

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
SCHOOL OF ENGINEERING
OPERATING PAPERS

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Article I. General Organization

The School of Engineering shall consist of the following units:

- Department of Civil Engineering
- Department of Computer Science
- Department of Construction
- Department of Electrical and Computer Engineering
- Department of Mechanical and Industrial Engineering
- Environmental Resources Training Center

Other departments, programs, or entities may be added as

required by the mission of the School.

Article II. The Faculty

A. Members of the Faculty

The faculty membership consists of professors, associate professors, assistant professors, those instructors on continuing appointment, and such other members of the SIUE academic staff as that faculty itself shall determine. Voting members shall consist of full-time School of Engineering faculty on continuing academic appointment, unless otherwise determined by the faculty.

B. Rights and Responsibilities of the Faculty

The duties, responsibilities and rights of the faculty are those specified by the statutes of Southern Illinois University. This includes primary responsibility for the teaching, research, and service functions of the School. The faculty has responsibility for determining the educational policies of the School within the framework of University and Board of Trustees policies and statutory requirements. Educational policies include such fundamental matters as degree requirements, curriculum, honors and other special programs, facilities and support for research by faculty members and students, criteria for admission and retention of students, standards for academic and professional performance for faculty and students and standards for granting degrees.

Article III. Administrative Officers

A. The Dean

1. The Dean serves as Chief Administrative Officer of the School of Engineering.
2. The duties and responsibilities of the Dean shall be those specified by the statutes of Southern Illinois University and the approved position description.
3. The selection, evaluation, and retention of the Dean shall be in accordance with the university policy as specified by document reference 2B2 appended to these operating papers.

B. Associate Dean

1. The duties and responsibilities of the Associate Dean shall be as assigned by the Dean.
2. The Associate Dean is selected by the Dean following ap-

appropriate search procedures.

3. The usual term of office for the Associate Dean shall be five years. An individual shall be eligible for appointment to successive terms.
4. The Associate Dean may be removed for cause by the Dean.

C. Chairs/Program Directors

1. The duties and responsibilities of the Chair/Program Director for each Department/Program in the School include the administration of the affairs of that Department/Program, and performance of such duties as assigned by the Dean.
2. A search committee elected by the Department/Program shall assist the Dean by making recommendations regarding the appointment of Chairs/Program Directors. The Dean may appoint additional members to the search committee.
3. The Dean shall appoint Chairs/Program Directors.
4. The usual term of office for a Department Chair/Program Director shall be three years. During the last year of the term, the search committee shall announce that the position for the next term is open and potential candidates may apply. If, however, the current Chair/Director has served a term immediately prior to the current term, then the search committee shall take the additional step of vigorously soliciting candidates—other than the current Chair/Director—for the next term. If one or more candidates can be identified who meet criteria established by the search committee, the committee shall recommend to the Dean that the Chair/Director for the next term be chosen from this group. In any event, the final appointment decision shall be made by the Dean.
5. A Chair/Program Director may be removed for cause by the Dean.

D. Director of ERTC

1. The Director of the Environmental Resources Training Center (ERTC) shall administer the affairs of that unit.
2. The Director of ERTC shall be appointed by the Dean following appropriate search procedures.
3. The usual term of office for the Director of ERTC shall be five years. An individual shall be eligible for appointment to successive terms.
4. The Director of the ERTC may be removed for cause by the Dean.

Article IV. Meetings of the Faculty

- A. Meetings of the faculty shall be called by the Dean according to need. The Dean shall set the agenda and preside at the meetings.
- B. The Dean shall call a special meeting of the faculty upon the request of at least fifteen percent of the faculty of the School.

- C. Parliamentary procedure shall comply with Robert's Rules of Order.

Article V. Committees

A. Standing Committees

The School has the following standing committees:

1. Computer Committee
2. Curriculum Committee
3. Executive Committee
4. Library Committee
5. Personnel and Policy Committee
6. Research Committee
7. Safety Committee

B. Appointments

All committees with the exception of the Executive Committee and the Personnel and Policy Committee shall be appointed by the Executive Committee. The Chairs for all committees with the exception of the Personnel and Policy Committee shall be appointed by the Dean. The Dean may make exceptions to the rules for committee composition as required by special circumstances. Student members may be appointed to the Computer Committee, Curriculum Committee, Library Committee, and Safety Committee.

C. Computer Committee

The functions and responsibilities of the Computer Committee are:

1. to review all major requests for computer hardware and software and make recommendations to the Dean
2. to establish operating procedures for school-based computer laboratory facilities
3. to assist the Dean in formulating long range plans for computing
4. to solicit departmental requests for computer hardware and software, to prioritize those requests, and to make recommendations to the SIUE Academic Computing Council

D. Curriculum Committee

The functions and responsibilities of the Curriculum Committee are to review and evaluate proposed curriculum changes and course changes, additions and deletions from departments and programs of the School.

E. Executive Committee

1. The Executive Committee shall consist of the Dean, Associate Dean, Chairs/Program Directors, and Director of the ERTC. It shall be chaired by the Dean.
2. The Executive Committee shall act in an advisory capacity to the Dean.
3. The Executive Committee shall periodically review the

current operating budget and make recommendations to the Dean concerning the budgets.

F. Library Committee

The functions and responsibilities of the Library Committee are to provide liaison with the University library for all matters concerning library operation and expenditure of School library funds.

G. Personnel and Policy Committee

1. The Personnel and Policy Committee shall be composed of one faculty member elected by each Department/Program of the School from its voting membership (Dean, Associate Dean and Chairs/Program Directors shall be excluded). All members elected shall be tenured faculty of the School of Engineering at SIUE. Only in the rare event that no members of a particular department meet this requirement, a non-tenured tenure-track faculty member from the department may serve as a non-voting member of this Committee.
2. The regular term of the members of the Personnel and Policy Committee shall be two years, with either two members or three members replaced each year. Elections shall take place in April and terms shall begin the following Fall Semester. The Committee shall elect its own chair each year.
3. The Personnel and Policy Committee shall
 - a. recommend to the School, policies or changes in policy consistent with University policy and present need, on personnel matters such as promotion, salary, tenure, released time, sabbatical leaves, and new appointments in the School of Engineering
 - b. recommend changes in the School Operating Papers and conduct ballots for such changes
 - c. conduct ballots for School representation on the Faculty Senate and other elective offices in University Governance
 - d. hear grievances forwarded by faculty members. Recommendations will be sent to the Dean of the School of Engineering for transmittal through administrative channels in accordance with University policy
 - e. act for the faculty to review and evaluate proposed Peer Group Merit Pay Plan changes and recommend to the Dean approval of such changes or recommend the changes be submitted to the School faculty for discussion and vote.
 - f. conduct the Annual Evaluation of the Dean of the School of Engineering, in accordance with University

policy.

4. An individual member or the chair of the committee may be appointed to successive terms.

H. Research Committee

The functions and responsibilities of the Research Committee are to review and evaluate for approval or disapproval all research proposals submitted by faculty members for University funding and to submit its recommendations to the appropriate administrative bodies.

I. Safety Committee

The functions and responsibilities of the Safety Committee are:

1. to establish and monitor safety procedures for all laboratories
2. to periodically review laboratories for safety hazards and recommend necessary corrective actions
3. to establish policies and procedures regarding student project and competition practices, and to oversee their implementation and the training that accompanies them.

J. Subcommittees

Subcommittees may be appointed by any standing committee as a need for them arises. Subcommittees may include faculty, students, and staff who are not members of the standing committee.

K. Ad Hoc Committees

1. Ad Hoc Committees may be appointed by the Dean or elected by the faculty as a need for them arises and shall perform those functions assigned to them by the Dean or faculty.
2. Ad Hoc Committees shall be dissolved upon completion of their tasks.

Article VI. Amendments

Amendments to these Operating Papers shall be made by at least a two-thirds approval of the faculty responding in a mail ballot, provided that the proposed changes have been submitted in writing to each faculty member at least two weeks before the amendments are to be considered.

Article VII. Other Policies

Other policies related to such matters as Promotion and Tenure, Faculty Evaluation and Merit Pay shall be appended to these working papers under the same rules specified in Article VI.

APPENDIX I: Promotion Policy and Guidelines

Approved by the Engineering Faculty - October 22, 1996

I. Eligibility for Promotion in Rank

The eligibility for faculty promotion in rank will be in accordance with the SIUE Promotion Policy and Guidelines approved by President Sanders on June 17, 1996.

II. Guidelines for Promotion

Promotion in academic rank signifies that a faculty member has demonstrated accomplishments in teaching, scholarship, and service to the university and the community. Promotion in academic rank also demonstrates the confidence that the university has in the faculty member's potential for increasing accomplishments in teaching, scholarship, and service to the university and the community.

The School of Engineering promotion procedures, detailed below, contain operational definitions of satisfactory, meritorious (next highest), and excellent (highest) performance by rank.

III. Procedures for Reviewing Faculty for Consideration for Promotion in Rank

The procedures for reviewing faculty for consideration for promotion in rank will be in accordance with the SIUE Promotion Policy and Guidelines approved by President Sanders on June 17, 1996. (Attached as Appendix)

The School of Engineering Promotion Review Committee consists of the Department Chairs, Program Directors, and the Associate Dean of the school and is chaired by the Associate Dean.

The Department Chair/Program Director should meet with the candidate before forwarding a recommendation to the Dean. The Dean should meet with the candidate before forwarding a recommendation to the provost.

IV. Criteria for Evaluating Faculty

A. Recommendation for promotion in rank shall be based on the candidate's documented accomplishments and contributions in 1) teaching, 2) scholarship, and 3) service to the university and community. The evaluation will be made in the context of the university, school, and academic unit goals and mission statements. Faculty members are encouraged to discuss their assignments with regard to teaching, scholarship, and service with their Chair and are entitled to assignments which are consistent with meeting these criteria in a timely fashion.

B. Normally a minimum of five years in the rank of assistant professor is required to develop the full range of capabilities expected for promotion to the rank of associate professor. However, an assistant professor with an outstanding record may apply earlier.

C. Normally a minimum of six years in the rank of associate professor is required to develop the full range of capabilities expected for promotion to the rank of full professor.

However, an associate professor with an outstanding record may apply earlier.

D. A candidate for promotion shall demonstrate, at the level commensurate with rank, at least meritorious performance in teaching, and at least meritorious performance in either scholarship or service and satisfactory performance in the other.

E. School of Engineering operational definitions of satisfactory, meritorious (next highest), and excellent (highest) performance by rank in instruction, scholarship, and service to the university and community are listed below.

V. Promotion to Associate Professor

A. Instruction

The following are among the attributes displayed by a faculty member whose performance would be deemed satisfactory:

- follows consistently unit and university policies and procedures
- treats students professionally
- uses appropriate course material that is current given the level and nature of the course and curriculum
- teaches courses at an appropriate level of rigor
- uses appropriate assessment procedures and assigns grade distributions appropriate for the course and curriculum
- routinely provides acceptable feedback to students on assignments, examinations, and through other means to assess student performance
- uses class time efficiently
- demonstrates acceptable methods of communication skills
- demonstrates acceptable skills in teaching a diverse student population

The following are among the attributes displayed by a faculty member whose performance would be deemed meritorious:

- follows consistently unit and university policies and procedures
- treats students professionally
- uses appropriate course material that is current given the level and nature of the course and curriculum and routinely updates and supplements standard course material
- teaches courses at an appropriate level of rigor and challenges and motivates students to master material
- uses appropriate assessment procedures and assigns grade distributions appropriate for the course and curriculum
- routinely provides acceptable assessment to students

on assignments, examinations, and through other means to assess student performance

- uses class time efficiently
- demonstrates good communication skills
- demonstrates good skills in teaching a diverse student population
- participates in curriculum development
- is enthusiastic about teaching
- is actively involved with the student's education
- provides academic and career advice to students
- accepts willingly such assignments as directing independent studies, design projects, and theses
- supervises design projects and/or serves on thesis committees

The following are among the attributes displayed by a faculty member whose performance would be deemed excellent:

- follows consistently unit and university policies and procedures
- treats students professionally
- uses appropriate course material that is current given the level and nature of the course and curriculum and routinely updates and supplements standard course material
- teaches courses at an appropriate level of rigor and challenges and motivates students to master material
- uses appropriate assessment procedures and assigns grade distributions appropriate for the course and curriculum
- routinely provides acceptable assessment to students on assignments, examinations, and through other means to assess student performance
- uses class time efficiently
- demonstrates excellent communication skills
- demonstrates excellent skills in teaching a diverse student population
- demonstrates leadership in curriculum development
- is enthusiastic about teaching
- is actively involved with the student's education
- provides academic and career advice to students
- accepts willingly such assignments as directing independent studies, design projects, and theses
- supervises design projects and/or serves on thesis committees
- is sought by colleagues for advice and counsel on teaching
- teaches different levels of courses effectively within

the same curriculum and within fields of expertise

- has a well-developed appreciation for different teaching approaches and uses them appropriately in teaching
- has breadth and depth of knowledge that may be applied effectively and appropriately in teaching

B. Scholarship

Performance will be deemed satisfactory if the faculty member's on-going research activity results in accomplishments that appear as periodic peer-reviewed (refereed) publications in recognized journals or other recognized scholarly publications. The faculty member may also have other accomplishments such as presentations at professional meetings, research grant proposals, completed working papers available for peer review, and similar items.

Performance will be deemed meritorious if the faculty member's on-going research activity results in accomplishments that appear regularly in peer-reviewed (refereed) journals. The faculty member may also have accomplishments that appear in other recognized scholarly publications and may have other accomplishments such as presentations at professional meetings, research grant proposals, completed working papers available for peer review, and similar items. Authorship of textbooks is considered to be the consequence of scholarship and reflection on teaching and, consistent with our undergraduate mission, is encouraged.

Performance will be deemed excellent if the faculty member's on-going research activity results in accomplishments that appear often in peer-reviewed (refereed) journals and have earned the faculty member a reputation as an expert in his field. The faculty member may also have accomplishments that appear in other recognized scholarly publications and may have other products such as presentations at professional meetings, research grant proposals, completed working papers available for peer review, and similar items. Authorship of textbooks is considered to be the consequence of scholarship and reflection on teaching and, consistent with our undergraduate mission, is therefore encouraged.

C. Service

For the purpose of promotion evaluation, service is defined to include service to the university, profession, and to community organizations. Service to the university includes membership on department, school, university, and central or Office of the President committees and other service-related assignments. Service to the profession includes editorial activities, assistance to professional organizations such as serving as an officer or member of committees, reviewing papers, chairing sessions at professional meetings, serving as a discussant for papers delivered at such meetings, and delivering speeches or similar ad-

dresses before professional groups. Professional service to the community consists of those activities in which the individual applies his or her expertise to a problem encountered by a community organization.

The following are among the attributes displayed by a faculty member whose performance would be deemed satisfactory:

- has a continual record of activities with contributions of acceptable quality
- demonstrates consistent participation in the activities of the department
- participates willingly in requested and expected activities

Some activity is expected to be outside the department.

The following are among the attributes displayed by a faculty member whose performance would be deemed meritorious:

- has a consistent record of activities with positive contributions to the outcomes of these activities and frequently makes significant contributions to these outcomes
- demonstrates consistent participation in the activities of the department and the school
- participates willingly in requested and expected activities
- occasionally assumes formal leadership role in service activities
- has service assignments whose outcomes have impact upon the organization

Activity outside the department is expected.

The following are among the attributes displayed by a faculty member whose performance would be deemed excellent:

- has a consistent record of activities that are important to the organization, makes positive contributions to the outcomes of these activities and frequently makes significant contributions to these outcomes
- demonstrates consistent participation in the activities of the department, the school, and the university
- participates willingly in requested and expected activities
- assumes formal leadership role in some service activities
- has service assignments whose outcomes have impact upon the organization
- is recognized as a leader who is frequently sought to serve because his or her contributions are generally significant to the outcomes

Normally, some activity must be outside the school.

D. Evidence

To receive a positive recommendation for promotion to Associate Professor, a candidate must demonstrate the potential for continuing contributions to the unit, school, and university and at least meritorious performance in instruction, and at least meritorious performance in either scholarship or service and satisfactory performance in the other. Evidence of a faculty member's performance may include (but is not limited to) the following items:

Instruction

- Student, peer, and alumni evaluations
- Preparation and publication of instructional materials
- Documentable contributions to course and program development and evolution
- Breadth of involvement in program responsibilities (engineering science, design, and laboratory work; lower division, upper division, and graduate)
- Reports on participation in organizations and activities concerned with teaching effectiveness
- Administrative evaluations
- Review of student performance
- Effective advisement and counseling of students
- Laboratory development
- Effective supervision of teaching assistants
- Participation in graduate committees

Scholarly Accomplishments

- Research publications
- Research presentations
- Editorships
- Reviewer of books and papers, letters to the editor
- Session chairmanship at local/national/international meetings
- Research grants and contracts
- National/international reputation as a consultant

Service

- Leadership role in program/school/university governance
- Contributions to program/school/university affairs
- Leadership role and contributions to local/national/international professional groups
- Involvement in student chapter of professional society
- Representation of the engineering profession at schools and with other groups

VI. Promotion to Professor:

A. Instruction

The following are among the attributes displayed by a fa-

culty member whose performance would be deemed satisfactory:

- follows consistently unit and university policies and procedures
- treats students professionally
- uses appropriate course material that is current given the level and nature of the course and curriculum and routinely updates and supplements standard course material
- teaches courses at an appropriate level of rigor and challenges and motivates students to master material
- uses appropriate assessment procedures and assigns grade distributions appropriate for the course and curriculum
- routinely provides acceptable assessment to students on assignments, examinations, and through other means to assess student performance
- uses class time efficiently
- demonstrates good communication skills
- demonstrates good skills in teaching a diverse student population
- participates in curriculum development
- is enthusiastic about teaching
- is actively involved with the student's education
- provides academic and career advice to students
- accepts willingly such assignments as directing independent studies, design projects, and theses
- supervises design projects and/or serves on thesis committees

The following are among the attributes displayed by a faculty member whose performance would be deemed meritorious:

- follows consistently unit and university policies and procedures
- treats students professionally
- uses appropriate course material that is current given the level and nature of the course and curriculum and routinely updates and supplements standard course material
- teaches courses at an appropriate level of rigor and routinely challenges and motivates students to master material
- uses appropriate assessment procedures and assigns grade distributions appropriate for the course and curriculum
- routinely provides acceptable assessment to students on assignments, examinations, and through other means to assess student performance

- uses class time efficiently
- demonstrates excellent communication skills
- demonstrates excellent skills in teaching a diverse student population
- demonstrates leadership in curriculum development
- is enthusiastic about teaching
- is actively involved with the student's education
- provides academic and career advice to students
- accepts willingly such assignments as directing independent studies, design projects, and theses
- supervises design projects and/or serves on thesis committees
- is sought by colleagues for advice and counsel on teaching
- teaches effectively different levels of courses within the same curriculum and within fields of expertise
- has a well-developed appreciation for different teaching approaches and uses them appropriately in teaching
- has breadth and depth of knowledge that may be applied effectively and appropriately in teaching

The following are among the attributes displayed by a faculty member whose performance would be deemed excellent:

- contributes to the development of unit and university policies and procedures
- always conducts himself or herself in a professional manner
- consistently teaches at the forefront of the discipline, given the level and nature of the course and the curriculum
- teaches courses at an appropriate level of rigor and routinely challenges and motivates students to master material
- uses appropriate assessment procedures and assigns grade distributions appropriate for the course and curriculum
- routinely provides acceptable assessment to students on assignments, examinations, and through other means to assess student performance
- uses class time efficiently
- demonstrates excellent communication skills
- demonstrates excellent skills in teaching a diverse student population
- demonstrates leadership in curriculum development
- is enthusiastic about teaching
- is actively involved with the student's education

- provides academic and career advice to students
- volunteers directing independent studies, design projects, and theses and effectively motivates students to their highest levels of accomplishments
- contributes to design projects and thesis committees
- provides advice and counsel to colleagues on teaching
- teaches effectively different levels of courses within the same curriculum and within fields of expertise
- has a well-developed appreciation for different teaching approaches and uses them appropriately in teaching
- has breadth and depth of knowledge that may be applied effectively and appropriately in teaching

B. Scholarship

Performance will be deemed satisfactory if the faculty member's on-going research activity results in accomplishments that appear as periodic peer-reviewed (refereed) publications in recognized journals or other recognized scholarly publications. The faculty member may also have other accomplishments such as presentations at professional meetings, research grant proposals, completed working papers available for peer review, and similar items.

Performance will be deemed meritorious if the faculty member's on-going research activity results in accomplishments that appear regularly in peer-reviewed (refereed) journals. The faculty member may also have accomplishments that appear in other recognized scholarly publications and may have other accomplishments such as presentations at professional meetings, research grant proposals, completed working papers available for peer review, and similar items. Authorship of textbooks is considered to be the consequence of scholarship and reflection on teaching and, consistent with our undergraduate mission, is encouraged.

Performance will be deemed excellent if the faculty member's on-going research activity results in accomplishments that appear often in peer-reviewed (refereed) journals and have earned the faculty member a reputation as an expert in his field. The faculty member may also have accomplishments that appear in other recognized scholarly publications and may have other products such as presentations at professional meetings, research grant proposals, completed working papers available for peer review, and similar items. Authorship of textbooks is considered to be the consequence of scholarship and reflection on teaching and, consistent with our undergraduate mission, is therefore encouraged.

C. Service

For the purpose of promotion evaluation, service is defined to include service to the university, profession, and to community organizations. Service to the university in-

cludes membership on department, school, university, and central or Office of the President committees and other service-related assignments. Service to the profession includes editorial activities, assistance to professional organizations such as serving as an officer or member of committees, chairing sessions at professional meetings, serving as a discussant for papers delivered at such meetings, and delivering speeches or similar addresses before professional groups. Professional service to the community consists of those activities in which the individual applies his or her expertise to a problem encountered by a community organization.

The following are among the attributes displayed by a faculty member whose performance would be deemed satisfactory:

- has a consistent record of activities with positive contributions to the outcomes of these activities and frequently makes significant contributions to these outcomes
- demonstrates consistent participation in the activities of the department and the school
- participates willingly in requested and expected activities
- occasionally assumes formal leadership role in service activities
- has service assignments whose outcomes have impact upon the organization

Activity outside the department is expected.

The following are among the attributes displayed by a faculty member whose performance would be deemed meritorious:

- has a consistent record of activities that are important to the organization, makes positive contributions to the outcomes of these activities and frequently makes significant contributions to these outcomes
- demonstrates consistent participation in the activities of the department, the school, and the university
- participates willingly in requested and expected activities
- assumes formal leadership role in some service activities
- has service assignments whose outcomes have impact upon the organization
- is recognized as a leader who is frequently sought to serve because his or her contributions are generally significant to the outcomes

Normally, some activity must be outside the school.

The following are among the attributes displayed by a faculty member whose performance would be deemed excellent:

- has a consistent record of accomplishments
- continually provides leadership in the activities of the department, school, and the university
- seeks out participation in university activities and provides leadership both directly and indirectly
- accepts responsibility for implementing some service activities
- has service accomplishments whose outcomes have impact upon the organization
- is accepted as a leader who is expected to serve because his or her contributions are invariably significant to the outcomes.

Normally, should have significant accomplishments outside the school.

D. Evidence

To receive a positive recommendation for promotion to Professor, a candidate must demonstrate the potential for continuing contributions to the unit, school, and university and at least meritorious performance in instruction, and at least meritorious performance in either scholarship or service and satisfactory performance in the other. Evidence of a faculty member's performance may include (but is not limited to) the following items:

Instruction

- Student, peer, and alumni evaluations
- Preparation and publication of instructional materials
- Documentable contributions to course and program development and evolution
- Breadth of involvement in program responsibilities (engineering science, design, and laboratory work; lower division,, upper division, and graduate)
- Reports on participation in organizations and activities concerned with teaching effectiveness
- Administrative evaluations
- Review of student performance

- Effective advisement and counseling of students
- Laboratory development
- Effective supervision of teaching assistants
- Participation in graduate committees

Scholarly Accomplishments

- Research publications
- Research presentations
- Editorships
- Reviewer of books and papers, letters to the editor
- Session chairmanship at local/national/international meetings
- Research grants and contracts
- National/international reputation as a consultant

Service

- Leadership role in program/school/university governance
- Contributions to program/school/university affairs
- Leadership role and contributions to local/national/international professional groups
- Involvement in student chapter of professional society
- Representation of the engineering profession at schools and with other groups

VII. Promotion Recommendations Calendar - School of Engineering

October 1	Promotion papers to Chair and to department committee.
November 1	Department committee's promotion recommendations to Chair
November 15	Chair's promotion recommendations to the Dean
December 1	Dean's promotion recommendations to the Provost

APPENDIX II: Guidelines for Tenure

Approved by the Engineering Faculty - 4/28/95

Revised and Approved by the Engineering Faculty 10/18/95

Revised and Approved by the Engineering Faculty 3/27/09

I. Eligibility for Faculty Tenure

The eligibility for faculty tenure will be in accordance with the SIUE tenure Policy and Guidelines approved by then Chancellor Brown on October 24, 1994.

II. Probationary Period and Midpoint Evaluation of Tenure-Track Faculty

Probationary Period for Tenure-Track Faculty

- A. Tenure may be granted after the successful completion of a period of full-time probationary service of not more than six years. Shorter probationary periods may be specified in the initial contract, but should normally not be fewer than three years. The probationary period must be clearly specified in the faculty member's initial tenure-track contract. A recommendation by the tenure-granting unit that the individual be granted or denied tenure must be made no later than the end of the last year of the probationary period.

If, through no fault of the affected faculty member, a tenure decision is not reached by the end of the probationary period, the faculty member's appointment will be extended until such time as a decision is made. As soon as the faculty member or an administrator becomes aware of the oversight, the faculty member, the Dean, and the Chair must be notified in writing immediately, and the tenure decision made within 15 months. If the decision is negative, the faculty member's contract will be terminated at the end of the full academic year following the decision.

- B. The period of probationary service shall be continuous and shall include released time from the academic unit, leaves of absence with pay, and sabbatical leaves. The period shall be suspended during, but not terminated by, authorized leaves of absence without pay and disability leaves.
- C. The maximum probationary period may be extended by one year by mutual written agreement of the faculty member, the Department Chair (after consultation with the tenured faculty in the academic unit), the Dean, and the Provost and Vice Chancellor for Academic Affairs.

Midpoint Evaluation of Tenure-Track Faculty

Each academic unit must provide a midpoint progress evaluation of each non-tenured faculty member not more than four years after his/her initial appointment to a tenure-track position in order to provide the faculty member a systematic evaluation of his/her progress toward tenure. The advice of the tenured faculty in the unit must be sought in this evaluation. The midpoint evaluation will be

reviewed at all levels required for a tenure decision, through the Provost and Vice Chancellor for Academic Affairs. The faculty member will receive a written evaluation from the Chair, Dean, and provost. Neither the evaluation by the Dean of the school nor the evaluation by the provost can be used as the sole basis for issuing a terminal contract for the subsequent year.

III. Procedures for Reviewing Faculty for Consideration for Tenure

The procedures for reviewing faculty for consideration for tenure will be in accordance with the SIUE Tenure Policy and Guidelines document approved by then Chancellor Brown on October 24, 1994.

The Department Chair/Program Director should meet with the candidate before forwarding a recommendation to the Dean. The Dean should meet with the candidate before forwarding a recommendation to the Provost.

IV. Criteria for Evaluating Tenure-Track Faculty

- A. Recommendation for retention and tenure shall be based on the candidate's documented accomplishments and contributions in 1) teaching, 2) scholarship, 3) service to the university and community, as well as 4) on the candidate's potential for continuing contributions to the unit, school and university. The evaluation will be made in the context of the university, school, and academic unit goals and mission statements. Faculty members are encouraged to discuss their assignments with regard to teaching, scholarship, and service with their Chair and are entitled to assignments which are consistent with meeting these criteria in a timely fashion.
- B. School of Engineering operational definitions of satisfactory (acceptable), meritorious (next highest), and excellent (highest) performance in instruction, scholarship, and service to the university and community are listed below:

Instruction

Performance will be deemed satisfactory if the faculty member meets the following criteria:

1. follows consistently unit and university policies and procedures
2. treats students professionally
3. uses appropriate course material that is current given the level and nature of the course and curriculum
4. teaches courses at an appropriate level of rigor
5. uses appropriate assessment procedures and assigns grade distributions appropriate for the course and curriculum
6. routinely provides acceptable feedback to students on assignments, examinations, and through other means to assess student performance

7. uses class time efficiently
8. demonstrates acceptable methods of communication skills
9. demonstrates acceptable skills in teaching a diverse student population

Performance will be deemed meritorious if the faculty member meets the following criteria:

1. follows consistently unit and university policies and procedures
2. treats student professionally
3. uses appropriate course material that is current given the level and nature of the course and curriculum and routinely updates and supplements standard course material
4. teaches courses at an appropriate level of rigor and challenges and motivates students to master material
5. uses appropriate assessment procedures and assigns grade distributions appropriate for the course and curriculum
6. routinely provides acceptable assessment to students on assignments, examinations, and through other means to assess student performance
7. uses class time efficiently
8. demonstrates good communication skills
9. demonstrates good skills in teaching a diverse student population
10. participates in curriculum development
11. is enthusiastic about teaching
12. is actively involved with the student's education
13. provides academic and career advice to students
14. accepts willingly such assignments as directing independent studies, design projects, and theses
15. serves on design project and thesis committees

Performance will be deemed excellent if the faculty member meets the following criteria:

1. follows consistently unit and university policies and procedures
2. treats student professionally
3. uses appropriate course material that is current given the level and nature of the course and curriculum and routinely updates and supplements standard course material
4. teaches courses at an appropriate level of rigor and routinely challenges and motivates students to master material
5. uses appropriate assessment procedures and as-

signs grade distributions appropriate for the course and curriculum

6. routinely provides acceptable assessment to students on assignments, examinations, and through other means to assess student performance
7. uses class time efficiently
8. demonstrates excellent communication skills
9. demonstrates excellent skills in teaching a diverse student population
10. demonstrates leadership in curriculum development
11. is enthusiastic about teaching
12. is actively involved with the student's education
13. provides academic and career advice to students
14. accepts willingly such assignments as directing independent studies, design projects, and theses
15. serves on design project and thesis committees
16. is sought by colleagues for advice and counsel on teaching
17. teaches effectively different levels of courses within the same curriculum and within fields of expertise
18. has a well-developed appreciation for different teaching approaches and uses them appropriately in teaching
19. has breadth and depth of knowledge that may be applied effectively and appropriately in teaching

Scholarship

Performance will be deemed satisfactory if the faculty member's on-going research activity results in accomplishments that appear as periodic peer-reviewed (refereed) publications in recognized journals or other recognized scholarly publications. The faculty member may also have other accomplishments such as presentations at professional meetings, research grant proposals, completed working papers available for peer review, and similar items.

Performance will be deemed meritorious if the faculty member's on-going research activity results in accomplishments that appear regularly in peer-reviewed (refereed) journals. The faculty member may also have accomplishments that appear in other recognized scholarly publications and may have other accomplishments such as presentations at professional meetings, research grant proposals, completed working papers available for peer review, and similar items. Authorship of textbooks is considered to be the consequence of scholarship and reflection on teaching and,

consistent with our undergraduate mission, is encouraged.

Performance will be deemed excellent if the faculty member's on-going research activity results in accomplishments that appear often in peer-reviewed (refereed) journals and have earned the faculty member a reputation as an expert in his field. The faculty member may also have accomplishments that appear in other recognized scholarly publications and may have other products such as presentations at professional meetings, research grant proposals, completed working papers available for peer review, and similar items.

Authorship of textbooks is considered to be the consequence of scholarship and reflection on teaching and, consistent with our undergraduate mission, is therefore encouraged.

Service

For the purpose of tenure evaluation, service is defined to include service to the university, profession, and to community organizations. Service to the university includes membership on department, school, university, and central or Office of the Chancellor committees and other service-related assignments. Service to the profession includes editorial activities, assistance to professional organizations such as serving as an officer or member of committees, chairing sessions at professional meetings, serving as a discussant for papers delivered at such meetings, and delivering speeches or similar addresses before professional groups. Professional service to the community consists of those activities in which the individual applies his or her expertise to a problem encountered by a community organization.

Performance will be deemed satisfactory if the faculty member meets the following criteria:

1. has a continual record of activities with contributions of acceptable quality
2. demonstrates consistent participation in the activities of the department
3. participates willingly in requested and expected activities

Some activity is expected to be outside the department.

Performance will be deemed meritorious if the faculty member meets the following criteria:

1. has a consistent record of activities with positive contributions to the outcomes of these activities and frequently makes significant contributions to these outcomes
2. demonstrates consistent participation in the activities of the department and the school
3. participates willingly in requested and expected

activities

4. occasionally assumes formal leadership role in service activities
5. has service assignments whose outcomes have impact upon the organization

Activity outside the department is expected.

Performance will be deemed excellent if the faculty member meets the following criteria:

1. has a consistent record of activities that are important to the organization, makes positive contributions to the outcomes of these activities and frequently makes significant contributions to these outcomes
2. demonstrates consistent participation in the activities of the department, the school, and the university
3. participates willingly in requested and expected activities
4. assumes formal leadership role in some service activities
5. has service assignments whose outcomes have impact upon the organization
6. is recognized as a leader who is frequently sought to serve because his or her contributions are generally significant to the outcomes

Normally, some activity must be outside the school.

- C. To receive a positive recommendation for tenure, a candidate must demonstrate the potential for continuing contributions to the unit, school, and university and at least meritorious performance in instruction, and at least meritorious performance in either scholarship or service and satisfactory performance in the other. Evidence of a faculty member's performance may include (but is not limited to) the following items:

Instruction

Student, peer, and alumni evaluations

Preparation and publication of instructional materials

Documentable contributions to course and program development and evolution

Breadth of involvement in program responsibilities (engineering science, design and laboratory work; lower division, upper division, and graduate)

Reports on participation in organizations and activities concerned with teaching effectiveness

Administrative evaluations

Review of student performance

Effective advisement and counseling of students

Laboratory development

Effective supervision of teaching assistants

Participation in graduate committees

Scholarly Accomplishments

Research publications

Research presentations

Editorships

Reviewer of books and papers, letters to the editor

Session chairmanship at local/national/international meetings

Research grants and contracts

National/international reputation as a consultant

Service

Leadership role in program/school/university governance

Contributions to program/school/university affairs

Leadership role and contributions to local/national/international professional groups

Involvement in student chapter of professional society

Representation of the engineering profession at schools and with other groups

APPENDIX III: Faculty Teaching Load Policy

Approved by Engineering P&P Committee on 11/25/2002

I Introduction

The University statement on the Normative Scholarship and Service Expectations of Faculty, dated September 14, 1992, governs the School of Engineering. This document states: "The maximum teaching load for faculty meeting normative research and service expectations will be three courses, not to exceed twelve hours per semester."

The SIUE Teaching Load Policy (effective fall term 1993) further states that: "Curricular diversity prevents teaching load guidelines that apply uniformly to all programs and units. Teaching loads vary widely, reflecting research, service, and administrative obligations as well as factors such as class size, number of preparations, course level, and associated laboratory and clinical experience requirements."

The purpose of this document is to describe how these criteria will be used to establish appropriate teaching load assignments within the School of Engineering.

II. Responsibilities of the Department Chair or Program Director

Course schedules for each academic year shall be established for all programs by the middle of the Spring Semester of the previous year.

On the basis of the next year's schedule, each Chair or Program Director shall prepare formal teaching assignments for the next year and discuss them with each faculty member in their unit, in accordance with the guidelines in the next section. The Dean shall review and approve the teaching assignments for the Chairs and Program Directors.

The purpose of the workload assignments is to provide an orderly means of planning a year in advance for faculty as well as for Chairs and Program Directors, rather than to serve as a formal contract. In that spirit, it is expected that adjustments to assignments will be necessary during the year for some faculty.

III. Assignment Guidelines

The normal teaching load for Department Chairs is four courses per calendar year. The Undergraduate and Graduate Program Directors get one-course release per academic year. The Dean must approve deviations from this.

The normal teaching load for full time term instructors is eight courses over the Fall and Spring Semesters. The base teaching load for full-time tenure and tenure track faculty is six courses over the Fall and Spring Semesters. A Department Chair or Program Director may at his/her discretion reduce the teaching load for an individual faculty by one course per year. This must be done taking account of the overall workload and resources available within the Department. The Dean must approve

teaching load reductions beyond one course. The Department Chair or Program Director and the Dean will give consideration to the following:

1. New entry-level faculty may be given reduced teaching loads for the first year.
2. Required course preparation. In general, the teaching assignment should not include more than 5 different course preparations during the academic year. Teaching two or more sections of the same course during the same semester counts as one course preparation.
3. Courses that include laboratory sessions that require extensive faculty involvement.
4. Courses requiring heavy time commitments to individual students such as those focused on teaching open-ended design approaches.
5. The workload for topics in rapidly changing technology areas should be appropriately recognized.
6. Courses serving larger numbers of students than appropriate for the educational intent should be separated into several sections. Where this is not practical, the workload due to size should be considered.
7. Recognition should be given to advanced level courses, independent study courses, and to supervision of graduate student theses and the Graduate School masters exit requirements.
8. The development of new courses should be supported in an appropriate manner.
9. Courses with substantial enrollments but without teaching assistants or graders.
10. Number of advisees.

All faculty have the right to buy-out portions of their normal teaching load. Using external funds, buy-out of one 3-credit course requires one-quarter of the faculty member's salary for that period. In general, every faculty member should teach at least two courses each academic year regardless of their buy-out capability.

It is the overall responsibility of the School of Engineering Faculty to pursue activities, which serve SIUE and increase the value of the education and degrees offered by the School of Engineering. Individual teaching loads will be adjusted whenever possible to support outstanding service, scholarship and entrepreneurial activities by faculty members. An inclusive description of these is not feasible since many will result from developing opportunities.

Note: This document replaces portion of the FACULTY WORKLOAD POLICY dealing with teaching assignments- School of Engineering dated 3/15/93.