The UNIVERSITY of OKLAHOMA

Jeannine Rainbolt College of Education
Instructional Leadership and Academic Curriculum

DEPARTMENT POLICY HANDBOOK

(Approved November 2015)

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DEPARTMENT OF INSTRUCTIONAL LEADERSHIP
AND ACADEMIC CURRICULUM

Introduction

Included in this handbook are the policies currently in place for Instructional Leadership and Academic Curriculum. Two official policy documents that support this handbook are the University of Oklahoma's Faculty Handbook (https://apps.hr.ou.edu/FacultyHandbook/) and the Jeannine Rainbolt College of Education Policy Manual (http://www.ou.edu/content/education/faculty-staff-resources.html)

Mission Statement and Goals

Mission Statement

The ILAC mission is to prepare teachers and other professionals for leadership roles in education-related settings; to engage in critical inquiry through professionally recognized research and scholarship; to support and promote diversity, social justice and service; and to provide leadership to the profession and society.

Goals

- Interrelate teaching, research, and service.
- Model reflective practice through our own teaching.
- Facilitate students' professional development at the initial and advanced program levels.
- Help students discern among multiple modes of educational practice, formulate their own philosophical orientations based on scholarly inquiry, and enact approaches consistent with these philosophical perspectives.
- Promote coherent, dynamic, robust academic programs and community partnerships.
- Foster programmatic, departmental, college and university coherence.
- Develop, pursue, and sustain clear, dynamic, and programmatic lines of scholarly inquiry.
- Produce scholarly artifacts that meet rigorous standards of quality in relevant fields.
- Share knowledge and expertise at the international, national, regional, state, and local levels of professional organizations and other constituencies.
- Contribute to the governance of the Department, College, and University.
- Support, develop, and retain faculty through a collaborative departmental environment.
- Facilitate appreciation of and commitment to diversity and social justice within our programs, profession, and society.
- Foster and sustain collaborative relationships with university and community partners.

ANNUAL FACULTY EVALUATION GUIDELINES

The following document provides a guideline for faculty members in the Department of Instructional Leadership and Academic Curriculum for the preparation of their annual report. These guidelines are consistent with the University's expectations (University of Oklahoma's Faculty Handbook (https://apps.hr.ou.edu/FacultyHandbook/) and with the Department's stated mission, strategic goals and plans, and criteria for tenure and promotion. The mission statement is given below; the Department's strategic goals and plans and criteria for tenure and promotion are found in separate documents. In all cases, emphases are on teaching and advising, research/creative/scholarly activities, and service to the University and the profession, with faculty contributing their unique expertise in each area.

The mission of the department is to prepare teachers and other professionals for leadership roles in education-related settings; to engage in critical inquiry through professionally recognized research and scholarship; to support and promote diversity, social justice and service; and to provide leadership to the profession and society.

Purpose, Assumptions, and Procedural Information

The purpose of the annual evaluation is to provide formative feedback and support for faculty members' professional development. The information given below is provided to help clarify the evaluation process. Note that, although a previous version of the policy stated that the annual evaluation document did not directly represent the criteria and expectations found in the tenure and promotion document, more current versions assume a more direct relationship between the two. For example, in the past, faculty members could obtain high ratings each year on annual evaluation criteria (e.g., external funding) that were not necessarily consistent with tenure and promotion criteria (e.g., national refereed publications). The current version attempts to make these links more explicit. However, it is acknowledged that a yearly "snapshot" on an annual evaluation cannot equate to a sixth-year summary on a tenure evaluation.

1. Teaching, research, and service are weighted equally in terms of distribution of faculty efforts, thereby reflecting the equal importance of each area to the University, College, and Department for tenure-track or tenured faculty. Exceptions to this weighting may be made for faculty with special assignments and designated responsibilities, as recommended by Committee A and approved by the Department Chair and College Dean. Exceptions will fall within the following approved ranges: teaching 20%-40%, research 30%-50%, and service 20%-40%. The percentages determined from these ranges will be the relative weights used in the annual evaluation.

    Faculty who are employed under the terms of a renewable term appointment will be evaluated annually according to the same guidelines as tenure-track or tenured faculty with the proviso that the person be allowed to choose different weights for each of the three categories (teaching, research, and service) from those of tenured and tenure-track faculty. The weights for a person with a renewable term appointment would be as follows: teaching 60%-90%, research 0%-10%, and service 10%-40%. See Appendix A for Policy for Renewable Term Teaching Faculty.

2. Ratings of teaching, research, and service are based on a five-point evaluation scale: Unacceptable= 1 point; Marginal=2 points; Good=3 points; Very Good=4 points; and Outstanding=5 points. Due to the varied nature of productivity, Committee A may award half-points within each of the three areas.

3. Explicit criteria and expectations are stated for each area. In addition, the evaluation contains an element of interpretation. Committee A is responsible for interpreting the information provided and for making the best judgment possible in determining the faculty member's rating.

4. For a given evaluation period (e.g., calendar year 2005), faculty members may choose to negotiate with Committee A by October 15 any part of, or the entirety of, the faculty evaluation scheme set forth in this document to be more consistent with their immediate professional lives as members of the ILAC department.

5. The faculty member is responsible for providing appropriate documentation to support the items listed in his/her evaluation. These documents may include traditional as well as alternative forms; the decision of what to provide as evidence rests with the individual faculty member. Committee A may request additional information when necessary.

6. New faculty may negotiate with Committee A on goals and expectations for teaching, research, and service for the first evaluation time period. These goals and expectations must be consistent with the department's tenure and promotion criteria. A new dissertation is considered a refereed publication for the first three-year annual report cycle only. It should be noted that a dissertation is not considered a refereed publication for tenure and promotion.

7. The "Self-Assessment" component is an important part of the evaluation process as it allows faculty members to assess their own contributions in teaching, research, and service. Members also should list information on work under review and work in progress; although they are not considered for merit, they provide evidence of continued faculty development as well as the establishment of a line of investigation.

8. After Committee A has completed the evaluation process, faculty members have the right to meet with the Committee to review their evaluation and to request any adjustments in terms of points/ratings. Appropriate documentation and justification shall be provided by the faculty member for Committee A's consideration.

9. A faculty member who exceeds the criteria for a "Very Good" rating in any of the categories (teaching, research, or service) may earn extra points based on merit. Extra points will be determined by Committee A. There is no limit as to how many faculty members can receive these merit points.

10. There is no assumption herein that there must be a range of scores across faculty in any category.

ANNUAL REPORT
January, 1 XXXX – December 31, XXXX

1. Campus classes taught:

Course Name and Number	Spring	Summer	Fall

    Approximate number of students in:
        Directed Readings
        Independent Study
        Research Master's Thesis
        Research Seminar
        Prospectus Development
        Research Doctoral Dissertation
        Other

2. Approximate Number of Advisees
    A. Undergraduate TE-PLUS
    B. Certification Only Graduate Students
    C. Masters Committee Chair (Thesis & Non-Thesis)
       Masters Committee Member (Thesis & Non-Thesis)
    D. Doctoral Committee Chair
       Doctoral Committee Member

3. Administrative responsibilities

4. Supervision of graduate students, instructors, etc.

5. Supervision of student teachers, internships, and other practica

6. Credit-generating off-campus courses and workshops for such programs as Advanced Programs and Intersession.

Self-Assessment for the Annual Evaluation

      After reviewing the information provided in the annual report, please assess your contributions in the three areas of professional responsibilities. You may wish to focus on the work that was your major emphasis over the past year. Include any factors or information that Committee A should consider as it reviews your work in teaching, research, and service. Finally, this assessment should conclude with a listing of work that you have under review and in progress so as to provide a profile of professional development. Please limit this self-assessment to **one page**.

<p style="text-align:center">ANNUAL REVIEW CRITERIA</p>

<p style="text-align:center">Scholarship of Teaching</p>

Teaching is viewed as an indispensable criterion, with expectations for the **highest** standards. Accomplishments in teaching will be evaluated for a **one-year** period of time. Teaching is understood as a reflexive process and complex endeavor and as such evaluation of teaching will occur in relation to three major categories: (1) teaching performance, (2) program and curriculum development, and (3) mentoring and chairing. These three categories encompass 1-4 points as listed below. A faculty member may earn an additional point for an "outstanding" contribution as described below under 'Recognition of "Outstanding" Contribution to the Scholarship of Teaching.' Please note, then, that although 4 points earned (100%) normally constitutes "accomplished" teaching, a maximum of five points can be earned for the "scholarship of teaching" evaluation component.

<p style="text-align:center">Categories 1-3: Contributions to Instruction</p>

Category 1: Teaching Performance (value: 0, 1 or 2 points)

Courses Successfully Taught (Please list and attach related course evaluations.) In order to receive a 1 or a 2 in this category the majority of all items, 1-11, on the university student evaluation forms should be 3.5 or higher. A narrative is not required for courses with a score of 3.5 or higher for items 1-11 on the department's student evaluation form. If scores for these items are below 3.5, a narrative explanation of no more than **one page** must be submitted for Committee A's consideration.

Category 2: Program Maintenance and Development (value: 0 or 1 point)

For Example:
- Development of New Course (s)
- Significant Course Revisions
- Major Program Revisions
- Maintenance of Present Courses
- Portfolio development, program development and maintenance, etc.

Category 3: Mentoring And Chairing (value: 0 or 1 point)

For Example:
- Chairing Masters Students
- Advising Masters Students
- Chairing Doctoral Students
- Advising Doctoral Students
- Independent studies, directed readings, portfolio and other mentoring not included in for-credit courses, TE-PLUS interviews, etc.
- Serving on masters and doctoral committees

Recognition of Outstanding Contributions to the Scholarship of Teaching (value: 0 - 1 point)

"Outstanding" contributions to the scholarship of teaching are informed by and represent current educational theory. To warrant consideration for an "outstanding" rating in the "scholarship of teaching," faculty members who have been rated "very good," may cite accomplishments in this area that might include awards or other recognitions such as making a national research presentation or publishing an article based on researching the teaching of a course. A faculty member might also write no more than a **one-page** narrative that addresses the "scholarship of teaching" (as conceptualized by the faculty member) embedded in and driving one or another of their contributions in any one, or combination, of the three categories composing the "scholarship of teaching" component of this faculty evaluation document. Given that evaluation of contributions to the "scholarship of teaching" is on a one-year basis, publications, grants, and other forms of scholarship and creativity submitted as bases for "outstanding" recognition of the "scholarship of teaching" will be credited for the first year of publication only.

The faculty member is responsible for providing substantive documentation to support the items listed or bulleted in his/her evaluation. These documents may include traditional as well as alternative forms; the decision of what to provide as evidence rests with the individual faculty member. Committee A may request additional information when necessary. Faculty members who wish to be considered for an "outstanding" rating must provide evidence to support their proposal.

Rating Scale

Unacceptable (0 - 1 point)

Marginal (2 points)

Good (3 points)

Very Good (4 points)

Outstanding (5 points): An Outstanding rating requires an assessment by Committee A of the proposal submitted for an Outstanding rating as described in the previous section and an assessment of Outstanding by Committee A of each of the Categories 1, 2, and 3**.**

<h1 style="text-align:center">Scholarship of Research and Creative Activity</h1>

Faculty participation in the development, distribution, and critique of knowledge and the maintenance of professional development and vitality are indispensable criteria. Accomplishments in research/creative/scholarly activities will be evaluated over a three-year period, which includes the year of review plus the two prior years. Over this three-year period a faculty member must meet the criteria regarding levels of performance listed under "Rating Scale" to be awarded points.

<h2 style="text-align:center">Definition of Levels</h2>

Level 1 Scholarship: (5 points each)

- Refereed articles published in national/international journals and other publications (i.e., journals that involve a review by at least two external reviewers, not including the journal's editor(s)). This criterion describes only the review process and not the content (e.g., research, theory, or practice) of the article.
- Books/monographs published by a national/international press that are related to the faculty member's field. Level 1 books/monographs must be peer-reviewed. (See also item 3 of the Research "Notes" section.)
- Chapters in books/monographs/conference proceedings produced by a national or international press that are related to the faculty member's field. Level 1 chapters must be peer-reviewed.
- External grants funded by a federal agency. A grant counts for each year that it is funded. Faculty should include a brief narrative about the scope of the project, their role in the project, their percent of involvement, and the funding agency.
- Editorships of national/international publications related to the faculty member's field as approved by Committee A.
- Nationally-distributed, peer-reviewed software, video programs, or other electronically produced materials.
- Faculty members may include other items, but must make the case to Committee A with documentation in no more than **one page**.

Level 2 Scholarship: (2 points each)

- Non-referred articles in national/international publications.
- Refereed articles in state/regional publications.
- External grants funded by a state agency. (See also item 4 of the Research "Notes" section.)
- Editorships of state/regional publications.
- Presentations given at national/international conferences.
- Non-referee chapters in books produced by a national/international press that either is sponsored by a university, professional organization, or a commercial publisher.
- Books/monographs and book chapters published by state/regional publishers.
- Regular columns that appear in national/international journals, yet do not go through an external review process.
- Participation in video conference presentations/forums that are streamed nationally or internationally.
- Technical reports published by national/international Centers, Foundations, Endowments, or Agencies and are of an educational nature.

- Faculty members may include other items, but must make the case with documentation in no more than **one page**.

Level 3 Scholarship: (1 point each)

- Internal grants (i.e., awarded by some agency within OU, whether competitive or noncompetitive). A grant counts for each year that it is funded.
- Presentations given at regional and state conferences.
- Non-refereed articles published in state or regional journals.
- Other items included in national/international or state/regional journals, such as book reviews, teaching tips, scholarly commentary, ERIC documents, forum contributions, etc.
- Faculty members may include other items, but must make the case with documentation in no more than **one page**.

Rating Scale

Unacceptable (1 point): Does not meet the requirements of Marginal, Good, Very Good, or Outstanding ratings.

Marginal (2 Points): Representation in Level 1 and at least one other level with a minimum of 15 points earned.

Good (3 points): Representation in Level 1 of at least 15 points and at least one other level with a minimum total of 25 points earned.

Very Good (4 points): Representation in Level 1 of at least 25 points and at least one other level with a minimum total of 35 points earned.

Outstanding (5 points): A rating of Outstanding may be awarded to a faculty member when Committee A, after reviewing his/her record, judges the performance to be significantly beyond that judged to be Very Good according to the criteria. An outstanding faculty member must first meet all criteria for a Very Good (4) rating. Committee A's decision will represent a professional judgment based on the faculty member's scholarly work, and may include consideration of such issues as the volume of productivity, the quality of the journals published in, the extent of the distribution of scholarly ideas, and other factors.

NOTES: Scholarship of Research & Creative Activity

1. When Committee A determines in a given year that a publication is Level 1, that decision will hold for the three-year life of that publication.
2. Reprinted articles will be considered as research and scholarship. The faculty member will suggest the level value of each award and reprint in a rationale of no more than one page to Committee A.
3. If a faculty member feels that a book/monograph (or its subsequent editions) or a grant should be valued at more than the equivalent of one peer-reviewed article or a typical Level 1 external

grant funded by a federal agency, then the faculty member must provide a written rationale supporting its desired value in no more than one page to Committee A.

4. If a faculty member feels that a grant funded by a state agency should be valued as the equivalent to a typical Level 1 external grant funded by a federal agency, then the faculty member must provide a written rationale supporting its desired value in no more than one page to Committee A.

5. Manuscripts that are in press or under review receive no credit in the annual evaluation, but should be mentioned in the overview to the annual review.

6. The list of research and scholarship productivity described under each of the three levels is not comprehensive. Undoubtedly a faculty member will produce something that is not described under this set of criteria. Faculty members should classify such scholarship themselves, with the understanding that the final authority for classification rests with Committee A.

7. Definition of Empirical Research:

Empirical research as a social construct. Modern social science research is in a period of reexamination, with researchers of different paradigms often in conflict over which approach provides the truer picture of learning and developmental processes. Rather than identifying and classifying each specific research methodology, we will consider empirical research broadly as encompassing a wide range of methodologies, including those typically characterized (and often falsely dichotomized) as "qualitative" and "quantitative." Our goal is to avoid the polemics that often characterize methodological disputes and take a pluralistic and inclusive view of research. Regardless of whether a methodology relies on numeric representations, verbal descriptions, or other symbolic representation of data, empirical research makes claims based on data and is presented in some form of argument. Behrens and Smith (1996) have identified five features of data and their use in research, regardless of how they are collected and analyzed: The act of analysis is a construction of the research, all "data" are analyzed in terms of the symbols (usually words or numbers) that represent them, the process of analysis is social, the goal of analysis is to reduce complex data to a manageable summary, and the results of data analysis are provisional and contestable.

Empirical research itself is a social construction, being developed and practiced primarily in Western cultures that value the development of "scientific" thinking; that is, the development of formal concepts that are abstracted from the immediate context of their usage and used to develop formal rules for broad application. Empirical research thus strives for generalizability from the evidence found in the context of particular studies, with principles derived for application to other similar situations. This includes research that focuses on the particular (e.g., case studies) when the researcher derives general principles from the investigation.

Scholarship of Service

Given our relationship to the education profession and the vital need for participatory governance, service is an indispensable criterion. Service will be evaluated over a one-year period. Evaluation will be based on the following major categories: (a) National/International, (b) Regional/State/Local, and (c) University/College/ Department. Faculty members are expected to make contributions in all three major areas.

Within each major category are three subcategories: high (3 points), medium (2 points), and low (1 point). Activities are assigned to subcategories based on the amount of time, effort, and impact involved in each and are awarded points accordingly. Faculty members may petition Committee A for an adjustment in point value for a specific activity on the basis of time, effort and impact involved in the activity. Faculty members engaging in an activity not listed should suggest a placement for the activity and provide a rationale for the suggested placement.

Categories of Service

National/International Service

1. Subcategory: High (3 points each)
   Holding office in a professional organization
   Editing a professional journal
   Chairing or directing a conference

2. Subcategory: Medium (2 points each)
   Membership on committees, task forces, advisory boards, editorial boards
   Chairing a strand of a conference
   Ad hoc manuscript reviewer for professional journal (maximum of 2 points per journal)
   Newsletter editor

3. Subcategory: Low (1 point each)
   Reviewing conference proposals (one point per conference)
   Chairing a conference session (maximum of 1 point)

Regional/State/Local Service

1. Subcategory: High (3 points each)
   Holding office in a state or regional organization
   Editing a professional journal
   Chairing or directing a state or regional conference

2. Subcategory: Medium (2 points each)
   Holding office in a local organization
   Membership on committees, task forces, advisory boards, editorial boards
   Chairing a strand of a state or regional conference
   Reviewing manuscripts (maximum of 2 points per journal)

Chairing or directing a local conference
Newsletter editor

3. Subcategory: Low (1 point each)
   Reviewing conference proposals
   Residency Year Teacher Committees (maximum of 1 point)
   Chairing a conference session (maximum of 1 point)
   Professional Development or Consultation

University/College/Department

1. Subcategory: High (3 points each)
   Chairing a search committee
   Serving on the Faculty Senate or other large, demanding University committee
   Member of Committee A
   Authorship of program review, NCATE or CAEP folio or other accreditation-type
   document without course release
   Graduate Liaison

2. Subcategory: Medium (2 points each)
   Chairing committees not identified elsewhere without course release: University, College,
   Department
   Authorship of program review, NCATE folio or other accreditation-type document with
   course release

3. Subcategory: Low (1 point each)
   Membership on University, College or Departmental committees
   Chairing committees not identified elsewhere with course release: University, College,
   Department
   Lectures/Professional Development

Please note: The faculty member is responsible for providing appropriate documentation to support the items listed in his/her annual evaluation. These documents may include traditional as well as alternative forms; the decision of what to provide as evidence rests with the individual faculty member. Committee A may request additional information when necessary.

Rating Scale

Unacceptable (1 point): Does not meet the requirements of Acceptable, Good, Very Good, or Outstanding ratings

Marginal (2 points): Representation in 2 of the 3 major categories; minimum of 6 points across the categories represented

Good (3 points): Representation in 2 of the 3 major categories; minimum of 8 points across the categories represented

Very Good (4 points): Representation in all 3 major categories; minimum of 8 points across the categories, with a minimum of 4 points in the National/International category

Outstanding (5 points): Meets criteria of at least the Very Good rating; will be awarded based on the judgment of Committee A (Faculty members may submit a rationale for why they may qualify for this rating.)

TENURE AND PROMOTION GUIDELINES

Guidelines for Tenure Recommendations

The recommendation of tenure in the Department of Instructional Leadership and Academic Curriculum will be consistent with established policies of the University of Oklahoma as outlined in the Faculty Handbook (https://apps.hr.ou.edu/FacultyHandbook/), Section 3.7. Specifically, 3.7.4 states:

> The choices that the University makes in granting tenure are crucial to its endeavors toward academic excellence. A decision to grant tenure must reflect an assessment of high professional competence and performance measured against national standards. Tenure should never be regarded as a routine award.

In addition, the recommendation of tenure in the Department of Instructional Leadership and Academic Curriculum will be consistent with its stated mission, strategic goals and plans, and criteria for annual evaluation review.

The mission of the department is to prepare teachers and other professionals for leadership roles in education-related settings; to engage in critical inquiry through professionally recognized research and scholarship; to support and promote diversity, social justice and service; and to provide leadership to the profession and society.

Criteria for tenure and promotion have been developed to promote this mission via emphases on quality and quantity of contributions across these professional activities. To ensure that untenured faculty are aware of these criteria and their own performance in relation to the criteria, they are reviewed annually on their professional activities and receive letters indicating progress toward meeting the criteria for tenure, based on the judgments of Committee A and the Department Chair. These letters note areas where progress is and is not satisfactory and make specific recommendations for improvement in those areas where progress is not satisfactory. In addition to these annual reviews and letters, the Chair has a meeting with each untenured faculty member every Spring semester to review progress toward tenure. While all annual reviews are important, particular attention is paid to a third-year evaluation as a critical mid-point in the faculty member's probationary period. In addition to these annual reviews of progress, untenured faculty are provided senior faculty mentors when they begin their appointments. The role of the mentor is assist junior faculty members generally in professional development and specifically in understanding the expectations of the University and Department regarding tenure and promotion.

Normally, consideration of tenure requires a minimum of six years in rank at the assistant professor level, while length of time is negotiable for newly hired experienced assistant professors, associate professors, and full professors not granted tenure upon appointment. Time of service in a given rank is not in itself a sufficient reason for tenure.

Assumptions and Guiding Principles

Evaluations involve judgment. It is the responsibility of each candidate for tenure to provide evidence of sufficient scope and in sufficient detail to allow those participating in the evaluation process to form fair and accurate conclusions. The evidence provided will be reviewed on the dimensions of both quality and quantity with the goal of determining the candidate's suitability for

tenure.

The performance of each candidate being considered for tenure will be carefully evaluated, with equal consideration being given to (1) teaching, (2) research and scholarly activity, and (3) service to the University and the profession.

Criteria

The candidate will qualify for and be appointed to the Graduate Faculty at the M3 level according to Department and College requirements before application for tenure is made.

The criteria upon which tenure decisions are based are as follows:

Teaching. Given the mission of the Department, expertise in teaching will be viewed as an indispensable criterion, with expectations for the highest standards. Accomplishments in teaching will include the following:
1. student evaluations of teaching, including numerical and narrative data
2. peer evaluations, including (1) separate observation by three tenured faculty members, per departmental policy, and (2) annual reviews conducted by Committee A members and the department chair
3. advisement and mentoring of students as evidenced by student survey data
4. directing and serving on thesis and dissertation committees
5. narrative component which describes how cross-cutting themes in current educational theory inform the faculty member's teaching.

Other indicators of accomplishments in teaching may include, but are not limited to:
1. teaching awards
2. teaching improvement grants from external and internal funding agencies
3. development and/or revision of courses and/or curricula
4. participation in workshops to improve teaching

Research and Scholarly Activity. Faculty participation in the development, distribution, and critique of knowledge and the maintenance of professional development and vitality are indispensable criteria for faculty within a university setting. Research and scholarly activities should include a clear line of investigation. The candidate's contribution to these activities will be indicated by the presence of sole authored and/or first authorship of multiple authored works. Evidence of collegiality through multiple authored works in which the candidate is not first author will also be valued. Accomplishments in research and scholarly activity will include work from among the following:

1. refereed articles published in international and/or national journals
2. books and/or monographs published by commercial, professional organization, or university presses
3. externally reviewed chapters in books published by commercial, professional organization, or university presses

Other indicators of accomplishments in research and scholarship may include, but are not limited to:
1. grants received from external or internal funding agencies
2. non-externally reviewed chapters published in books
3. articles published in state, regional, and non-refereed journals

4. presentations at international and national meetings
5. presentations at state and regional meetings
6. other Level 2 and 3 examples from the annual evaluation guidelines

Service. Given the relationship of the Department to the education profession and the vital need for participatory governance, service is an indispensable criterion. Service activities consist of (1) serving international/national professional organizations, (2) serving regional/state/local professional organizations and other educational agencies, and (3) contributing to the governance of the Department, College, and University. Candidates will present evidence of participation in each of the three following categories. Service activities may include, but are not limited to, the examples under each category.

1. Professional Service (International/National)
   a. holding office in professional organizations
   b. editing professional journals or other scholarly publications
   c. serving on committees/boards/task forces related to the departmental mission
   d. reviewing research papers, books, chapters, or grant proposals
   e. other professional service activities such as reviewing conference proposals and chairing sessions

2. Professional Service (Regional/State/Local)
   a. same indicators as listed for International/National Service
   b. providing consultations, lectures, professional development, and workshops

3. Department, College, and University Service
   a. chairing and serving on committees at these levels
   b. performing administrative duties at these levels
   c. representing the Department, College, or University at organized activities (e.g., recruiting) that further the mission of these levels

Each of the three areas - teaching, research/scholarly activity, and service - is important as it contributes to the complex mission of the Department of Instructional Leadership and Academic Curriculum, the Jeannine Rainbolt College of Education, and the University of Oklahoma.

Procedures

The procedures for tenure are detailed in Section 3.7.5 of the Faculty Handbook (https://apps.hr.ou.edu/FacultyHandbook/). In addition to the candidate's dossier as evidence of accomplishment, the Department will also obtain assessments of the candidate from external reviewers who are senior faculty members, have well established reputations in the candidate's area(s) of expertise, and are at institutions at least comparable to the University of Oklahoma. The candidate and Committee A will each identify at least five potential reviewers; from that pool, at least five reviewers will be contacted by Committee A. These reviewers will be asked to provide a candid evaluation of the candidate's research and scholarly achievements in his/her area(s) of expertise, as well as assessments of other professorial efforts in teaching and/or service, if the reviewer is aware of those activities. Each reviewer will be supplied with the candidate's current vita; personal narrative regarding teaching, research/scholarship, and service activities; copies of candidate-selected publications; and copies of the

Departmental and University tenure criteria to assist in the evaluation.

Guidelines for Promotion Recommendations

The recommendation of promotion in the Department of Instructional Leadership and Academic Curriculum will be consistent with established criteria and procedures as stipulated in the OU Faculty Handbook (https://apps.hr.ou.edu/FacultyHandbook/) Section 3.13. Promotion to a given rank indicates that the faculty member's professional stature is equivalent to that of other scholars in his/her field who hold the same rank in peer universities comparable to the University of Oklahoma. Normally, promotion to associate professor requires a minimum of six years at the assistant professor rank, while promotion to professor requires at least six years at the associate professor rank. Time of service in a given rank is not in itself a sufficient reason for promotion; rather, a promotion "reflects a positive appraisal of high professional competence and accomplishment" (3.13).

Criteria

The performance of each candidate being considered for promotion will be carefully evaluated, with equal consideration being given to teaching, research/scholarly activity, and service.

To Associate Professor. The criteria for promotion to the rank of associate professor are essentially those discussed in the section on tenure and do not need to be repeated here. However, tenure and promotion to associate professor are not necessarily related actions. A candidate could be promoted to associate professor before being awarded tenure based on exceptional accomplishments.

To Professor. The criteria for promotion to the rank of professor also include high standards for teaching, research and scholarship, and professional and University service. As noted above, "promotion should indicate that the faculty member is of comparable stature with others in his or her field at the same rank outside the University" (3.13).

The procedures regarding promotion are detailed in Section 3.13. of the OU Faculty Handbook (https://apps.hr.ou.edu/FacultyHandbook/). The process of selecting external reviewers and obtaining external reviews is similar to that for the tenure process, with one exception. That is, for promotion to the rank of professor, all external reviewers must be at the professor rank. The process of discussing and voting on promotion is similar to that for the tenure process, with one exception. That is, all professors and associate professors will vote by secret ballot on promotions to the rank of associate professor, while all professors will vote by secret ballot on promotions to the rank of professor.

Summary Statement

The criteria and procedures for tenure and promotion recommendations shall apply to all faculty in the Department of Instructional Leadership and Academic Curriculum. Exceptions may be made for those faculty members with particular conditions (e.g., additional years for pregnancy or illness; fewer years for early accomplishment) and must be approved by ILAC Committee A and Department Chair, the Jeannine Rainbolt College of Education Dean, and the Provost.

CLASSROOM OBSERVATION OF NON-TENURED FACULTY

The classroom observation of non-tenured faculty is an attempt to address the University's requirement for high professional competence and performance in the area of teaching during the tenure review period (Faculty Handbook, 3.7.4). Through this means and others (e.g., student evaluations, annual reviews), non-tenured faculty are evaluated and provided feedback on the teaching component of their professional activities. Three written evaluations must be included as part of the non-tenured faculty member's tenure dossier.

1. **Guidelines for Choosing the Evaluator**

    a. Three separate tenured faculty members, two of whom must be in ILAC, shall conduct the observations/evaluations.
    b. A non-tenured faculty member is not limited to three observations and may request additional observations. If additional observations are requested, they are to be conducted by tenured faculty members.

2. **Guidelines for Conducting the Classroom Observation**

    a. The non-tenured faculty member selects the individual who will conduct the observation.
    b. Observation takes place in three different semesters. A balance among undergraduate and graduate courses is encouraged.
    c. Observations are arranged by the non-tenured faculty member- day, time, class, and semester.
    d. The format for the observation will be:
        i.   **Pre-Observation.** The non-tenured faculty member and the faculty member observing discuss plans for teaching.
        ii. **Observation.** The observation takes place. There is not a specified length of time for the observation.
        iii. **Post-Observation.** The two faculty members review the teaching, and the observer provides feedback.
    e. The observer provides a written draft of the evaluation to the non-tenured faculty member. The faculty member may respond by adding his/her own comments on the outcome of the evaluation process. Both the draft and response must be done in a timely manner.
    f. If problems arise in the observation, the non-tenured faculty member works with the observer to continue the process. A second observation may take place.
    g. The non-tenured faculty member is given the final written evaluation.

DEPARTMENTAL POLICY MAKING

On matters of policy in the department, all faculty members have the opportunity to comment and provide feedback on a proposed policy before a vote is taken. To ensure this opportunity for all members, the following conditions apply. If a proposed policy is raised at a faculty meeting, the issue will be discussed at that meeting and a vote will be taken at the next meeting. If a proposed policy is raised shortly after a faculty meeting is held, information on the issue will be sent to faculty members. Each member either will provide feedback following receipt of the memo and/or will be prepared to discuss the issue at the next meeting; a vote on the issue will be taken at that meeting.

DEPARTMENTAL ELECTIONS

Graduate Liaison

The graduate liaison serves as a vital link among the department, College of Education, and Graduate College regarding all issues concerning graduate studies. In addition, the liaison serves as a member of the College of Education Graduate Liaison Committee. (See the Graduate Liaison Handbook for additional information.) The Department Chair serves as the Graduate Liaison.

Department Committees

Committee A has the responsibility of conducting the election process for committees in the department each year. These committees include Committee A, the Graduate Studies Committee, and the Awards Committee. Below are the descriptions of the committees, their membership composition, and the length of terms.

1. **Committee A.** This committee is responsible for making recommendations to the department chair on budget and personnel matters. Per the OU Faculty Handbook, Committee A specifically makes formal recommendations as to "(1) annual faculty evaluations, (2) budget requests/ allocations, (3) increases in salaries of faculty, (4) faculty awards (unless donors have specified that the decision be made through another process), (5) hiring of new faculty, (6) tenure and promotion matters, and (7) such other matters as may be transmitted to Committee A from time to time. (8) Unless a separate faculty committee established and elected by the voting members of the unit has been assigned that responsibility, Committee A shall provide annual written evaluation and guidance, jointly with the chair, to all tenure-track faculty to aid their efforts to obtain tenure. Minority opinions may be noted in formal recommendation forwarded by Committee A." In addition to the university charge, the ILAC Committee A is responsible for conducting the chair's evaluation and participating in the dean's evaluation, discussing faculty meeting agendas, assisting when necessary in leading faculty meetings, and presenting each year's budget (resources and expenditures) at the beginning fall faculty meeting. Committee A consists of three members, two elected members, and the department chair. Each of the elected members serves staggered two-year terms. All departmental faculty are eligible to serve.

2. **Graduate Faculty Committee.** The Graduate Faculty Committee is primarily responsible for issues related to graduate programs and graduate faculty. That is, the Committee develops departmental policies related to the graduate programs for faculty review and action. In addition, the Committee reviews applications and recommends appointment of faculty members to the Graduate College for graduate faculty. (See Criteria for Determining Graduate Faculty Status for additional information.) This committee consists of three members, each elected by the department. Each of the members serves staggered three-year terms. All department faculty with M3 status are eligible to serve.

3. **Awards Committee.** The Awards Committee is responsible for nominating and supporting ILAC faculty members for department, college, and university awards. It is expected to review awards information distributed by the college and university and to determine whether a faculty member in the department has met the requirements of that award. If a nomination is recommended and the faculty member agrees to be nominated, the committee completes the requirements of the award process, such as gathering student and faculty letters of support. In addition, this committee may recommend to the department that a departmental award be established and given for efforts in such areas as teaching, research, and service. This committee consists of three members, each elected by the department. Each of the members serves staggered three-year terms. The chair for the department awards committee will also serve as the representative for the department on the college awards committee. All department faculty are eligible to serve.

4. **College Committees.**   In addition to its own committees, the department also has representatives on college-wide committees: Academic Appeals Committee, Academic Misconduct Committee, Computer Technology Committee, Curriculum Committee, Development Committee, Elections Committee, Faculty Development Committee, Graduate Liaison Committee, International Committee, Multicultural Committee, and Research Committee. (See the College of Education Policy Manual for information on roles, functions, and memberships.)

GRADUATE FACULTY COMMITTEE AND GRADUATE FACULTY STATUS

Introduction

A revised Charter of the Graduate Faculty of the University of Oklahoma was approved by the OU Board of Regents in June 1995. The charter provides for the following organization:

1. There shall be a single University-wide Graduate College with a single University-wide graduate faculty.

2. Unless superseded by direct action of the graduate faculty acting as a whole, the legislative and academic authority of the graduate faculty shall be vested in the Graduate Council.

3. The Dean of the Graduate College shall be the chief University-wide officer for graduate studies and research. The Dean shall coordinate graduate programs among the respective program units. The Dean shall serve as the presiding officer of the University-wide graduate faculty and Graduate Council. The Office of the Dean of the Graduate College shall be the administrative center for all official communications between the Graduate Council and the faculty and administrators.

The purposes of this organization shall be to promote excellence in graduate teaching, research and creative activity, assist the graduate faculty in its teaching, research/creative activity and related functions, and to promote collaborative effort, exchange of information, and mutual understanding among the graduate faculty. Any academic unit offering courses or coursework in any College awarding an undergraduate degree on the Norman campus may appoint members of the Graduate Faculty. In order to make such an appointment, the academic unit must elect a Graduate Faculty Committee made up of members of the Graduate Faculty. The Graduate Faculty Committee shall have the following responsibilities:

1. Developing and publishing the criteria for membership on the Graduate Faculty which are appropriate for that academic unit. Such criteria must be consistent with Section 2 of the University Graduate Faculty charter.

2. Providing the Graduate Dean with the unit's criteria for membership.

3. Providing the Graduate Dean with a list of members of the Graduate Faculty in accordance with the OU Graduate Faculty Charter (https://www.ou.edu/content/gradweb.html).

Faculty members may appeal to the Graduate Dean decisions of an academic unit regarding their Graduate Faculty status. Decisions of the Graduate Dean regarding Graduate Faculty status may be appealed to the Provost, whose decision will be final. The Graduate Dean, with the advice and consent of the Graduate Council, will publish procedures for the appeal of Graduate Faculty status.

ILAC Graduate Faculty Committee

The purpose of the Graduate Faculty Committee is to study, review, or make recommendations to the faculty of the Department of Instructional Leadership and Academic Curriculum regarding matters or procedures that affect the quality, standards, or consistency of graduate studies in alignment with the University of Oklahoma's Charter of the Graduate Faculty (http://www.ou.edu/gradweb/faculty_resources/graduate_faculty.html). Following is a description of the committee and its purpose:

1. The ILAC Graduate Faculty Committee shall consist of three members who serve staggered three-year terms. One member shall be elected each year during the regular departmental election. ILAC Graduate Faculty Committee members must hold M3 status.

2. The ILAC Graduate Faculty Committee shall be responsible for appropriate record keeping and the transmission of results of such evaluations to the Dean of the Graduate College.

3. As needed, the ILAC Graduate Faculty Committee will bring to the attention of the faculty issues related to the implementation of the policies outlined in this document.

Graduate Faculty Privileges

M0, M1, M2, M3, and SM are used to describe the level of privileges extended to members of the graduate faculty in accordance with the appointment criteria established by the faculty of each department or academic unit.

Appointment	Privileges
M0	May teach graduate-level classes
M1	All the privileges of **M0** and may serve on and/or chair master's degree committees
M2	All the privileges of **M1** and may serve on doctoral committees
M3	All the privileges of **M2** and may chair doctoral committees
SM	Special Membership status. May be granted the privilege to teach graduate-level classes, to serve on graduate examination committees, or to serve on thesis or dissertation committees, at the discretion of the academic department and subject to the approval of the graduate dean. **May not chair graduate committees or serve as the outside member of dissertation committees.**

Graduate Faculty Status Criteria for ILAC Full-Time Faculty

The ILAC Graduate Faculty Committee will be guided by the intent of the department faculty to recommend those graduate faculty members who are actively involved in the scholarly process to be directors of doctoral dissertations. It is recognized that different disciplines and program areas may require slight differences in emphasis in the way scholarship is identified, but the central focus should be common to all scholars. Scholarship is defined as the 1) development, analysis, or synthesis of new knowledge, or unique applications of existing knowledge, and 2) sharing of this knowledge with peers following scrutiny by professional colleagues.

1. Department of Instructional Leadership and Academic Curriculum faculty members with a professional appointment will be recommended for appointment as a member of the graduate faculty (M2) if they possess a doctoral degree in a field relevant to their appointment. Graduate Faculty Members with M2 status are approved to teach graduate level courses, serve on master's and doctoral committees, and direct master's theses/non-thesis options.

2. Department of Instructional Leadership and Academic Curriculum faculty members with doctorates will be recommended by the Graduate Studies Committee to the Graduate Dean for the task of directing/co-directing doctoral dissertations (i.e., chairing a graduate student's doctoral advisory committee) (M3), provided they meet the criterion below.

3. Full-time faculty members with doctorates who hold appointments outside the Department of Instructional Leadership and Academic Curriculum may be given regular graduate faculty status (M2 or M3) in ILAC if they (1) meet the criteria specified for that status as presented in this document, (2) are recommended by the program area in which they will serve, and (3) are approved by the Graduate Studies Committee. Responsibilities of these faculty members are limited to advising graduate students and teaching graduate courses only and do not include other departmental activities.

Criteria. Evidence of scholarship as indicated by three scholarly publications in monitored*, nationally recognized vehicles within a five year interval prior to evaluation.

1. A minimum of one publication must be *empirical* research based on the following definition:

   Empirical research is data based and can be analyzed in different ways. General categories for the methods used fall under the categories of quantitative, qualitative, and historical research.

2. The remaining two of the three publications may be *philosophical*, *theoretical*, or *conceptual* research:

   Philosophical research is the exploration, elaboration, or creation of philosophical perspectives related to educational research, literature, or theory.

Theoretical research is the development of new theories, which grow out of the restructuring of present theories into new structures, or the development of new theory related to a new knowledge base.

Conceptual research is developed out of a review of past and present research where information is applied to new forms/structures to generate new knowledge.

Scholarly books or chapters focusing on current research findings or methodologies that are recognized by colleagues as contributions to the professional literature will be considered.

3. Other forms of scholarship that do not fit into the traditional forms described in this document may be presented to the Graduate Faculty Committee for review.

* This term is intended to include those forms of quality control normally used by academic journals (e.g. refereeing, editorial selecting, or other forms of professional review).

Application Procedure. Faculty may apply for graduate faculty status by submitting the following items to the ILAC Department Graduate Liaison who will forward it to the department Graduate Faculty Committee:

1. Completed Graduate Faculty Application form (http://www.ou.edu/gradweb/faculty_resources/graduate_faculty.html)

2. Current vita

3. A page listing vita entries believed to meet the criterion above and documentation of the review process (photocopy of editorial information, e.g., editorial board, editorial policy) (M3 applications)

4. Copies of relevant manuscripts meeting the criterion above (M3 applications only)

5. Other necessary documentation to substantiate the faculty member's work.

If an application for M3 status is denied, the Graduate Faculty Committee will explain in writing the reasons for the denial. Members who are not considered eligible may continue directing doctoral dissertations of students for whom dissertation work is underway but they may not serve as committee chair for new students. Individuals who do not meet the criteria may apply for consideration at any time they have additional evidence attesting to their eligibility to direct dissertations. Every seven years it will be the responsibility of each graduate faculty member to maintain his/her eligibility to direct doctoral dissertations by a timely submission of an application and supporting documentation to the Graduate Faculty Committee for evaluation.

Graduate Faculty Criteria for Special Membership

Appointments as graduate faculty with special membership will be made only for specific purposes and not for a particular period of time. Only under unusual circumstances will a tenure track faculty member outside the department be allowed to chair a masters or doctoral committee. The individual must be approved by the program area faculty and recommended by the graduate liaison.

Application Procedure. Individuals must apply for graduate faculty status in ILAC (M1, M2, and M3) to teach graduate level courses, serve on/direct master's committees, and serve on dissertation committees. Individuals may apply for graduate faculty status by submitting the following items to the ILAC Department Graduate Liaison who will forward it to the department Graduate Faculty Committee:

1. Completed Graduate Faculty Application form (http://www.ou.edu/gradweb/faculty_resources/graduate_faculty.html)

2. Current vita

3. A page listing vita entries believed to meet the criterion above and documentation of the review process (photocopy of editorial information, e.g., editorial board, editorial policy) (M3 applications only)

4. Copies of relevant manuscripts meeting the criterion above (M3 applications only)

5. Necessary documentation to substantiate your work

6. Recommendation of program area

Membership on Masters and Doctoral Committees

Masters Committee (3 members)

A master's committee consists of at least two full-time ILAC faculty members and one additional individual with graduate faculty status.

Doctoral Committee (5 members)

A doctoral committee consists of three tenure track ILAC faculty members; one member from outside the department; and one additional member from the department, from another department, or a special membership faculty member.

FACULTY CLASS ATTENDANCE POLICY

A faculty member's assignment to teach a course is an important element of the faculty member's professional responsibilities, including the obligation of the instructor to attend all classes and to teach.

For medical and family emergencies and other unforeseeable contingencies, a scheduled class meeting may be canceled. The faculty member will work with the department chair to insure that additional class sessions are adequately covered. For legitimate, foreseeable obligations, the faculty member is responsible for finding a reasonable alternative way to perform teaching duties in the form of a substitute or a make-up session. It is the responsibility of the faculty member to consult with the department chair and resolve scheduled changes. It is the department chair's responsibility to monitor and approve all changes to scheduled classes.

Students must often make extensive plans to attend classes, and modifying class periods should be avoided whenever possible. Make-up sessions must be scheduled in a manner which allows all students to attend the make-up session. When the need for such a session is known far enough in advance, it should be announced in the class syllabus.

FACULTY TEACHING LOAD POLICY

The department faculty teaching load policy is in alignment with the College policy (see Appendix B).

1. First year faculty members will be given no more than a 2-2 teaching load.

2. Second year faculty members will be given no more than a 2-3 teaching load.

3. A second year faculty member who has not obtained M3 status may request in writing at the beginning of the 3rd year a continuation of a 2-3 teaching load. Sufficient evidence must be presented to Committee A to show the development of a research agenda. If extenuating circumstances exist, a faculty member may continue to request a load reduction. If M3 status is not achieved, the member's teaching load will be based on the college policy.

4. A faculty member may request in writing to Committee A that one course taught in the two long semesters be moved to the summer term. The faculty member will not receive extra summer pay for teaching this course. This decision must be made during fall for the following summer. It is subject to summer enrollment projections and must be approved by the Dean. A written agreement will be filed with the Dean and Committee A.

5. For faculty members having M3 status a 3-2 teaching load may be available if they have two Level 1 publications, as defined in the annual review document, in the immediately preceding three or fewer years. For faculty members having M3 status a 2-2 teaching load may be available if they have six Level 1 publications, as defined in the annual review document, in the immediately preceding four or fewer years. Faculty will submit a list of publications for Committee A's review. Petitions approved by Committee A as Level 1 publications for the purpose of annual evaluation are also considered Level 1 publications for the purpose of determining teaching load.

6. Except under unusual circumstances, no regular faculty person will drop below one course per academic semester.

7. The implementation of the above stated policy is based on (a) the department's ability to pay for course load reductions out of its allocated yearly budget and (b) consideration of the OSRHE's requirement for regular faculty teaching teacher education courses.

8. If more faculty qualify for reductions than can be supported based on #8, Committee A will decide who receives the load reduction.

9. Teaching loads will be determined on an annual basis.

ILAC DEPARTMENT PART-TIME EMPLOYEE POLICY

In compliance with the federal Affordable Care Act all ILAC part-time employees (Graduate Assistants, Adjuncts and office staff) are required to submit a monthly timesheet. Further, effective January 2015, the department is required to offer staff health coverage for all employees who work 30 hours per week or more.

Graduate Students. According to the Graduate College policy related to the Affordable Care Act all graduate students may not be employed at an appointment greater than .70 FTE. This policy will be superseded by any Graduate College policy regarding graduate student employment that may be adopted in the future.

Assignment/Hours Equivalents. As such, the ILAC Department considers the following assignment/hours equivalents:

Teaching: 3 credit hour course = .25 FTE = 10 hours

        3 hours teaching
        3 hours preparation
        2.5 hours grading
        1.5 hours responding to student emails and meeting with students
        _____
        10 hours

Research Assistantship: .25 FTE = 10 hours; .20 FTE = 8 hours

Supervision of Student Teaching Interns: .25 FTE = 10 hours = 5 interns; .20 FTE = 8 hours = 4 interns; and so on.

Examples of Acceptable Maximum Appointments:

Graduate Student

Teach 2 courses (3 credit hours each)	.50 FTE = 20 hours
Work as faculty research assistant	.20 FTE = 8 hours
TOTAL	**.70 FTE = 28 hours**

Graduate Student or Adjunct

Teach 2 courses (3 credit hours each)	.50 FTE = 20 hours
Supervise 4 student teaching interns	.20 FTE = 8 hours
TOTAL	**.70 FTE = 28 hours**

In compliance with this policy no graduate student or adjunct can be appointed to teach 3 courses in a single semester.

SRI FUNDS ALLOCATION

SRI funds derive from the indirect costs associated with grant funding. A certain percentage is returned to the college and department sponsoring the grant project by the OU Office of Research. For those funds returned to Instructional Leadership and Academic Curriculum, Committee A has the authority to expend the funds on matters related to research. Faculty members are encouraged to request a portion of these funds for research-related projects.

USE OF ROOMS IN COLLINGS HALL

Priority for use of several rooms in Collings Hall have been assigned to particular program areas due to the materials housed in those rooms. The list below identifies those rooms and program areas. See Appendix C for the Use of Rooms 139-140 policy.

Rooms 139-140: English Education, Elementary Literacy, and Reading Education
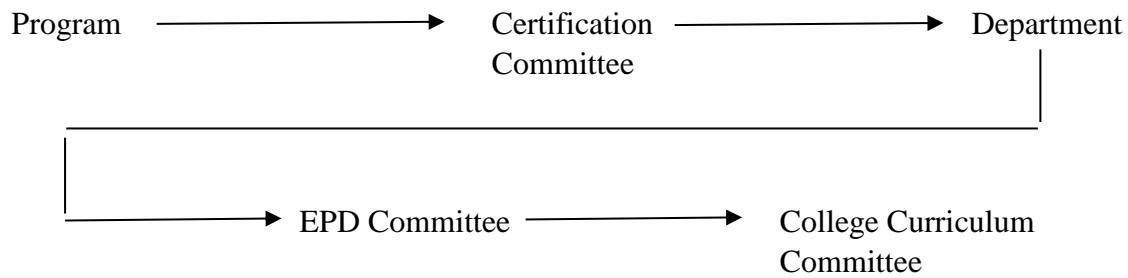Room 165: Mathematics Education
Room 170: Science Education

PROGRAM MODIFICATIONS FLOW CHART

Non Certification Programs

Program $\longrightarrow$ Department $\longrightarrow$ College Curriculum Committee

Certification Programs

Program $\longrightarrow$ Certification Committee $\longrightarrow$ Department

$\longrightarrow$ EPD Committee $\longrightarrow$ College Curriculum Committee

HISTORY OF POLICY HANDBOOK DEVELOPMENT AND REVISIONS

ILAC Policy Handbook: Revised November 2015.

Mission Statements and Goals: In Fall 1997, a college-wide retreat was held to review the mission statements and goals of the College of Education and each of the three departments. Revisions of the ILAC mission statement and goals were drafted at the retreat and approved by the faculty that semester.

Annual Faculty Evaluation Guidelines: Approved May, 1995; Revised May, 1999; January 2004.

Tenure and Promotion Guidelines: Revised and Approved May, 1995.

Classroom Observation of Non-Tenured Faculty: Revised and Approved May, 1999.

Departmental Policy Making: Approved November, 1997.

Graduate Liaison: Prior to 2003 the ILAC Graduate Liaison was elected by the faculty and served a three-year term. All faculty members were eligible to serve. In May 2003 ILAC voted to have the Department Chair also serve as the Graduate Liaison.

Faculty Class Attendance Policy: Approved May, 1995.

Faculty Teaching Load Policy: The department accepted the College policy for Teaching Load approved by the faculty, May 4, 1989 (see Appendix B). Revised and Approved May, 1999. Faculty Teaching Load Policy #5 was approved October 2006.

ILAC Department Part-Time Employee Policy: Effective January 2015 to be in compliance with the federal Affordable Care Act all ILAC part-time employees (Graduate Assistants, Adjuncts and office staff) are required to submit a monthly timesheet. Further, effective January 2015, the department is required to offer staff health coverage for all employees who work 30 hours per week or more.

SRI Funds Allocation: Approved November, 1997.

Program Modifications Flow Chart: Adopted at the Department Meeting Feb. 13, 2002

APPENDICES A - C

Policy for Renewable Term Teaching Faculty: Approved by faculty vote (secret ballot) May 2006.

Teaching Load Committee Recommendations: Approved May 1989.

Use of Rooms 139-140: Approved November 2000.

POLICY FOR RENEWABLE TERM TEACHING FACULTY

Renewable term faculty in the Department of Instructional Leadership and Academic Curriculum participate fully in all aspects of faculty governance except deliberations regarding tenure and promotion. Responsibilities may include

- eligibility for election to Committee A;
- attendance at department meetings and voting in department decisions;
- membership on program and certification committees and voting on curriculum decisions;
- attendance at Education Professions Division meetings;
- eligibility for department and college committee membership.

Faculty who are employed under the terms of a renewable term appointment will be evaluated annually according to the same guidelines as other tenure-track or tenured faculty with the proviso that the person be allowed to choose different weights for each of the three categories (teaching, research, and service) from those of tenured and tenure-track faculty. The weights for a person with a renewable term appointment would be as follows:

Teaching	60-90 percent minimum
Research	0-10 percent
Service	10-40 percent

The total must be 100 percent. Merit and across the board increases in salary will be made utilizing the same process as tenured and tenure-track faculty.

The course load for a person with a renewable term appointment would be determined by Committee A in accordance with departmental policy. Normally the course load would be 9 credit hours per semester plus program responsibilities.

A person in a renewable term appointment will be eligible for contract renewal and promotion at the end of the term contract. At that time, and at the end of each subsequent term, the department faculty will have the option to recommend or not recommend a subsequent term contract and promotion in rank. Typical amount of time in rank as assistant professor is six years. Faculty may recommend renewal of the contract without recommending a promotion in rank, (e.g., from assistant to associate or from associate to full professor).

APPENDIX B

TEACHING LOAD COMMITTEE RECOMMENDATIONS RELATED TO JRCOE MISSION RECOMMENDATION #6.

It is recommended:

1. That the basic full-time teaching load be recognized as twelve credit hours per long semester (12-12) (6 credit hours per summer term), that reduction to 9 hours per long semester be available for <u>chairing doctoral student committees or for prearranged service,</u> that some department, college or university service be expected regardless of any reductions in teaching load, and that the teaching and service loads for untenured tenure track faculty be adjusted downward automatically for their first year, and for subsequent years at the discretion of the respective departments.

2. That achieving and maintaining M3 status be necessary for reduction in teaching load to a 9-9 pattern based on <u>chairing doctoral student committees,</u> provided that the faculty member carries a reasonable load of graduate advisees, including some at the doctoral level.

3. That for those having M3 status, 9-6 load be available if and only if they are carrying a reasonable advisee load and have nationally reviewed scholarly/scientific research publications in <u>two of the immediately preceding three years</u>; and that for those having M3 status and carrying reasonable advisee load, a 6-6 teaching load be available only if they have nationally reviewed scholarly/scientific research publications in <u>three of the immediately preceding four years</u>.

4. That whenever possible and appropriate, persons not having M3 status be assigned to duties other than that of teaching 5000 or 6000 level courses, i.e., lower level courses, in load EYACs, service assignments, etc.

5. That after consulting with various faculty groupings, generic policy based on these recommendations be submitted by the Dean to the JRCoE faculty for a vote, but that the operationalization and implementation of the policies (e.g., what is a "reasonable advisee load" be left to the respective department chairs and committees A). Further, that the role of the Dean be to fund releases such that they do not represent a draining of resources allocated to or generated by the departments for other purposes.

6. That department chairs' roles will be, in consultation with committees A, to identify those persons eligible for teaching and research reductions, equitably distribute available reductions among them, and negotiate service-based teaching reductions.

7. That departmental faculty influence the operationalization and implementation of policy related to 6-6 teaching load (as well as all other aspects of these recommendations) by enacting policy consistent with that adopted at the college level.

APPENDIX C

USE OF ROOMS 139 – 140

Developed by the Literacy Faculty (English Education, Elementary Literacy, Reading Education).

Priority System for determining the use of Rooms 139 and 140

Tier 1: First Priority
- Reading Clinic Classes
- Children's Literature
- Young Adult Literature

Tier 2: Second Priority
- Other Literacy courses that use the materials
  - Elementary/ECE literacy
  - English Education
  - Reading
- Other uses of the library and literacy materials in those rooms.

Tier 3: Third Priority
- Other ILAC courses

Tier 4: Last Priority
- Other courses in the College of Education