Department Chair and Off Campus Degree Program Manager on matters concerning the ETD specialization.

3. Director of Graduate Studies

The Director of Graduate Studies will facilitate the admission and selection process for both master's and doctoral programs; advise and develop programs for master's students; process clearances for graduate student graduations; monitor progress of doctoral students; provide information to graduate students on the graduate student listserv; conduct the doctoral preliminary examinations; recruit graduate students; serve as the liaison with the Graduate School; conduct periodic graduate program assessment and evaluation studies as assigned by the Chair; make recommendations for assignment of graduate assistantships; maintain a data system on all graduate students; advise faculty initiatives in graduate curriculum and program changes; prepare list of graduate courses to be offered in subsequent semesters; call graduate faculty meetings; organize off campus graduate courses; maintain a resource library; and advise the Chair on graduate faculty teaching assignments.

4. Off Campus Degree Program Manager/Director

Oversight of the Off Campus Degree Program may be provided by a tenure track faculty member, a non tenure track faculty member or by administrative/professional staff, under the direction of the department chair. If the incumbent is tenure track faculty, the appropriate title will be Director, and if non tenure track or staff, manager.

The Off Campus Degree Program Manager/Director serves as a liaison between the campus undergraduate Education, Training and Development (ETD) faculty and the off campus faculty. The Off Campus Degree Program Manager/Director is responsible for implementing policy and curriculum, as pre-determined by campus faculty and administration. The Off Campus Degree Program Manager/Director will communicate with campus faculty and off campus personnel, and other campus offices; establish and maintain relationships with the SIUC Office of Military Programs, outside agencies and organizations; coordinate student admissions and graduation activities; establish assessment goals and objectives for the program; direct staff development, guidance, training and supervision; plan marketing activities; supervise technology integration; and supervise the Off Campus Degree Program – Workforce Education and Development support staff.

F. Standing and Ad Hoc Committees

1. Standing Committees. There will be three standing committees serving as advisory committees to the faculty: Curriculum, Graduate, and Policy and Personnel.

- a. Curriculum Committee

This Committee will review proposals regarding on and off campus offerings; coordinate curriculum additions and revisions; approve courses; make recommendations to faculty; implement policies and procedures related to undergraduate specializations and graduate concentrations; and assist in maintaining communication between and among faculty.

The Curriculum Committee will consist of five faculty elected from the tenured and tenure-track faculty who are representative of specializations within the Department. Members will serve staggered three year terms. The committee chair will be elected at the beginning of the academic year.

- b. Graduate Faculty Committee

This Committee will review and approve proposals regarding graduate program policies and procedures, approve curricula and courses and make recommendations to faculty. The committee will also make recommendations regarding graduate assistantships and Ph.D. admissions.

The Graduate Faculty Committee will consist of all graduate faculty. The committee chair will be elected at the beginning of the academic year.

- c. Policy and Personnel Committee

This Committee will review proposals regarding the Department Operating Paper, monitor faculty loads, assignments, and staffing needs; determine qualifications for available faculty and staff positions; establish faculty recruitment procedures; evaluate dossiers of applicants; and adjudicate issues identified by the faculty. This Committee will make recommendations to the Department Chair and faculty. Policy and Personnel Committee will collect ballots and validate all departmental elections.

The Policy and Personnel Committee will be composed of five faculty elected from the tenured and tenure-track faculty that are representative of the specializations in the Department and will serve staggered three year terms. The committee chair will be elected at the beginning of the academic year.

2. Ad Hoc Committees. As issues arise, ad hoc committees may be appointed by the Department Chair as needed.

G. Election to Standing Committees

Each year the Chair will prepare a list of all (1) tenured and tenure-track faculty eligible for service on the Curriculum Committee and Policy and Personnel Committee, and (2) faculty whose terms are ending. A faculty member may not serve on the Curriculum and Policy and Personnel Committee at the same time.

An election ballot containing faculty eligible to serve for each committee will be mailed to each voting faculty member each spring term. Faculty will vote by the date and method specified on the ballot.

Membership on standing committees will become effective at the beginning of the fall term. A committee member unable to attend meetings may designate an attending committee member as their representative with full voting privileges.

IV. DEPARTMENT OPERATIONAL POLICIES

A. Faculty Assigned Duties

Assignment of work is ultimately an obligation of the Chair in the sense that the Chair is responsible for assigning work. The Chair must consult with each faculty member, but the final decision is the Chair's.

Departmental personnel resources are allocated for teaching, research/creative activity, service, and professional development. Before making an assignment for the following academic year, the Chair will consult with each faculty member to discuss individual assignments considering the Departmental needs and faculty member expertise and interest. Research and service activities beyond assigned responsibilities, e.g., service on standing and student committees and attendance at faculty meetings, are accepted as a regular part of faculty responsibility.

Guidelines for assignment of faculty workload are as follows.

1. General Principle: following the Association contract, workload is based on a 24 credit hour per academic year equivalency with subsections of the assignment based on a percentage of that 24 hours.

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

2. Special Considerations:

- a. Teaching

Team teaching: weighted by contribution (e.g., 50% of course each if work is fully shared, or proportional to number of credit hours in total).

Labs, studio hours, supervision of TA's = number of credit hours.

Multiple lecture sections of one course in one semester: each section counts fully for credit.

Cross-listed courses: faculty member gets the credit hours once.

Special problems, readings, research reports/thesis/dissertation direction are, in general, part of the faculty assignment. However, under certain circumstances faculty assignment of time can be made on the basis of credit hour generation.

Maximum class size will be set in consultation between the Chair and faculty member. Quality teaching and learning are more likely to take place if reasonable limits are placed on enrollment.

Indirect teaching, including but not limited to instructional assignments and assigned contact hours, such as thesis and/or dissertation supervision, serving as readers on theses and dissertations, special problems supervision, directed reading, field work, faculty supervised independent study, supervision of research papers (including departmental and honors theses by undergraduate students), new course development, undergraduate and graduate academic advising/mentoring, supervision of internships and student

teaching, and any other assigned contact hours. Faculty tasks such as theses, dissertations, special problems, and independent study are not automatically considered to be equivalent with teaching typical graduate or undergraduate courses. Indirect teaching assignments are made by the chair in consultation with the faculty member.

3. Scholarly Activity

Continuing line graduate faculty are expected to maintain a sustained line of inquiry. Consideration will be given to the quality and quantity of productivity of both short and long-term research and other creative activities such as publications, and recognition by the academic community of work accomplished.

4. Service

Service assignments should be determined relative to the needs of the university (at all levels) and the discipline.

B. Department Meetings

The Chair will call at least one faculty meeting per semester. The hours between 10:00 a.m. and 12:00 p.m. on Wednesdays will be reserved for departmental, committee, and specialization meetings.

A joint meeting of the on and off campus faculty via telephone conferencing will be called at least once a year by the chair. Faculty meeting agendas and documents will be distributed to faculty at least one week in advance of each meeting to encourage involvement in all matters pertaining to Department policy.

If petitioned by six or more continuing line faculty, the Chair must call a special meeting within ten days of receiving the petition.

C. Merit Pay Policies

The basis for merit compensation is documented achievement in teaching, research, and service. Consideration for merit pay will be based on written assignments in accordance with Merit Pay Review Procedures approved by Department tenured and tenure-track faculty. Each tenured and tenure-track faculty member is responsible for submitting documents indicative of meritorious performance to the Chair.

D. Merit Pay Review Procedures

Merit review is the responsibility of the Chair. The Merit Pay Review Package will be distributed to tenured and tenure-track faculty before the end of the Fall term. Each faculty member is responsible for collection of records and documents to support meritorious performance.

The Merit Pay Review Package will be submitted to the office of the Chair by March 1 of each year.

Each tenured and tenure-track faculty member will be given an explanation of the salary increase distribution.

1. Possible Performance Evaluation Indicators

- a. Teaching – Faculty members are expected to adhere to accepted standards of professional behavior in meeting responsibilities to students.

EXAMPLE - Evidence Sources

1. Chair evaluation
2. Systematic rating by students
3. Instructor/course evaluations [ICE's]
4. Content of course syllabi
5. Informal ratings by students
6. Colleague ratings based on classroom visits
7. Faculty member interest in teaching improvement, e.g., attendance/participation in professional development activities
8. Student examination performance
9. Supervision of independent study
10. Thesis/dissertation credit
11. Class projects
12. Supervision of student teacher interns
13. Classroom observations by peers and supervisors
14. Videotaped instruction

- b. Research - Productivity will be monitored; when there is little or none over some number of years, less time should be assigned to research until scholarly productivity has increased.

Department expectations for scholarly productivity will be based upon the publication on average of one peer-reviewed article per year.

EXAMPLE - Evidence Sources

1. Books, both research and teaching based

2. Articles in refereed journals
3. Other articles and publications, both popular and professional
4. Web-based products and resources
5. Developing and maintaining research competence via documented reading and self-study
6. Papers presented at local, regional, state, national, and international meetings
7. Current research and creative activity in progress
8. Proposal preparations
9. New course development
10. Grant applications awarded
11. Consulting activities and commissioned papers

Other evidence to support research and scholarly performance which may go beyond assignment.

- c. Service - Service consists of contributions to the orderly and effective functioning of the Department, the University, and local, state, regional, national, and international communities (including professional associations).

EXAMPLE - Evidence Sources

1. Involvement in department, college, and university committees and assignments
2. Involvement in committees and assignments for professional associations and organizations
3. Active membership in professional associations and organizations
4. Organizing and expediting meetings
5. Service on boards, councils, commissions, or other agencies
6. Academic advisement - Ph.D./M.S. committees
7. Coordination of academic programs
8. Supervision of staff or offices

Other evidence to support professional service.

EXAMPLE
PERFORMANCE EVALUATION SYSTEM

Assignment Units (AU) In multiples of 25% time			Rating (R)		
Spring	Fall	Assignment	3 Excellent	2 Good	1 Needs Improvement
3 units 75%	2 units 50%	Teaching	3		
1 unit 25%	1 unit 25%	Research		2	
	1 unit 25%	Service		2	
4 Total 100%	4 Total 100%				

	<u>AU</u>		<u>R</u>		<u>Key</u>
Teaching:	3 + 2 = 5	x	3	= 15	Excellent 24-20
Research:	1 + 1 = 2	x	2	= 4	Good 19-12
Services	1 = 1	x	2	= 2	Needs Improvement 11-08
			Total	21	

Evidence of noteworthy teaching, research, or service beyond assignment. Cite activities below.

Chairing and co-chairing completion of Doctoral dissertation research not credited elsewhere.

Chairing and co-chairing completion of Master's thesis, research paper, or graduate project not credited elsewhere.

The Chair will communicate with each faculty member once each year to review assignments, professional development, and performance.

E. Tenure and Promotion

The basis for tenure and promotion consists of documented achievement in teaching, research/creative activity, and service. The faculty member is responsible for submitting documents to the Chair in accordance with the Guidelines for Tenure and Promotion approved by faculty. Approved Guidelines are as follows.

F. Guidelines for Tenure and Promotion

The Department of Workforce Education and Development operates within the policies and procedures of the College of Education and Human Services and the statutes, policies, and procedures of the University regarding promotion and tenure guidelines.

To assure that each faculty member is informed about tenure and promotion, the Chair will conduct an annual review of all nontenured faculty in tenure accruing positions. Reviews will be guided by established departmental procedures and findings. Reviews will be communicated to the faculty member by May 1 of the reviewing year.

1. Tenure

a. General Policy

After individuals with tenure-accruing faculty appointments have spent a probationary period of two years at the Professor rank or four years at the Associate Professor rank, the Department may recommend tenure at the Associate or Professor levels. For individuals with tenure-accruing faculty appointments at the Assistant Professor rank, tenure and promotion recommendations are made simultaneously. At the end of the probationary period, the faculty member must be notified in writing either that tenure has been awarded or that the appointment will not be renewed at the end of the following year. Tenure recommendations are initiated by the Department for tenured faculty appointments. Tenured faculty in the Department will have the opportunity to vote on faculty member applications for tenure. Associate and full professors may be granted tenure upon appointment.

b. Specific Criteria

(1) Assistant Professor

The Department must recommend tenure and promotion simultaneously for Assistant Professors using criteria for appointment as Associate Professor.

(2) Associate Professor and Professor

Tenure for persons initially appointed as Associate or Full Professor will be based upon criteria for promotion to those ranks.

2. Promotion in Rank

a. Policy

Persons in professional ranks in both tenure-accruing and non-tenure accruing positions are eligible for consideration for promotion. Decisions regarding promotion will include both quantitative and qualitative evaluation of performance in three areas: (1) teaching effectiveness, (2) research and publication, and (3) university, professional and public service. At least one semester before a faculty member intends to apply for promotion, a request may be made to the department chair to appoint a committee of three faculty advisors who hold the rank the applicant is applying for to assist the applicant in the preparation of their promotion dossier. The committee need not all be department faculty. Faculty holding the rank for which a person is being considered, and above, will have the opportunity to vote for promotion. For example, the formal vote will include all Professors for promotion to the rank of Professor, and all Professors and Associate Professors for promotion to the rank of Associate Professor.

b. Specific Criteria

(1) Teaching

A major function of a university professor is teaching; therefore, teaching effectiveness holds high priority. In order to be promoted, the candidate must document teaching effectiveness with such instruments as the Instructor Course Evaluations (ICE), faculty evaluations, and letters from peers, students, and other persons.

(a) Assistant Professor to Associate Professor

The faculty member must document competency in teaching by:

- 1) substantiating competent teaching for each semester (in which a teaching assignment is made) preceding consideration for promotion, using established evaluation instruments (ICE – Instructor Course Evaluation);
- 2) assisting the Chair in collecting letters of support from students which document previous teaching competence; and
- 3) providing at least three peer evaluations of teaching effectiveness from colleagues at the associate or full professor rank.

(b) Associate Professor to Full Professor

The candidate must document competency in teaching by:

- 1) soliciting letters of support for teaching effectiveness from at least three Full Professors in the Department or College;
- 2) assisting the Chair in collecting at least five letters from previous master's or doctoral students that document competence in graduate study and;
- 3) providing measures of teaching effectiveness including ICE (Instructor Course Evaluation) results and original course materials or syllabi reflecting state-of-the-art instruction in workforce education.

(2) Research and Publication Activity

A second major function of a university professor is scholarly research. Therefore, dissemination of results of research is mandatory. Priority will be given to articles in refereed professional journals, books, book chapters, refereed research/policy papers, monographs, refereed or competitive

paper presentations, and other original writing. International and national publications/presentations will receive higher priority than state and regional publications/presentations. Citations or references to the author's work by other scholars including recognized authorities outside the University will help to establish the value of published works.

- (a) Research and scholarly activities include the following categories with priorities within each category.
 - 1) Refereed articles or invited in professional journals.
 - 2) Refereed or invited research/policy paper presentations/proceedings at meetings of professional organizations.
 - 3) International awards, e.g., Fulbright Scholarship, Rhodes Scholar.
 - 4) Books, monographs, and book chapters.
 - 5) Funded projects and publication of results.
 - 6) Published book reviews in peer-reviewed journals.
 - 7) Others, such as software, patented or copyrighted educational devices, visiting scholar presentations, value to be established by peers and/or outside professional evaluators.

- (b) Additional factors to be considered in determining the relative value of publications include:
 - 1) Percent of author contribution to co-authored articles.
 - 2) Quality of publisher or sponsoring organization. In assessing quality of publisher or sponsoring organization, the Department agrees to accept information included in *Ulrich's Periodicals Directory*, *ISI Web of Knowledge*, and *OCLC's First Search* as standard tools.

- 3) Readership. In assessing readership, the Department agrees to accept information contained in *Ulrich's Periodicals Directory* as the standard.
 - 4) Publication still in print and/or demand for reprints.
 - 5) Individual reviews and refereed reviews reflecting judgments of quality and scope of impact.
- (c) Recommended minimum standards for promotion and/or tenure are:
- 1) Assistant Professor to Associate Professor

Demonstration of competence in research and scholarly activity as evidenced in scholarly refereed publications and presentations whose qualities are established and recognized by professionals in workforce education. Evidence of quality of such publications should be provided by editors, referees and other professionals in the field.
 - 2) Associate Professor to Full Professor

The primary criterion for judgment is quality. While quantity is comparable to that required for promotion to associate professor within the same time span, the chief distinction here should be the presence of substantive, high quality, nationally-recognized production in research and publication. Increased professional stature should be evidenced and supported by the candidate's peers and reflected by local, state, and national or international sources supported by views from recognized scholars in the research specialty.

(3) Service

Faculty members are required to make professional contributions through service to the Department, the College, the University, the community, and the discipline at large.

Professional service should be, among other considerations, that which meets the following tests: (1) results and accomplishments which further the needs or objectives identified for a particular specialization and/or concentration, as well as the needs and objectives of the Department, College, and University; (2) requires professional abilities; and (3) results in achievement of recognition by the Department, College, University or local, state, regional, national, or international organization.

Documentation of quality and quantity of service is the responsibility of individual faculty members and should be appropriate to the service rendered. Some means are: letters from those receiving services regarding the impact of the service to the organization, newspaper reports, products of projects, and evaluations of conferences. The following will be considered:

- (a) Work with state/national/international professional organizations or honor societies relating to workforce education in leadership roles, such as editor, editorial board, reviewer, officer, committee member, program chair, session presenter.
- (b) Service to advisory groups and advisement to student organizations or service to public schools/agencies.
- (c) Membership on University, College, or Departmental governing groups or standing ad hoc committees that conduct activities for the particular unit.
- (d) For the Department, student advisement (both undergraduate and graduate), student recruitment, and representing the Department at special local, state, national, or international functions.
- (e) For the Department, administrative and professional work for which there is no specific compensation or assignment.

- (f) Discipline-related community service consisting of helping schools and education/training efforts, as well as promoting education in civic organizations.

Evaluation of faculty dossiers for promotion and/or tenure to Associate Professor or Full Professor will be by written vote of tenured faculty holding rank higher than those under consideration. Outcomes of votes will be reported by the Chair to the candidate and Dean of the College of Education and Human Services.

G. Guidelines for Award of Faculty Continuing Appointments

Tenured and tenure-track faculty are awarded continuing academic appointments upon hire at the university. Non-tenure track faculty are awarded term appointments upon initial hire. However, if the conditions stated in the SIUC Non-Tenure Track Faculty Association contract are met, non-tenure track faculty may be awarded a continuing appointment.

H. Sabbatical Leave

A faculty member will be eligible for sabbatical leave with pay subject to conditions specified by the Board of Trustees from the *Employee Handbook*. The Department places no additional conditions to this policy.

I. Faculty Grievances

Faculty grievances will be handled in accordance with overall policies outlined in the *Employee Handbook* and consistent with the SIUC Faculty Association contract.

V. OPERATING PAPER AMENDMENT PROCEDURES

Proposals to approve and change this paper will be discussed during regular faculty meetings. Simple majority vote of continuing line faculty will move proposed changes to voting faculty via printed ballot. Changes approved by two-thirds of those faculty voting will become effective on dates specified on the ballot. Faculty will have at least 30 days for consideration prior to voting to approve or change the Operating Paper.

VI. PARLIAMENTARY AUTHORITY

The rules contained in the current edition of *Robert's Rules of Order* will govern the Department in all cases to which they are applicable and to which they are not inconsistent with the operations and any special rules of order the Department may adopt.

APPENDIX A

DEFINITION, QUALIFICATIONS, APPOINTMENT, EVALUATION, AND RESPONSIBILITY OF DEPARTMENT CHAIR IN ACADEMIC AFFAIRS

1. Definition: An Operating Unit Chair/Director is a member of the Faculty appointed by the Dean of the College to serve as a Chair/Director to administer an Operating Unit within the College. The Chair/Director reports to the Dean on matters pertaining to curriculum, programs, and research and creative activities and all personnel within the unit, as well as being accountable for fiscal matters of the Operating Unit.
2. Qualifications: A candidate for the position of Chair/Director must be a Faculty member with the rank of associate professor or professor. Consideration should be given those who have demonstrated potential for providing professional and academic leadership for the unit.
3. Appointment: When a new Chair/Director for an Operating Unit is to be appointed, a search process should be initiated by the Dean so that the Faculty can have a strong voice in the selection process. The conditions of the appointment and the amount of assigned time for administrative duties for each Chair/Director are to be established by the Dean of the College. In no case will the Dean appoint a new Chair/Director without the consent of the majority of the voting Faculty in an Operating Unit.
4. Review of Chairs/Directors will be according to those principles outlined in the April 28, 2000 memorandum, Agreed Upon Principles Regarding the Periodic Review of Chairs and Deans, as attached and hereto incorporated as Appendix A. In addition, the following principles apply:
 - a. Evaluative information should be sought from such others as would seem appropriate, including both graduate and undergraduate students, other Chairs/Directors of the College, alumni, and external consultants.
 - b. All procedures used by the Dean in the appointment and evaluation of the Chair/Director will not be in conflict with an Operating Unit's Operating Paper.
 - c. Nothing in this section prohibits the Dean or Provost from obtaining the recommendation or vote of non-represented faculty in the choice and evaluation of a Chair/Director (or by extension, Deans). However, results of any such vote taken will be announced to the Faculty of the Operating Unit. In Operating Units where Operating Papers specify that voting faculty and represented Faculty are the same group, this clause is moot.
5. Responsibilities: In fulfilling the responsibilities of Chair/Director, the highest value is placed on shared governance with the Faculty, fostering a maximum degree of Faculty involvement and collaboration in carrying out the affairs of the Operating Unit. As an administrative officer, the responsibilities of a Chair/Director include but are not necessarily restricted to the following:

- a. Academic Programs: Using all available resources the Chair/Director has the responsibility to coordinate the overall teaching, curriculum development, research and creative activities, and service programs of the unit so as to accommodate students, staff, and interests of the College.

The Chair/Director is responsible for ensuring that the Faculty reviews the Operating Unit curriculum and degree programs on a regular basis and recommends changes to assure that the Operating Unit offerings are cogent, that sufficient diversity is maintained, and that degree requirements are academically sound and competitive with other universities. The Chair/Director is responsible for approving and forwarding as appropriate curriculum changes and for scheduling classes as defined by the Faculty in the Operating Units.

The Chair/Director is responsible for ensuring that Faculty effort is directed toward research and creative activities, and service as defined by the Operating Unit's Operating Papers. The Chair/Director is responsible for reviewing and forwarding as appropriate all research and creative activities proposals and grant requests developed by Faculty, staff or students within the Operating Unit.

- b. Faculty: The Chair/Director is responsible for directing the recruitment, hiring, and orientation of new employees with the input and involvement of all Faculty within the Operating Unit. The Chair/Director is responsible for maintaining a quality program by insuring that broad based recruiting efforts are conducted by the Operating Unit when a position is available. In particular, the Chair/Director should make certain that Faculty replacements or additions are selected in a manner to assure the strongest possible program for the unit, and to see that affirmative action policies of the University are followed.

The Chair/Director will support and encourage Faculty development and assist in providing opportunities for growth and high performance in teaching, research and creative activities, and other professional activities.

The Chair/Director is responsible for evaluating Faculty performance and making documented recommendations to the Dean for retention, tenure, promotion, and annual salary adjustments in accordance with the Operating Unit's Operating Paper. In all cases, the individual is to be provided a copy of the letter by which the Chair/Director's recommendation is conveyed.

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

The Chair/Director will be responsible for ensuring that the overall advisement function of the Operating Unit is maintained and for ensuring that procedures for handling

student complaints and grievances have been established by the unit and that such procedures are properly followed.

- d. Fiscal: The Chair/Director will be responsible for ensuring that the Operating Unit provides a priority for fiscal recommendations for both expanding and compressing programs as related to enrollment needs, research and creative activities requirements, and the University's statement of scope and mission. The Chair/Director is responsible for preparation of the budget recommendations of the Operating Unit with the input and involvement of Faculty within the unit, for monitoring expenditures from funds allocated to unit accounts and for ensuring that all financial transactions are in accordance with University policies.
- e. Office Management: The Chair/Director will be responsible for managing the office function of the Operating Unit, which should include hiring, supervising, and evaluating staff personnel, establishing and maintaining an adequate file and record system, maintaining equipment, filing reports of unit inventory to property control, and requisitioning supplies. The Chair/Director will ensure sufficient office staffing in service to the needs of the Faculty to assist in their responsibilities in carrying out the programs of the Operating Paper.
- f. Public Relations: The Chair/Director is responsible for representing the Operating Unit and its programs in the College, University and community-at-large. The Chair/Director provides leadership and is a spokesperson for the unit he or she administers.