

College of Arts and Sciences

**CHAIR/DIRECTOR HANDBOOK
Policies & Procedures**

Illinois State University

July 2020

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DIRECTORY

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Primary Contact	Subject
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Chair/Director Affairs

Chair/Director Selection and Hiring

DZ

DZ Annual & 5-year Chair Evaluation

DZ Any question pertaining to the topic

Curriculum & Student Affairs

SP Curriculum Committee Procedures and Policies

SP Assessment

SP Program Review

SP Student Governance

SP/DF Student Awards and Scholarships

Academic Personnel Affairs

AC/DZ Faculty Management

AC/DZ Faculty Recruitment & Hiring

AC/DZ Faculty Resignations, Retention

AC Promotion & Tenure Guidelines and Processes

AC Sabbaticals & Other Leaves

AC/DZ/JB Mentoring

JB Support for Scholarly Activities

SP Support for Teaching Activities

Awards

SP Teaching

JB Research

JB University Research Grants (URG)

SP Service

DZ/AC Arts and Sciences Lecturer

DZ/AC Distinguished Professor

DZ/AC University Professor

Primary Subject
Contact

Other Personnel Affairs

CW Civil Service and A/P Recruiting and Hiring
CW Student Personnel Management
DM Student Help Recruiting and Hiring (In the College)
CW Transfer of Funds among Personnel Lines

Budgeting & Planning

SP/AC Fall and Spring Instruction Capacity & General Education Planning
AC/CW Variance Planning
AC Annual Budgeting
SP/AC Summer School Planning
JB Facilities/Space Planning & Renovation projects
AC/CW Operating Budgeting
AC/CW Non-General Revenue Accounts

University Governance

DM Standing College Committees
DM Standing University Committees

Alumni Development and Fund Raising

DF Homecoming
DF CAS-News
DF Alumni Day
DF Hall of Fame
DF Friend & Fund Raising

Technology in the University and College

JB/MR CAS-IT including Web Services and Special Projects
MR Centrally Provided Services
JB Tech tuition allocation and distribution
JB Lab hour monitoring

Other

DZ General Inquiries
AC/DM Latino/Latina and Latin American Studies
African-American Studies
JB Applied Social Research Unit

PREFACE

This Chair's/Director's notebook is designed to provide information about policy and procedures for the College of Arts and Sciences (CAS). Included are explanations of how and why certain policies are implemented as well as the policy statements themselves. When there are revisions in the future, replacement pages will be added. If you have any questions, please feel free to call the College Office (8-5669).

I. General Sources of Information

The University hosts a variety of websites that contain information pertinent to the daily business conducted by chairs/directors. Among the most relevant are the following sites:

1. [University Policy & Procedures](#) website contains among others information on
 - a. General campus conduct
 - b. Students
 - c. Employees
 - d. Academic Activities
 - e. Fiscal Practices
2. [Human Resources – Supervisor Resources](#) website contains information on
 - a. Classifying positions
 - b. Determining Compensation
 - c. Recruitment
 - d. Performance management
 - e. Selected [PERS Forms](#)
3. [Office of the Provost – Faculty/Administrator Resources](#) website contains information on topics such as:
 - a. Tenure and Promotion
 - b. Outside employment forms
 - c. Curriculum changes policies including requests for Materials Fees
 - d. Faculty Handbook
 - e. Summer session
4. [Office of the Provost – Budget Forms/Documents](#) website includes information on
 - a. AIF Guidelines
 - b. University fiscal policies
 - c. Budget reporting and planning forms, deadlines and procedures (updated around budgeting time in Spring)
 - d. Facilities management procedures
 - e. Materials Fee procedures and forms
 - f. Moving and Recruitment funding procedures including
 - i. Moving expense Reimbursement forms
 - ii. Recruitment assistance program of faculty from Traditionally Underrepresented Groups
 - g. Sage fund that supports inviting outstanding scholars to appear in public lectures at ISU, or who would come to serve as visiting members of the faculty delivering lectures to classes and to the academic community

- h. Sample offer letters for Tenure Track Faculty
- 5. [Office of the Provost – Academic Planning \(Program Review, Program Changes\)](#) website contains information on the following topics
 - a. Program review
 - b. Accreditation
 - c. Academic planning
 - d. Academic program changes
- 6. [The College of Arts and Sciences – Chair’s Documents](#) website offers the following information about
 - a. Annual Evaluation Criteria
 - b. FERPA information
 - c. Guidelines for Program Review
 - d. Advancement efforts
- 7. [The College of Arts and Sciences – About](#) website includes information for Directors/Chairs and Faculty of our College including
 - a. List of Chairs and Directors
 - b. Chair’s documents
 - c. ASPT documents
 - d. Department Governance Documents
 - e. Budget & Planning Process
 - f. Strategic Plans
 - g. Faculty Professional Development Series
 - h. Council & Committees
 - i. Research Support
 - j. Faculty Awards
- 8. [Faculty Handbook](#)
- 9. [Academic Senate](#)

The University operates under a variety of calendars published each year at the beginning of the academic year. Visit the [Provost’s website](#) for the general Academic Calendar, ASPT Calendars, and the University Registrar’s Calendar. The college also compiles its own [CAS calendar](#) each year.

1. PLANNING & BUDGETING

[Section 7](#) of the ISU Policy & Procedures site contains detailed information on fiscal practices at Illinois State. From a budgetary stand point, Illinois State operates on a fiscal calendar that runs between July 1 and June 30. Chairs/Directors operate as the primary fiscal agents of their departments/schools and are as a result responsible for managing all of their budgets consisting of General Revenue (operating & personnel), agency, foundation, and grants accounts. Details regarding other budgetary topics such as the use of the department credit cards, grants accounting, datatel, payroll, purchasing processes, student accounts, travel vouchers and other information, are available on the website of the [Office of the Comptroller](#) and the [Budget Office](#).

1.1 Budget Wizard

Budget Wizard is an online tool consisting of three sections: Budget Home, Employee Home, and Budget Transfer. It can be accessed through [ISU's Enterprise Applications Central Login](#). Below are the main components of the Budget Wizard system that may be of interest to Chairs and Directors.

- 1) **Budget Home** – Budget Home allows the viewer to see the Department/School agency and general revenue funds. These funds can be viewed by line or all together as one overall total. In Budget Home you can view what transfers have been completed, the date of the transfer, who completed the transfer, whether the transfer is permanent or temporary, and the transfer number. You can also view expenses by object code. On the personnel side, you can drill down and view what individual faculty and staff have received for pay, when they received the pay, and what type of pay it was (ex: regular pay or additional pay). Note that Budget Home only shows payments made from general revenue accounts.
- 2) **Employee Home** – Employee Home lists all faculty and staff in the Department/School. It shows what payments were made to each individual, which accounts or grants the payments came out of, and any additional pays. This tab is especially useful when viewing faculty who are paid from various grants and other sources.
- 3) **Budget Transfer** – Budget Transfer is the section where actual transfers from agency accounts and general revenue accounts can be completed. This is done simply by dragging the appropriate accounts to the right hand side of the screen. The dropdown arrow allows the distinction to be made whether the transfer is permanent or temporary.

1.2 Introduction to Budgets

1.2.1 Operating Budgets

Operating budgets contain the department's/school's general revenue funds other than personnel. These funds are allocated to the department/school in the following categories:

- 1200 Contractual
- 1290 Travel
- 1300 Commodities
- 1500 Equipment
- 1700 Telecommunications (including FAX expenses)

- 1800 Operation of Auto Equipment
- 4400 Awards and Grants

Because operating funds are a part of the locally held funds, movement among the object classes is relatively easy. Departments/Schools may make temporary transfers within their budgets at the Chairs'/Directors' discretion. The major categories of line items are: Contractual/Postage, Travel, Commodities/Printing, Equipment, Telecommunications, and Awards and Grants. Each of these is discussed below.

1200 Contractual - Contractual funds are used for subscriptions, maintenance contracts, the purchase of software for computers, and other items that require the services of others, including outside speakers. In the University as a whole, utilities are paid by contractual funds, often resulting in significant surpluses near the end of the fiscal year based upon the nature of the weather.

1200 Postage - Postage is charged by the mail service based on the mail slips that accompany department/school mail to the mail room. All units are encouraged to use those mail types and standards which will generate the lowest possible cost. By so doing the postal budget of the University can be stretched to cover an ever increasing volume of mail. It is important for the departmental/school unit to keep records as to the amount of mail that it has actually sent--in particular first class mail--in order to check against the chargeback sent by the mail room. Otherwise mistakes will go undetected.

1290 Travel - The travel line is used to support the travel expenses of employees and students of Illinois State University. If travel expenses are incurred for outside speakers or visitors to campus who are not employed by the University, those costs must be paid from contractual funds. Each department/school budget has a small travel line. This travel is to be expended at the discretion of the department/school Chair/Director. Such money may be used for Chair/Director travel or to supplement travel reimbursement made to faculty within the department/school. The intent of the money is to encourage the Chair/Director to attend professional meetings, handle recruitment expense, encourage public service, or supplement faculty professional travel funds etc. The Department/School Chair/Director is fiscal agent for this account and the department's/school's account number should appear on all forms. The [travel voucher](#) for the Chair/Director must be countersigned by the Dean.

The Board of Trustees sets maximum payments allowable for trips. These include a hotel fee that is allowable as well as a mileage rate for travel by private cars. In most cases travel funds are not sufficient to pay the fully allowable costs of travel.

A subset of the travel category is the operation of automotive equipment. Some departments/schools or units within departments/schools own vehicles and the travel line can be used to pay the cost of maintaining these vehicles as well as gasoline and oil for them. In addition the travel line will cover charges incurred through the University automobile fleet to which employees have access.

Travel Funds from the College

Other travel funds are made available to the departments/schools from the College. The categories include Professional Travel (for faculty and staff attending professional meetings or undertaking official duties), Internship Travel (in support of the supervision of interns and related expenses), Instructional Travel (for field trips and instructionally related excursions), and Student Teaching Supervision (expenses related to the required visits to those engaged in student teaching). The college typically transfers these funds to the 1290 Travel line. Policies regarding all of these activities are listed separately in this section. Requests for need are typically announced in August with final allocations made by the end of September.

Professional Travel

Professional travel funds are held in a central account at the College. Allocations to departments/schools are based on a formula and are disbursed to the Chairs/Directors in early September.

Internship Travel

The bulk of this money is distributed to departments/schools on the basis of requests. Requests for internship travel are solicited in August. The criteria for allocation are:

- a. integral nature of experience in department/school programs;
- b. past record of internship placements;
- c. past record of utilization of internship travel.

The Department/School Chair/Director is the fiscal agent and the department/school account number should appear on all forms.

Instructional Travel

This money is distributed to the departments/schools on the basis of requests. Requests for instructional travel are solicited in August. The criteria for allocation are:

- a. established programs;
- b. field trips involving the entire class.

The Department/School Chair/Director is fiscal agent for this account and the department's/school's account number should appear on all forms.

Student Teaching Supervision Travel

This money is distributed to the departments/schools on the basis of zone areas of student teacher placements. The College receives information from the office of Clinical Experiences and Certification Processes (C.E.C.P.) on the placement of student teachers for the year. Allocations are based on the following zones:

0 – 50 miles	\$50
50 – 100 miles	\$100

over 100 miles \$150

Allocations are distributed in early September after placements are known.

1300 Commodities/Printing - Commodities are items less than \$100.00 which are normally expected to be used up relatively quickly. Office supplies other than paper (notebooks, pencils and pens, and much desk equipment) are part of commodities. Printing includes charges for Xeroxing, rapid print, or the central printing office. In addition, letterhead, stationary, envelopes, and other paper may also count as printing. However, printing from an outside vendor is a contractual expenditure.

1500 Equipment

Equipment purchases are for durable items costing more than \$100 (each unit). Things such as chairs costing \$79 may not be consumable items, but since they cost less than \$100 each, they are considered to be commodities.

While most departments/schools and units have equipment funds, the College maintains a limited central equipment fund to support larger purchases. As departments/schools plan their priorities and initiatives for the coming fiscal year, the department/school planning and budget request narrative should indicate equipment needs, placing them in the context of the department's/school's goals for the coming year. Departmental/School requests are prioritized by the College and may become a part of the College's request for resources during the planning and budget process. Generally speaking, start-up funds for new faculty come from this line. In addition, as part of the hiring package new faculty are guaranteed a new computer. Funds up to \$1,500 for these computers are provided by the College for those individuals without a negotiated startup package.

1700 Telecommunications - Basic phone service is provided centrally for offices of departments/schools and faculty. The telecommunications allocation to a department/school is to support toll charges. In addition, however, if added telephone lines are needed beyond the basic lines already provided, a department/school will have to pay installation charges from the telecommunication line and in some cases may have to pay the monthly bill. Telecommunication bills are generally exceedingly late and it is difficult to assess the state of this budget without an internal record keeping system. It is illegal to make personal calls at state expense; for this reason, it is not uncommon for telephone charges to be audited. It is recommended, both for maintaining accuracy in the budget and to avoid audit findings for a department/school, to have a long distance charge record keeping system set up in the department/school itself. The Chair/Director has the authority to limit the accessibility to long distance lines from any phone within the department/school.

4400 Awards and Grants

Awards and Grants are a special category of funding which enable payment of an award or a grant to students who need not be employed by the University or to people outside the University. Awards and Grants may be used by departments/schools to support outstanding

student awards, outstanding theses, etc. or to pay money to those who come for short courses, or non-credit coursed in lieu of tuition waivers. Such awards may not be given to faculty and staff.

1.2.1.1 Transfer of Operating Funds

Departments/Schools use the Budget Wizard system to manage their funds. Operating budget transfers are made in this system. Every department/school must have at least one person knowledgeable about the process. Training in this process may be received through the Comptroller's Office.

1.2.1.2 Transfer of Funds Among Personnel Lines

According to University and State regulations, general revenue personnel money is one large category. The fact that it is allocated specifically to Civil Service, faculty, graduate assistants, or student help does not limit its use. Funds may be moved from any line to another. Restrictions on such moves are imposed by the College in an effort to ensure responsible stewardship, facilitate progress toward strategic priorities and programmatic goals, and to create sufficient central funds to cover emergencies. For these reasons, all transfers of personnel funds require prior approval through the College Office by notifying the Budget Administrator at 8-8082.

1.2.2 Non-General Revenue Accounts

1.2.2.1 Grants

Each department/school typically has a variety of accounts set up to manage funding obtained through external grants. These accounts are set up by the principal investigator with the help of the Offices of Research and Sponsored Programs and Comptroller's once the grant is awarded. The accounts are managed through the Datatel System. The overhead from external grants and contracts goes into indirect costs accounts. Most of these accounts are held in agency funds and within reason may be spent on any line item. For more details on indirect costs and rates to units/Pis see section 1.2.2.1 above and [Policy 7.6.3](#).

1.2.2.2 Indirect Cost

The overhead from external grants and contracts goes into indirect costs accounts. Most of these accounts are held in agency funds and within reason may be spent on any line item.

In some indirect cost accounts, the funding is divided between agency money which has this flexibility and general revenue money. In essence, since the business office takes the flexible funding and provides general revenue money to offset it to the departments/schools or units in the line items which are requested, these line items are not interchangeable but are subject to all the rules of general revenue accounts.

The amount of indirect cost provided to a department/school or unit is based on the actual indirect cost earned in the preceding six months. Thus, there is a six month lag between the receipt of indirect cost funds and their availability to the departments/schools. The policy on

indirect costs with the breakdown among the various units who receive a portion of it follows. The cut-off for accruing indirect costs is June 30 and December 31 each year. That is, as grant monies are spent during the period from July 1 to December 31 and January 1 to June 30, a pro-rated share of the indirect costs on the grant are assigned to the department/school/ investigator (27 % of the earned indirects). The principal investigator of each award is entitled to 7% of the total indirect costs; and this amount is included in the department's/school's allocation. The department/school is obligated to notify the PI that these funds are available for his/her use. None of these funds are available until July 1 after the cut-off on June 30, and January 1 after the cut-off on December 31. Additional information on Indirect Cost and its distribution is specified in [Policy 7.6.3](#).

1.2.2.3 Foundation

Gifts are placed in the Illinois State University Foundation. This money can carry over from one year to the next and is the most flexible money available to a department/school. This unrestricted Foundation account is referred to as an "Excellence Fund." It is not in line items and may be spent for such activities as entertainment or gifts for guests or awards so long as appropriate signatures are obtained and the expenditures are reasonable. Currently, the major source of gifts for Foundation accounts is the annual telefund. In addition, some departments/schools have established scholarship funds honoring specific individuals, usually retired faculty or alums. These endowment accounts are held separately from the general Foundation account for a department/school and may be used only for the purposes stated with the establishment of the account. Information regarding Foundation accounts should be requested from University Advancement through the Foundation Account Officer.

1.2.3 Miscellaneous Accounts

Departments/Schools may establish agency accounts to accommodate special sources of funds. Our clinics and public service units often receive fees for services. In some cases departments/schools or student organizations earn income from the sale of merchandise, service, or entrance fees. Such items may go into fee accounts established by the Comptroller's Office. These funds are generally unrestricted in their usage but do not always carry over in the full amount from one fiscal year to the next. Departments/Schools wishing to establish such accounts should consult with the College Budget Officer and with the Comptroller's Office both to establish the accounts and to determine the rules and regulations connected with them.

1.3 Annual Budget Process

In Academic Affairs, setting goals and allocating resources to meet them are integrated in the planning and budget request process. This process begins in June of the preceding year when the Provost's staff, with input from the Dean and Chairs/Directors, submits a set of planning priorities for the coming fiscal year to the President, who reviews them. After discussing these priorities with the vice-presidents and making changes if necessary, the President forwards these institutional priorities to the Illinois Board of Higher Education (IBHE).

1.3.1 Timeline

The IBHE sends its reaction and suggested changes to the University's planning priorities back to the University in **early December**, at which time the planning process begins in earnest for the departments/schools. At this time, the department/school will receive from the College Office the following:

1. Planning priorities for the following fiscal year
2. Guidelines for the planning process
3. Relevant data to indicate the department's/school's teaching and scholarly productivity.

At this time, the Provost's office will provide the necessary forms, instructions, and deadlines on her [Budget](#) website.

Over the next month and a half, the Chair/Director and the department/school create the department's/school's planning document that includes two basic parts, the Narrative and the Planning Document. The goal of this narrative is to summarize the department's/school's accomplishments during the previous year, including accountability reports on the department's/school's use of any enhancement allocations it received. The planning document lays out the department's/school's goals for the coming year and identify the resources that will be necessary to carry out its plans.

The Narrative and Planning Documents are typically accompanied by other information. Accountability reports typically accompany the Narrative. The college requests that each Department/School submit the list of their budgetary needs [online](#). This is a college web site that requires ULID/Password authentication by the chair/director or designee; only authorized individuals can enter or edit a Unit's requests. Information entered at this site populates a database that the Dean's office staff uses to facilitate planning. If you require access into the system, please contact Badri Rajagopalan in CAS-IT.

As the planning guidelines make clear, the department/school is expected to put forward an **integrated** planning document that includes personnel, operating, space, and renovation resources that will be needed to carry out departmental/school goals.

Once the Dean receives departmental/school and unit requests, the College planning document are prepared, building upon departmental/school and unit documents as well as College initiatives. Prior to submission of the College document to the Provost, time is allowed for review and comment by the College Council, Chairs/Directors and unit heads. Public hearings of each department's/school's plans for the coming year are typically held in February. These presentations are available on the College web site.

In March, the Provost holds hearings at which Deans and Directors on the Provost's staff make brief public presentations of their priorities and requests. Based upon this input, the Deans, Provost and the Provost's staff craft an Academic Affairs document for the President's consideration.

The public presentations at the Provost's planning hearings are available on their [Budget Presentations](#) site. The final documents submitted on behalf of the College are also posted on the [College's Budget site](#).

Planning decisions about enhancement funding, if available, are typically announced in June or July, dependent upon legislative action. On this schedule, budgets are typically allocated by July 1, the beginning of the new fiscal year.

1.3.2 Annual Rollover Process of Permanent Operating Funds

Apart from requesting new funds, either temporary (one-time) or permanent budgetary enhancements, each department/school has a "rollover" budget--that is, permanent funds allocated in personnel (e.g., graduate assistant, student help) and operating lines (e.g., contractual, commodities, equipment, travel) that are typically replenished each fiscal year. Each year during this Rollover process, fiscal agents have the opportunity to re-allocate funds among these lines to better meet strategic priorities and programmatic goals. Typically this process begins in February, when the University Budget Office alerts the Units and the College Office that it is about to commence. At this time, all instructions and deadlines will be communicated either directly by the University Budget Office or by the College Office.

1.3.3 Strategic Budgeted Carryover (SBC) Process

The Strategic Budgeted Carryover (SBC) process provides departments/schools and colleges the opportunity for multi-year financial planning. The process allows units to transfer funds from one year to the next, currently up to two fiscal years, so that enough dollars can be saved over time for a particular purpose. Examples of such goals can be the renovation of facilities, upgrading of classrooms and office spaces with new technologies, upgrading of furniture and other infrastructure, the purchase of equipment, and strategic personnel needs. Requests for an SBC can be made once per year during the annual budgeting process that happens during the first few months of each calendar year. Either operating or personnel funds may be used for this purpose. More details are available on the Provost's [Budget](#) site.

1.3.4 Variance Planning

Every year, nearly every Department/School will have a fund of personnel variance resulting from vacant faculty lines, unpaid leaves, full-year sabbaticals, and buyouts. These funds, together with any base-budgeted NTT salary funding and General Education funding, are to be used primarily to support instructional capacity. Early every academic year, the College Office will work with departments to build each unit's variance plan for the year. Variance dollars include temporary funds made available from personnel lines through a variety of processes including but not limited to sabbatical leaves, unpaid leaves of absence, resignations (non-faculty), retirements (non-faculty), non-reappointments, and tenure denials. Also included in variance plans are base-budgeted NTT dollars. Chairs and Directors will be asked to prepare a

summary of the available variance and other temporary funds together with a summary of known commitments of that funding (e.g., hired NTT faculty and GAs assigned to teaching). Chairs and Directors will be asked to update this summary and request authorization for use of any uncommitted funds; requests will be reviewed and authorized by the Senior Associate Dean.

Typically, a Department/School will be authorized to allocate their variance/temporary funds as requested, keeping in mind the following priorities:

1. Meet curricular commitments by ensuring adequate instructional capacity
2. Advance strategic goals of the College and Department/School
3. Respond to contingencies (e.g., extended sick leaves, equipment failures)

Variance planning is typically completed in September and October, with periodic updates on an as-needed basis as new opportunities and needs arise.

On occasion, the College will recover some portion of Department/School variance when the unit has met all of its needs; the College then reallocates the funds to ensure that the above priorities are met college-wide. In other words, in those years when a Department's/School's legitimate needs exceed its resources despite responsible management of those resources, the College has the flexibility to help meet those needs.

1.3.5 Supplemental Instructional Capacity and General Education Accountability Reports

The Provost's Office provides additional instructional capacity to the colleges to augment the courses that can be offered to students. Each year the College will ask departments for a list of additional courses that they would like to offer if additional funding can be provided. These requests can be for General Education, Illinois Articulation Initiative, service, or majors/minors courses. The determination on what will be funded will depend on past enrollment figures, student need, and/or centrality to a program. Some courses may be covered through a separate General Education budget. Once the allocation for funding is received, a department/school will need to keep track of how the money is spent. Contact the College office for specific information needed in this report.

General Education also can provide instructional support for classes. This can either be requested separately or can be done as part of the IC request as long as the rationale includes information about what category of General Education is being met by this. Information similar to that above should be kept for classes funded by General Education.

2. PERSONNEL

Section 3 of the University Policy and Procedures includes pertinent information about [Employee Policies](#) for Faculty, Administrative Professionals (A/Ps), Civil Service, and Graduate Assistants. Other information relevant to personnel is also available on the [Supervisor Resources](#) pages provided on the Human Resources website. This site has helpful information regarding job classifications, mechanisms for determining compensation, recruitment and hiring, managing performance and employee leaves, and other information.

Information regarding the procedures related to the recruitment and hiring of employees to ISU can be found on the [Supervisor Resources](#) HR website. The paragraphs below outline the general information for recruiting Faculty, A/Ps, and Civil Service employees and the role that the College plays in these processes.

Academic personnel are of three types: tenure track (TT), non-tenure track (NTT), and Administrative/Professional (A/P). New positions in any category or transfers from one type to another should be requested in the department's/school's annual budget document.

Non-tenure track faculty serve for a specific term usually of one year or less. Their contracts may be renegotiated and must be reissued if continued employment is desired based on terms and requirements as put forth in the negotiated union agreement (see information and web link above).

A/P personnel do not obtain faculty tenure. A/P employees are eligible to obtain limited tenure which is described in the A/P Handbook. Those A/Ps employed by the University for more than 1 year are entitled to 6-month notice upon termination; those employed more than 3 years are entitled to a year's notice. They may teach no more than half time. Their other duties often include administration, advising, supervision of laboratories, supervision of student teachers, or professional practice placement.

2.1 iPeople

iPeople is an online tool consisting of several sections: Self Service, Manager Self Service, Workforce Administration, Benefits, Time and Labor, Payroll for North America, and Reporting Tools. It can be accessed through [ISU's Enterprise Applications Central Login](#). Below are the main components of the i-people system that may be of interest to Chairs and Directors.

1. **Self Service** – Self Service consists of Additional Pay Center, Time Reporting, Personal Information, Payroll and Compensation, Benefits, and Learning and Development.
 - a. **Additional Pay Center** – Create, approve, and view additional pays
 - b. **Time Reporting** – Report and review time
 - c. **Personal Information** – View and edit address, phone number, and emergency contact
 - d. **Payroll and Compensation** – View paycheck, view and edit direct deposit information, and view W4 tax information
 - e. **Benefits** – View dependent and beneficiary coverage, view your summary of benefits, and add life events (such as marriage, birth of child, etc)

- f. **Learning and Development** – Displays current education on file with the University
2. **Manager Self Service** – Manager Self Service consists of Time Management.
 - a. **Time Management** – Assign work schedules, approve time and exceptions, and report and view time
 3. **Workforce Administration** – Workforce Administration consists of Personal Information and Job Information.
 - a. **Personal Information** – View emergency contact information
 - b. **Job Information** – Job information has several different tabs:
 - i. **Work Location** – Employee start date, position number, title, and department
 - ii. **Job Information** – Who the employee reports to and employee class
 - iii. **Job Labor** – Shows whether employee is union or non-union and any labor agreement information
 - iv. **Payroll** – Pay groups, employee type, and FICA status
 - v. **Salary Plan** – Salary administration plan, grade, and entry date
 - vi. **Compensation** – Employee’s monthly or hourly pay rate
 - vii. **ISU job** – Employee class, term, probation period, and contract length

Also under Job Information is a folder titled Review Job Information which opens up to Workforce Job Summary. This allows you to look up individual employees and view their start dates, any actions, and action reasons (for example: new hire, contract extended, job change, conversion, end contract, or status change).
 4. **Benefits** – Benefits consist of ISU Adjust Leave Balances.
 - a. **ISU Adjust Leave Balances** – can be used in conjunction with the Illinois State [Sick Leave and Vacation Payout Calculator](#) on the Human Resource website to calculate payout accruals.
 5. **Time and Labor** – Time and Labor consist of Time Reporters in Groups.
 - a. **Time Reporters in Groups** – View a list of time reporters belonging to a specified group
 6. **Payroll for North America** – Payroll for North America consist of Commitment Accounting USA
 - a. **Commitment Accounting USA** – View work study information
 - i. **Work Study Award Inquiry** – Type in a specific year and view a list of employee id’s, the aid year, award period, award category, and total award amount.
 7. **Reporting Tools** – Reporting Tools consist of Query Viewer.
 - a. **Query Viewer** – Search for a list of queries available and run to HTML or Excel. Examples of available queries include ISU Additional Pay, ISU Department List, Overtime Estimates, Probationary Evaluation for Civil Service, Job Codes, Student Hours Worked, and many more. If there are other queries that could be helpful, Human Resources can create them.

Here are some websites that may be helpful:

[Frequently Asked i-People Questions](#) - Provides a list of iPeople frequently asked questions.

[i-People Job Data Quick Guide](#) - Describes how to navigate around Job Information.

[Training and User Productivity Kits \(UPKs\)](#) - Contains online tutorials and downloads.

[i-People Contact List](#) - Lists phone numbers of the iPeople Implementation Team. They are available for any questions or comments.

2.2 Department Chair/School Directorship

2.2.1 Position Description

The Responsibilities, Appointment, Compensation, Terms, and Evaluation are formally summarized in University [Policy 3.3.6](#)

The Chair/Director is the chief administrative officer of the department/school, having general responsibility for personnel hiring, firing, and evaluation; for budgets and facilities under departmental/school control; for curriculum development; and for the general academic reputation and atmosphere of that unit. Specifically the Chair/Director is responsible for fiscal management, for personnel management including scheduling, for developing long-range and short-range plans and goals, for encouraging professional activity in the form of innovative and high quality teaching, scholarly productivity, and public service appropriate to the discipline. Illinois State University operates in a shared governance system, and it is expected that department Chairs/Directors will exercise leadership in regular consultation with the appropriate faculty, staff, and students. In sum, Chairs and Directors are expected to be responsible stewards of resources and effective managers of staff as well as academic leaders who foster a culture conducive to high standards in teaching, research, creative activity, professional service, and collegiality. Chairs/Directors are evaluated annually for salary increases by the Dean. Chairs/Directors serve at the pleasure of the Dean of the College.

2.2.2 Selection and Hiring Procedures

The University Chair/Director selection and search policy procedures are outlined in [Policy 3.2.13](#). [Appendix C of the College of Arts and Sciences Council By-Laws](#) outlines the Procedures and policies for selection of Department chairpersons.

2.2.3 Annual Evaluation Process

Each chair/director must undergo an annual performance evaluation summarized in University [Policy 3.2.15](#). The evaluation is based on evaluations by the faculty in March and a summary of professional accomplishments submitted to the Dean. Faculty Evaluations of Chairs/Directors are required by the policy of the Academic Senate. The evaluation form which faculty fill out is the same across all departments/schools. The process is handled by the College Office and faculty return their evaluation forms to the College Office. Chairs/Directors are provided with a statistical summary of responses and a typed version of the written comments. The Dean assesses both of these in the context of the Department's effectiveness in addressing needs such as program, research productivity, or others identified in the budget process or program review.

In late April, Chairs/Directors are asked to submit a summary of their professional accomplishments to the Dean. While the exact questions may vary somewhat from year to year, they have included the following types of requests for information:

1. List of major accomplishments as an administrator during the past year (May 1 last year to May 1) and how these relate to the major goals set for the past year.
2. Outline of primary administrative objectives for the next academic year.
3. List of teaching accomplishments during the past academic year, including courses taught, supervision of theses, dissertations, independent student work and any other relevant information. Summary results of any evaluations of teaching must be included.
4. Detail scholarly accomplishments during the past academic year.
5. Other information considered relevant.

The Dean communicates the overall outcome of the evaluation to the Chair/Director in a letter during May.

2.2.4 5-year Review and Development Process

Each chair/director must undergo a 5-year comprehensive evaluation summarized in [University Policy 3.2.15](#).

During each fifth year of the chair's term, the Dean shall conduct comprehensive reviews of the Chair/Director. The evaluations shall consist of two parts:

(1) The Dean will initiate a comprehensive administrative review of the Chair/Director, which will be more expansive and extensive than the annual assessment. A wide range of documents will be considered, as will measurable progress toward stated goals. Further, many faculty members, other campus colleagues, and persons external to the campus, such as alumni, will be interviewed confidentially by the Dean. The purposes of the review are to determine past successes, perceived ability to achieve goals, and to assess the desirability of reappointment. The comprehensive review shall be conducted even if the Chair/Director has indicated a desire not to be re-appointed. The information gleaned from this process can be helpful in identifying characteristics sought in the next Chair/Director.

(2) The Dean will form a review committee, comprised of three to five faculty members elected from the tenured or tenure-track members of the faculty, and Chaired by a tenured individual from outside of the department/school holding the rank of Professor. This committee will be responsible for conducting a systematic review of the Chair's/Director's performance from the perspective of the department/school faculty. For this review, the Chair/Director will be asked to prepare an administrative portfolio detailing the significant activities and accomplishments of his or her tenure as Chair/Director. The portfolio should outline his or her goals and objectives for

the next five years. The department/school review committee will also elicit information from department/school faculty on the Chair's/Director's performance. A summary of previous evaluations of the Chair's/Director's performance shall be provided to the committee. This committee will provide its confidential report to the Dean. The comprehensive review may occur at any time if called for by the President, the Provost, or the Dean.

(3) The Dean will provide a summary of the evaluation to the department/school council or equivalent body in executive session.

The primary purposes of the fifth-year review are to provide a summative assessment of the performance of the Chair/Director and to involve the department/school in a strategic analysis of the long-term goals and objectives of the Chair/Director and department/school. The fifth-year review allows for the evaluation of the performance of the Chair/Director over the extended time period necessary for assessment of significant administrative accomplishments. The fifth-year review also provides the department/school with the opportunity for direct participation in articulating the strategic direction of department/school leadership.

Addition information is provided in the [College 5-year Chair Review Policy](#)

The CAS Chair Evaluation and Development Committee must adhere to the University Policy on Fifth Year Administrative Reviews in addition to College guidelines. The review will be conducted in the spring. The purpose of the College of Arts and Sciences Chair Evaluation and Development Process is (1) to assess the Chair's performance in the range of duties and responsibilities of the position and (2) to provide directions for development. This five-year review process is based on the assumption that the annual CAS Chair evaluations are generally insufficient, even when considered collectively, to provide data on setting and achieving the kinds of long term goals essential for continued department development. Designed to complement the annual CAS Chair evaluation, this summative review process focuses on a more comprehensive analysis of the Chair's accomplishments, strengths and weaknesses, goals for the future, and capacity to make changes as needed. The department's goals and strategic plan provide an important context for the evaluation process, thus taking into account differences in departments across the College.

1. Chair Evaluation and Development Committee

The evaluation of the Chair should be conducted by a committee of:

- 3-5 faculty from within the department (most of whom are tenured) elected by those in the department eligible to vote on curriculum issues.
- 1 external faculty member (preferably a former Chair) appointed by the Dean. The external member will serve as Chair of the Committee.
- 1 elected representative of the department's support staff (A/P and civil service) elected by the A/P and C/S members of the department. Support staff may elect not to send a representative to the committee.
- At the department's option 1 student (undergraduate or graduate) chosen in a manner to be determined by the department.

Chair's Portfolio

The Chair will provide the faculty with a “performance portfolio”. The Chair’s accomplishments should be linked to the department, College and University Strategic Plans whenever possible.

The portfolio should address accomplishments (and where appropriate, constraints or limitations which hinder the accomplishments of desired goals) in the following areas:

- Curriculum vitae
- Faculty Accomplishments Summary (teaching, research and university and professional service during tenure as Chair)
- Leadership (development of department policies and governance, resource development, research and scholarship development, curriculum development, promotion of effective teaching, motivating public service, achievement of department strategic goals)
- Department Advocacy (on curricular issues, promotion and tenure recommendations, obtaining resources)
- Resource Management (budget, scheduling, reports, equipment, space)
- Personnel Management (recruitment, appointment, evaluation, tenure, professional growth and development, supervision of support staff)
- Administration (implementation of department policies, consistency)
- Faculty Colleague (tolerance of criticism and opposing views, openness of communications, accessibility)
- Goals for the Future (How is the department doing with respect to their plan or mission? Where does the Chair realistically think the department can go in the next 5 years? What are the Chairs goals or priorities for the department in the next 5 years? What suggestions or plans does the Chair have for achieving these goals?)

The portfolio should be made available to all faculty and staff in the department with supporting or pertinent documents such as the Strategic Plan available for review in the department office.

3. Review

The portfolio will be available in the department office for inspection by faculty A/P, civil service, and students for a period of two weeks. Within that time period faculty, A/P, civil service, and students will be asked to submit signed input to the Chair of the evaluation committee. The Chair of the Evaluation Committee as the external member may be asked to maintain the confidentiality of individual respondents. This input will be used by the committee in the development of their report. All deliberations of the committee and all reports written by the committee will be confidential.

4. Chair Evaluation and Development Committee Meeting with Chair

The Committee will provide a draft of their report to the Chair and give the Chair an opportunity to respond to the report, provide explanation to any issues raised, and interpret any information where they believe the committee has misread responses. The Committee meets with the Chair to present and discuss their written summary of the review.

5. Evaluation and Development Committee Report

The Chair Evaluation Committee submits a written report to the Dean summarizing the committee's findings and a description of the processes used within the department to reach its conclusions. The report will also make recommendations to the Dean.

2.3 Tenure-Track (TT) Faculty

[Section 3.3](#) outlines the variety of University Policies related to Faculty.

2.3.1 Guidelines for Faculty Load

Faculty assignments are the responsibility of the Chair/Director. It is expected that faculty teaching assignments be related to their other assignments such as advising, public/professional service, research, and other needs of the specific department/school. Non-tenure track teaching loads are determined by union contract. Tenure-track faculty are expected to produce scholarly or creative work and service to the department/school, University, profession, and/or community in addition to their teaching responsibilities; promotion and tenure guidelines clearly reflect these expectations. It is expected that their teaching loads reflect in part their productivity in other areas.

In general, classes that enroll large numbers of students count as the equivalent of two small classes. Each department/school may have special instructional needs which result in class equivalencies that are not one-to-one. Examples include laboratories and clinical supervision.

Although the assignment of loads is the responsibility of the Chair/Director, advice may be sought from departmental/school governance units. In some departments/schools these decisions are discussed by the Department/School Faculty Status Committee D/SFSC, a department/school council, or the curriculum committee. In departments/schools with multiple disciplines there may be special procedures within each. **Whatever the structure, if all faculty have exactly the same teaching assignment despite differences in productivity, the department/school will not be viewed as operating efficiently.** It is ultimately the responsibility of the Chair/Director to see that faculty assignments are made appropriately.

2.3.2 Faculty Assignment Procedures

Ordinarily, seventy-five percent of an individual faculty member's time is assigned to teaching and service with the remaining twenty-five percent assigned to scholarship. The time allotted to teaching is normally understood to be the equivalent of three sections (classes) or nine hours per semester. However, teaching occurs in many different forms: lectures with large numbers of students, seminars with relatively few students, labs, supervision of individual or group research, theses and dissertations, etc. The pedagogies required by various disciplines vary greatly and, even within disciplines, may vary significantly by level. As this is the case, specific assignments are best made at the departmental/school level in keeping with curricular needs and in consultation with faculty.

Some circumstances warrant striking a different balance between teaching, scholarship, and service. The Chair's/Director's justifications for reassigning the proportion of a faculty member's time dedicated to teaching may include, but are not limited to, the following:

- Grant buyouts
- Assignment to departmental/school administrative duties
- Enhanced research opportunities for faculty
- Enhanced research opportunities for pre-tenure faculty
- Instruction of doctoral students
- Advising
- Supervision of undergraduate or graduate research
- Journal editing
- Service to national or international scholarly organizations

Faculty not engaged in an ongoing scholarly agenda may be assigned a four-course (twelve-hour) teaching responsibility in a semester.

University ASPT guidelines stipulate that Chairs/Directors inform faculty of their assignments in a timely manner.

2.3.2.1 Faculty Activity Assignment (FAA) Forms and Processes

The Illinois Board of High Education collects data on enrollment and cost of instruction to determine the cost of graduating a student in a particular major. The results of these analyses are distributed in a document known as the Program Major Cost Study. The IBHE then uses these data to compare the efficiency with which different institutions deliver particular majors. In addition, historically if the costs for a particular institution overall are significantly above the average cost in the state, funds are deducted from the base budget of the University and if costs are excessively below the mean costs for all universities, base budgets are increased. In this way a justification has been given externally for reallocation among institutions. Obviously, for this reason, it is important that costs be reported accurately so that the efficiency of Illinois State is clear in this IBHE report.

The cost study reporting forms known as Faculty Activity Assignment sheets are distributed by Institutional Research to departments/school once each term for the preceding term. On these forms all faculty effort is divided into instruction, either direct or indirect, research, either formal organized research or departmental/school research, public service, and administration. The comparison for all institutions is made on instruction only; however, **departmental/school costs including research and administration are included in the costs of instruction.** Only if the research can be removed from the departmental/school level is research time and its cost not included in instructional costs.

Several important considerations should be made in filling out the Faculty Activity Analysis sheet. **The departmental/school research assignment costs are attributed to whatever courses the faculty member teaches.** Thus, a graduate faculty member who teaches a handful of graduate students in a 400 or 500 division course (or courses) and spends the rest of his time with a research assignment in the department/school will have the full salary of that faculty member attributed to that handful of students. Thus, the cost for the graduate program will rise precipitously. Indirect instruction, that is advising, curriculum development and so forth, can be

assigned by the Chair/Director to a specific course or course level. Thus, advisement can be attributed to all 100 level courses or to all undergraduate courses as a group or restricted to a specific level, 200, 300, or 400. Public service and organized research are automatically excluded from instructional costs. Organized research can be the University Research grants, Research Enhancement Awards, or external research grants gained by individual faculty or departments/school. Any required match on externally funded grants should be placed in organized research because the match is a requirement for the receipt of the grant and thus is not counted against instruction even though it is paid from general revenue funding.

The percentages which are assigned by the Chair/Director to different activities and to the teaching of specific courses are supposed to represent the proportion of total time engaged in professional activities which is devoted to that particular item. Thus, even those who teach need not have that teaching add up to 100% of time unless they were not expected to ever advise students, to work on curriculum development, or to do any kind of scholarly activity. If such other activity is expected then part of their time should be devoted to those activities. In general, one would expect that since all tenure track faculty in the College of Arts and Sciences are to be engaged in some scholarly activity, at least a 10% figure could be placed on the research or public service items for each faculty member.

2.3.3 Requesting New Positions

The [Academic Impact Fund \(AIF\)](#) held at the Provost's level provides funding for all tenure track positions, unused sick leave payouts for tenure track faculty. All new positions are requested by Chairs/Director during the annual budget process. Exceptions include vacancies produced through a negative tenure decision, non-reappointment, or death. In all of these cases the department/school retains the full amount of salary on the line for up to two years.

During the annual budget process the Chair/Director makes an application for new faculty positions to the Dean, specifying the area to be filled, the programmatic need for the position, desired rank, and proposed salary. The request must be accompanied by the PERS936 form. If retirements or resignations occur after the budget process has taken place, and before final allocations of positions have been made by the Provost, the Chair/Director ought to fill out a new PER936 form and contact the Dean's office immediately. In the case of resignations and retirements, a letter from the faculty member should accompany the form. After decisions are made by the Provost regarding position allocations, the Dean announces the positions that have been approved. This usually occurs during the summer. If the department's/school's request for the position is granted, the department/school may search for a permanent replacement during the year the position is vacant.

When positions are approved, the Dean will notify the Chair/Director of the salary that has been approved for the position, the position number, and the approved rank and area of specialization for the individual. Requests for deviations must be discussed with the Dean and Provost as early as possible and indicated on a new PERS 936 form.

2.3.4 Recruitment & Hiring

Once authorization to fill positions has been given, recruiting and hiring procedures may begin. At this time, please review all of the procedures related to Faculty hires as outlined on the [Recruiting & Hiring Faculty](#) HR site, paying special attention to the [Faculty Search Resource Guide](#) that outlines the step-by-step processes of a faculty search including Best Practices for Faculty Search Committees, how to advertise a position, how to obtain training for search committee members, how to organize the applications, the role of the ASPT process, and how to execute a successful search.

The Provost's office provides some funds for each approved position to be used for recruitment. These funds are made available via the College to the department typically during the summer prior to searching. These contractual funds are allocated to pay the expenses of placing advertisements, bringing interviewees to campus, and paying the expenses of Chairs/Directors and/or faculty who travel to interview candidates usually in conjunction with a professional meeting. Please note that, if departments/schools spend more money than the allocation, they must use departmental/school funds, either from general revenue or foundation accounts. Also, contractual funds for interviewing and ads are regulated by Provost Office [Academic Affairs Recruitment Fund Procedures](#) that ought to be reviewed prior to searching.

2.3.5 Evaluation

All faculty at Illinois State are evaluated at the beginning of each calendar year. These evaluations are performed by the Department/School Faculty Status Committee and the process is guided by the Faculty Appointment, Salary, Promotion, and Tenure Policies. Each [Department/School and the College](#) ground their D/SFSC and CFSC Guidelines, respectively, within the larger [University ASPT document](#). Each year faculty must complete the [Faculty Productivity Report](#) due on January 5.

CFSC guidelines lay out not only the College criteria for promotion and tenure, to which the DFSC guidelines must conform; they also provide information about the procedures by which departmental/school recommendations for promotion and tenure as well as faculty appeals are evaluated by the College Faculty Status Committee.

It is particularly important for the Chair/Director to assume a role of academic leadership in the whole process. During DFSC deliberations, the Chair/Director is charged with maintaining the integrity of the process by assuring fairness and high standards in committee deliberations. When the DFSC has arrived at recommendations for promotion and tenure, it is the responsibility of the Committee and the Chair/Director to prepare the necessary justification and files to support the recommendations. The faculty member is not charged with this responsibility.

Student evaluations of teaching should be included as a part of decisions on annual faculty evaluation, salary, promotion and tenure. The weight is not specified by Board policy and such teaching evaluations are only one input into the evaluation of faculty. In implementing this, the Academic Senate has created requirements or guidelines for the administering of teaching

evaluations. Such evaluations should be done anonymously. They should be given by someone other than the faculty member and the results of the evaluation should not be returned to the faculty member until after grades are posted. Departments/schools have their own policies about which classes will be surveyed. The fairest evaluation process is one in which every class for every faculty member is evaluated every semester. By so doing a faculty member who has a problem with a specific class will not be penalized and one who does well in only one class will not be unfairly rewarded.

2.3.6 Faculty Development & Mentoring

Development and support of faculty, especially during their transition to Illinois State University and the pre-tenure period, is a fundamental responsibility of academic leadership. There are at least two aspects of faculty development: Mentoring activities and funding of professional activity. Mentoring is largely provided interpersonally through a variety of formal and informal activities. Funding of professional activity to foster faculty development takes several forms, depending on disciplinary demands and the faculty members' professional goals. Such funding can support the following: start-up equipment, laboratory renovation, travel to conduct research and participate in conferences, continuing education, and seed money to develop programmatic research and scholarship or innovative pedagogy.

Departments are encouraged to provide mentoring activities consistent with departmental/disciplinary culture and the needs of individual faculty. A variety of arrangements can be useful; while allowing mentoring relationships to develop naturally during a faculty member's first year is sometimes successful, a thoughtful pairing of newer faculty with more experienced faculty who share similar interests is the most common arrangement. When there are a number of newer faculty who comprise a naturally occurring cohort, it can be very useful to provide mentoring in a group setting, as this enables faculty to engage in conversations about their professional development, fosters connections between the mentees, and provides for efficient dissemination of useful information.

The College provides a [Faculty Professional Development Program](#) that is open to all faculty in the first year of appointment to Illinois State. Intended to complement Departmental activities, topics include developing credentials for earning tenure and promotion, an overview of the tenure and promotion process, orientation to the College and University administrative/governance structure, time management and scholarly productivity, and expert panels on university services and opportunities for teaching and scholarly support. The College program includes receptions as a social component that is explicitly intended to facilitate the formation of personal and professional connections across departments and disciplines. Chairs/directors should encourage new faculty to attend sessions of the Faculty Professional Development Program except when unavoidable conflicts directly related to professional development (classes, conferences, departmental symposia) arise.

Other programs tailored towards administrative development are also available at through the Provost's Office, through their general [Professional Development Series](#), and the [Leadership Initiative Program](#).

2.3.7 Sabbaticals & Related Leaves

Processes and Procedures related to educational sabbatical leaves at Illinois State are outline in [Policy 3.2.8](#) (Faculty) and [3.4.8](#) (A/P), and [Policy 3.2.9](#) addresses Leaves without Pay. Finally, leaves of absence may be granted for military service as described in [Policy 3.1.11](#). Each application form must also be accompanied by [PERS 917](#).

Sabbatical and educational leave forms must be completed by the staff member and submitted to the Chair/Director no later than September 15 each year. The Chair/Director is responsible for evaluating each leave request according to the criteria outlined in [Policy 3.2.8](#). The Chair/Director then approves or disapproves the leave request **and** ranks the proposal if there are more than one from the department/school. The proposals, with the Chair's/Director's approval/disapproval, ranking, and signature, are due to the Dean no later than October 1. No department/school Chair/Director may recommend more faculty for sabbatical than the department/school can afford to support, as departments/schools receive no compensation for faculty on leave.

Requests for leave without pay may be received at any time of the year and require only that the staff member fill out the PERS 917 form (above). The Chair/Director must also approve/disapprove this request and forward it to the Dean. The Chair/Director must provide a supporting letter justifying the leave and explaining why or why not the Chair/Director has recommended that the leave count towards tenure/promotion/sabbatical. The Dean, in turn, will forward the request to the Provost, who will make the final decision approving or disapproving the requested leave.

When sabbatical leave requests are made, faculty may choose to take their leave as one semester with full pay or two semesters at half pay. In the event the faculty member chooses a full year's sabbatical, one half the individual's salary remains on the line as a variance. The department/school Chair/Director should confer with the Dean as early as possible to propose a use for this variance, usually to hire temporary replacement(s) for the person on leave.

2.3.8 Arts & Sciences Distinguished Lecturer

The College of Arts and Sciences Lectureship is one of the highest honors bestowed upon a faculty member by the College, and may be awarded only once to any particular person. Recipients are accorded this honor in recognition of the excellence of their professional attainments, exemplifying the values and mission of Illinois State University and the College of Arts and Sciences. In particular, they demonstrate the active pursuit of learning, creative activity, scholarship, and research, as well as their dissemination through publication and teaching. Each year, the College Council selects up to two faculty members as recipients of this award. Additional information including the guidelines is available on the [CAS Distinguished Lecturers](#) website.

2.3.9 Distinguished Professors

The designation of Distinguished Professor enables the University to honor individual faculty members of distinction and to demonstrate to the broader community that excellence is the foundation of the University. [Policy 3.3.5](#) describes in detail the responsibilities, rights, and procedures of appointment related to Distinguished Professors.

Those who are named Distinguished Professors hold that title throughout their years of service to the University and receive a \$5,000 increment to their academic year base salary. In addition, for two years, they receive a 10-month appointment and a budget of \$1,000 per year in support of activities as a Distinguished Professor. Distinguished Professors are often asked to serve on presidential advisory committees, and they are expected to give a public lecture during the initial two years of their appointments.

To be eligible for this appointment, a person must already hold the rank of Professor at this University and must have achieved distinction in #1 below and in either #2 or #3.

1. The individual must have achieved national recognition for scholarly research, creative production, or leadership in creative or scholarly activities.
2. The individual must have been clearly identified by students, colleagues, or external agencies as an outstanding teacher, or
3. The individual must have contributed significant public service in accord with his/her academic discipline.

Nominations consist of a letter of support from the Chair/Director and a current vita. A call for nominations is issued early in the fall semester (early September); and nominations are due to the Dean by early October. The Dean reviews the nominations and forwards them, with his/her recommendation, to the Provost.

2.3.10 University Professors

The University Professor title may be bestowed upon an individual per [Policy 3.3](#). Distinguished Professors are not eligible for title of University Professor.

To be eligible for this appointment, a person must already hold the rank of Professor at this University and must have achieved distinction in one of the two areas below:

1. National recognition for scholarly research, creative production, or leadership in creative or scholarly activities.
2. Been identified by students, colleagues, or external agencies as an outstanding teacher.

A University Professor shall continue to hold rank in an academic department and/or administrative title. A University Professor shall receive \$2500 added to base salary, plus a one-time monetary award of \$1000, to be used to enhance the future activities of the recipient.

University Professors will hold their title throughout their years of service to Illinois State University unless awarded the title of Distinguished Professor. If a University Professor is awarded the title of Distinguished Professor, the title of University Professor is relinquished.

2.4 Non-Tenure Track (NTT) Faculty

Policies within [Section 3.3](#) of the ISU Policy & Procedures site outlines the various policies related to NTTs. The [Recruitment & Hiring process of NTT Faculty](#) is also outlined on the Supervisor Resources HR website. The hiring of non-tenure track faculty often must take place close to the start of the semester for which the faculty member is to teach. As a result the Chair/Director may have to make employment decisions alone or with only minimal involvement of faculty.

Please note that no on-campus interviews or expenses for interviews are paid out of the central recruitment fund. Non-tenure track faculty are term appointments. **No representation should be made by the Chair/Director or any official in a department/school or of the University to the effect that the person hired on a non-tenure track faculty position is likely to be “converted” to a tenure track position.** In fact, a search is required in order to convert a position from non-tenure track to tenure track.

Non-tenure track faculty at Illinois State University are represented by a collective bargaining unit (The Illinois State University Faculty Association/Illinois Education Association-National Education Association). This contract and other resources for hiring non-tenure track faculty are available at the [Labor & Employee Relations](#) site under Union Contracts (IEA/NEA).

As specified in [Policy 3.3.4](#) NTT Faculty Classifications and Performance Evaluation, performance evaluations for NTT employees are conducted by the chairperson/director or designee and are due on or before May 1. Full-time, non-negotiated non-tenure track faculty are evaluated annually. Negotiated non-tenure track faculty evaluations are conducted as outlined in the [EIA/NEA Bargaining Agreement](#). A suggested evaluation form is available at Supervisor Resources HR site under [Performance Evaluations/Appraisal Forms](#).

2.5 Administrative Professional (A/P)

[Policy 3.4](#) Administrative Professionals, contains details regarding various procedures related to AP employees. [Policy 3.4.9](#) addresses details related to the performance of A/P staff that should happen at least once every year. A suggested evaluation form is available at Supervisor Resources HR site under [Performance Evaluations/Appraisal Forms](#). Addition information regarding AP Grievance policies and procedures is available on the [Labor & Employee Relations](#) site within the Supervisor Resources website hosted by HR.

Currently, the University is operating under an A/P hiring freeze. When an A/P position becomes vacant, the Chair/Director must request permission for an exception to the freeze. This can be done by sending either a memo or e-mail to the Dean with a rationale for the need to hire. The Dean will then attach his/her endorsement and send the request to the Provost who will then attach his/her endorsement and send the request to the President. Once Presidential approval has been received, the Provost's Office will notify Human Resources and the Dean's Office.

It is important to work with the Human Resources representative for this hiring. The College Office requires the Chair/Director prior to making an offer to seek permission from the Associate Dean for Personnel. Once the offer has been accepted, a copy of the signed offer letter should be filed with the College Office.

At the time the Chair/Director is seeking permission to make an offer, the salary should be discussed with the Associate Dean to ensure that enough money is available on the line to pursue the higher. Alternatively, the College office may have some funds available to accommodate higher salary. Where there is positive variance between the amount of money that is on the position line and the amount to be paid to the new hire, the funds are returned to the College for strategic reallocation consistent with the College's long-term planning priorities, unless the Chair/Director proposes a plan for the funds to the Associate Dean for Personnel. At times, that strategic reallocation is accomplished by returning the variance to the Department/School in order to meet strategic or programmatic needs there.

2.6 Civil Service (CS)

[Policy 3.6](#) Civil Service, contains details regarding various procedures related to CS employees. [Policy 3.6.4](#) addresses details related to the performance of CS staff that should happen at least once every year. Procedures related to recruitment and hiring are outlined on the [Recruiting & Hiring Civil Service](#) HR site. A suggested evaluation form is available at Supervisor Resources HR site under [Performance Evaluations/Appraisal Forms](#). A complete list of job descriptions and class specifications for CS positions is available on the [State Universities Civil Service System](#) website.

Currently, the University is operating under a Civil Service hiring freeze. When a Civil Service position becomes vacant, the Chair/Director must request permission for an exception to the freeze. This can be done by sending either a memo or e-mail to the Dean with a rationale for the need to hire. The Dean will then attach his/her endorsement and send the request to the Provost who will then attach his/her endorsement and send the request to the President. Once Presidential approval has been received, the Provost's Office will notify Human Resources and the Dean's Office.

It is important to work with the Human Resources representative for this hiring. When the position is filled, the Chair/Director should notify the College Office indicating the salary that the individual has been hired at. Once the offer has been accepted, a copy of the signed offer letter should be filed with the College Office.

At the time the Chair/Director is seeking permission to make an offer, the salary should be discussed with the Associate Dean to ensure that enough money is available on the line to pursue

the higher. Alternatively, the College office may have some funds available to accommodate higher salary. Where there is positive variance between the amount of money that is on the position line and the amount to be paid to the new hire, the funds are returned to the College for strategic reallocation consistent with the College's long-term planning priorities, unless the Chair/Director proposes a plan for the funds to the Associate Dean for Personnel. At times, that strategic reallocation is accomplished by returning the variance to the Department/School in order to meet strategic or programmatic needs there.

The recruiting and hiring of Civil Service personnel should be conducted in consultation with the College Office and through the Office of Human Resources. The HR office maintains lists of eligible employees who have passed the test for specific Civil Service classifications. These lists may contain employees of the University who wish to change positions or applicants from outside the University. Departments/Schools must follow the procedures of the Office of Human Resources in interviewing and hiring these Civil Service personnel.

Normally Human Resources will provide the names of the top three eligible candidates for any vacant position. The department/school must offer to interview all of those eligible. If some candidates refuse an interview, they may be replaced by others lower on the list. Should none of the candidates be acceptable, the department/school must wait a specified interval before starting the process again. Sometimes this requirement can be waived. The decision as to how many candidates a department/school can interview is based on Civil Service rules as enforced by the Human Resources Office.

It is possible that a new Civil Service employee may not make the same salary as the former occupant of the position. In general, the College Office will provide the extra money should the new employee make more than the former employee; the College Office will take the extra money to the central Civil Service pot should the new employee make less than the former employee. When the College lacks the funding for a position, the department/school may be asked to supply the funding differential or the total salary if the position is a new one.

Some Civil Service employees at Illinois State are represented by a collective bargaining unit (AFSCME Council 31). This contract and other resources for Civil Service employees are available at the [Labor & Employee Relations](#) site under Union Contracts (AFSCME Council 31).

The classification of Civil Service personnel is set by state regulation. In addition, pay ranges are established for each Civil Service classification. Job descriptions for each job classification are available from the Human Resources Office site under [Civil Service Classifications](#).

In order to change the classification of a Civil Service employee, it is necessary to file a request for a change in classification form with the Human Resources Office. Normally, the Human Resources Office will send a representative to discuss the job with an employee or to observe and audit the activities of the employee during a particular time period. On the basis of this discussion and the request filed, the Human Resources Office either approves or disapproves the change in classification. The College typically will contribute at least a portion of this funding, if at all possible. The approval of any upgrade is contingent upon the availability of this funding.

Prior to initiating a change in civil service classification, approval from the Dean's office is required. This will allow for appropriate budgetary planning. If prior approval is not acquired, the Dean's office may decline to cover any upgrade from its central fund and require the department/school to cover the upgrade.

2.7 Civil Service Extra Help

When needed, Civil Service extra help may be obtained through the Human Resources Office. The Human Resources Office maintains a roster of employees who wish to work part time and on an extra help basis. Because of the hiring freeze on Civil Service, permission to hire must be requested from the Provost's office as for A/Ps. Since no department/school has extra help funding within its own personnel budget, authorization for hiring extra help must be obtained from the Associate Dean for Personnel. In a similar manner, Civil Service personnel may be paid overtime for extra work which they are asked to perform. However, no such overtime can be obligated without the prior approval from the College budget officer as no department/school has overtime funding for Civil Service personnel as a regular part of its personnel budget. This funding must come from a central fund held at the College level. Should a department/school over spend its approved allocation; the money will have to come from other personnel lines within the department/school or from available variance. Civil Service personnel may take compensation time rather than pay for the extra work. Civil Service time cards include a line for compensation time as well as overtime pay. These arrangements should be made before overtime is assigned.

Extra Help and Overtime

The College reserves a small amount of funds each year to support critical needs for overtime employment of civil service employees. Overtime, but not extra help, can also be compensated through compensatory time. Compensatory time may be utilized if there are no central funds or at the preference of the worker. However, if employees accumulate a great deal of compensatory time, it is the obligation of the supervisor to make sure that they are provided an adequate opportunity to take such time.

Once funding is approved, and an exception to the hiring freeze is granted by the President, extra help is obtained by calling Human Resources and requesting someone from their pool of extra help workers.

2.8 Graduate Assistants (GA)

Graduate assistants are recruited by departments/schools and employed through Human Resources. The Graduate School maintains criteria for obtaining a Graduate Assistantship and specifies both minimum and maximum salaries. Details regarding the policies related to the recruitment and hiring of Graduate Assistants at ISU are available on the HR website under [Graduate Assistant Hiring](#). Additional resources for appointing and supervising graduate assistants, including the Graduate Assistant Handbook are available on [The Graduate School's web](#) site.

In addition to assistantship awards, the College receives an allocation of tuition waiver dollars from the Graduate School. The College allocates these resources among departments with graduate programs based upon past need.

Note: a graduate assistantship at Illinois State University automatically includes the waiving of tuition for fall, spring, and one summer session even if the student is not employed on an assistantship during the summer. For this reason tuition waivers should be given to students who have not been provided an assistantship. Tuition waivers may be given for as little as one hour or as much as a full load. If a graduate student is allocated a tuition waiver for 9 or 12 hours and subsequently only enrolls in fewer hours, not all of the tuition waiver will be charged to that student. Thus, funding from initially allocated tuition waivers may be reallocated in a subsequent term to offset such program changes. Please contact the Associate Dean of Personnel with additional questions.

2.9 Student Help

Official policies and information regarding student hires is available on the Supervisor Resources HR site under [Recruiting & Hiring Students](#). Additional information related to [performance review](#), [minimum wage information](#), other [general policies regarding student employment](#) including the online employment system, are also available on the same site.

Students are officially certified for employment by the Office of Human Resources. Openings in departments/schools for student help may be posted on the hiring system operated by Human Resources. This posting will generate a pool from which departments/schools may make a hiring selection. HR will be happy to work with you on creating a public posting, or a special posting once you are ready to hire. HR will also provide permissions to login to the hiring site to monitor applications.

Student workers are classified as regular or work study. A portion of work study students' salaries is paid by grants to the University from the federal government. In order to qualify for work study, the student must have applied for financial aid and received an eligibility amount which may not be exceeded from all sources--grants, loans, and work. Work study eligibility applies to graduate students as well as undergraduates. Most graduate students are legally considered independent by the federal government and therefore more of them are likely to be eligible for work study than undergraduate students who must have their parents' assets taken into consideration. Regular student employees are paid totally from department/school funds unsubsidized by federal grants. Obviously the more student workers who are employed on work study funds, the more the student help budget can be leveraged to gain hours. Departments/Schools are expected to monitor their student help budgets carefully so as to not exceed their budget authorization.

Paygrades

Most student workers earn campus [minimum wage](#). However, there are job classifications which pay significantly more than minimum wage. The Office of Human Resources provides current

information about pay grades and units must get approval of the Office of Human Resources for classification of a job above the minimum level.

Work Assignments

Work assignments are provided by the designated supervisor but must be within the budgeted amount. Student work assignments are normally on an hourly basis and may vary from week to week. Some student workers may be employed on call, that is, they will come in during especially heavy times to supplement the regular work staff and not work the rest of the semester.

Undergraduate Assistants and Related Regulations

Undergraduate Teaching Assistants (UTA) and Undergraduate Research Assistants (URA) are possible categories of employment which may be offered subject to special regulations. Such student employees are expected to be high quality students as indicated by their GPAs and pattern of courses. The minimum pay for either is \$500 a semester with an expected 12 hour per week work load maximum. It is also possible for UTAs or URAs to be compensated with credit for UTA experiences or research experiences using course numbers within the department/school. In order to receive credit for a UTA, it is expected that the UTA do something besides the support of teaching. UTAs may meet with the faculty supervisor to discuss problems of teaching or to review literature related to teaching or to learn supplementary information about the topics being discussed in class. It is possible for UTAs and URAs to receive both monetary and credit compensation.

Work Study vs. Regular

Student employees, whether graduate or undergraduate, may be paid through work study funds provided to the University by the federal government as well as through regular student help budgets. In order to qualify for work study a student must fill out financial aid papers and receive a positive indication of need. This is usually easier for older students who are considered financially independent (graduate students for example) or students with family incomes that are relatively low or supporting a number of siblings in school simultaneously. Federal support supplies two thirds of the funding for work study students. Students who have a positive financial need assessed through the Financial Aid Office may not work more hours than would fulfill that financial need. Students also should understand that if they receive work-study funds, other forms of financial aid may be reduced so that the total financial aid package does not exceed the awarded amount. There are no restrictions on the number of hours that can be worked by someone on a regular student help appointment.

2.10 General Policies

2.10.1 Retirement Policies

Information about the State Universities' Retirement System (SURS) can be obtained from the Benefits site under [Retirement Planning](#). Anyone contemplating retirement should seek retirement counseling to get the most accurate and up-to-date information.

When a faculty member retires, the position reverts to the Academic Impact Fund (AIF), and the department/school must apply for funds for course replacement and for the restoration of the position to the department/school during the annual budget process. When an A/P or Civil Service employee retires, positions and their funding are handled by the College office. Replacement should be sought with close consultation with the Associate Dean for Personnel.

2.10.2 Outside Employment

Certain employment outside the University is regulated by State statute--in particular, outside consulting and outside research. Outside employment consulting and research is defined as the same kind of research or consulting a faculty member is being paid to conduct at ISU. It must be performed for a non-governmental unit to qualify as Outside Employment. Outside employment can be approved for only up to an over-load of 20% of the faculty members' time. An example is someone who is conducting research on rats' feeding habits on campus who is asked to perform the same duties for an outside company. A request for permission to perform services ([PERS 927](#)) must be filed and receive approval of the Chair/Director and Dean prior to performing the services. Annual reports ([PERS 928](#)) then need to be filed for these previously approved activities. However, Annual Reports and initial requests to perform activities must match. Outside Employment includes outside teaching activities, such as teaching a course at another institution of higher learning. Additional information on the topic is available in [Section 3.3.7](#) of the University Policy & Procedures.

2.10.3 Buyout/Overload/Extra Pay/Grant Administrative Increment

Buyouts, overloads, extra pay assignments and grant administrative increments require prior approval. The Chair/Director must confer with the Dean before agreeing to overload pay for any department/school staff. A [PERS 916](#) needs to be filled out and signed by the appropriate individuals.

[Section 3.2.11](#) on Employment in Excess of Full Time Appointment of the University Policy & Procedures contains additional information including formal definitions of terms, and how each may apply to different types of employees.

2.10.4 Benefit Reporting

Benefit reporting is handled at the department/school level for faculty and staff and by the Dean for Department Chairs and School Directors. The process is handled through the i-people (Section 2.1) system. The frequency of reporting changes depending on the type of employee.

Faculty who miss assigned duties because of illness—classes, committee meetings, laboratory supervision, or other duties—should be charged with sick leave. Faculty who are hospitalized should be charged with sick leave for every work day confined. In fact, after such a hospitalization a doctor's notice is required in order to officially return to work.

Sick leave reporting is very important because of the financial liability which unused sick leave is to the University. When any employee leaves University service, half of the sick leave accumulated from January 1, 1984, through December 31, 1997, is paid to the employee in cash. The amount of sick leave liability accumulating increases at the maximum by 5 days per employee per year. However, for those who have not charged any sick leave and have been here continuously since 1984, this liability is the equivalent of over two months. All of the accumulated sick pay is paid at the final rate of pay. Additional information can be found in [Policy 3.1.42](#) Exempt Civil Service and Academic Employees Benefit Reporting.

2.10.5 Absence from Regular Duties

All personnel who anticipate being absent from regular duties should notify their supervisor as early as possible so that provision can be made as necessary. It is incumbent upon the employee to notify the supervisor of the nature and anticipated duration of the absence as well as to provide any other necessary information.

Policies outlined within [Sections 3.1](#) & [3.2](#) outline general Faculty, AP, & Civil Service Policies of ISU Policy & Procedures site contain general information on Vacations, Sick Leaves, Sabbatical Leaves, Federal Family and Medical Leaves, and Leaves without Pay. Policies particularly relevant to different types of employees are highlighted below.

Administrative/Professional Personnel

Administrative/Professional personnel who anticipate absences for professional reasons (conferences, meetings, off-campus responsibilities) should notify the supervisor as soon as possible of the absence, indicating where they can be reached and what disposition of their responsibilities has been made during the absence. Information on Educational Leaves for A/P Personnel is specified in [Policy 3.4.8](#).

In the case of illness, Administrative/Professional employees should record these absences on the Report of Benefit Usage form. If a lengthy absence due to illness is anticipated, the employee should notify the supervisor and consult the Benefits Office.

Faculty

Faculty who are absent from their duties for professional reasons should notify the Chair/Director as soon as possible and indicate how their responsibilities will be handled in their absence.

Faculty may use sick leave when ill or injured or when obtaining medical or dental treatment or advice. Also, faculty may use accumulative sick leave for absences due to illness of parents, spouses, children, or other family living in the immediate household. Such absences should be recorded in the Benefit Usage System in i-people. If a lengthy absence due to illness is anticipated, faculty should notify the Chair/Director and consult the University's Sick Leave policies ([3.1.11](#)).

Civil Service Personnel

Any civil service employee who is, or expects to be, absent from employment shall notify the appropriate supervisor as soon as possible. In cases in which the absence is expected to be for more than three days, the employee should notify the supervisor of the expected duration of the absence so that arrangements can be made for the employee's duties during the absence. For further information, employees should consult the relevant portions of the Civil Service Contract ([AFSCME Council 31, Local 3236](#)). Other information can be found in [Policies 3.6.18](#) Civil Service Attendance and [3.6.22](#) Civil Service Personal Convenience Leave.

2.10.6 Accident Reporting and General Safety Policies

[Policy 8.1.12](#) outlines the procedures for filing fleet vehicle accidents and [Policy 5](#) outlines the general Health & Safety ISU Policies.

Administrative/Professional Personnel and Faculty

Forms for reporting on-the-job accidents or job-related illnesses are available in the unit administrative offices or in the Office of Human Resources. Claims must be filed with the Office of Human Resources within 24 hours of the accident or job-related illness. All on-the-job injuries, no matter how slight, must be reported to the Office of Human Resources. Personnel who are treated by a physician or who receive hospital treatment as a result of a job-related illness or injury must inform Human Resources of the treatment and evaluation of the injury.

Civil Service Personnel

All employees injured at work must contact their supervisor immediately and notify the Workers' Compensation representative in the benefits section of the Human Resources Office within 24 hours following the incident. Immediate medical attention can be sought from the Student Health Service on University Street. It is extremely important that you notify your immediate supervisor and the Office of Human Resources immediately when you suffer an on-the-job injury or believe you have a job-related illness. An outside agency will determine your eligibility for Worker's Compensation based upon detailed reports you and your supervisor complete.

2.11 Faculty & Staff Awards

2.11.1 Research

2.11.1.1 Outstanding Research Awards

The following three awards have been established to recognize and encourage outstanding research. Guidelines for nominations are available on the college website.

Nominations for all Outstanding Research Awards originate with the department/school which may use any nomination procedure appropriate under departmental/school by-laws. Completed applications, which require letters of nomination and appropriate documentation, are typically due in the College Office during the third week of September (see the CAS website for specific dates in a given year). These nominations are evaluated by the Research Proposal Review Committee who make recommendations to the Dean. The Dean, based on the recommendations of the RPRC, selects the Outstanding College Researchers and sends nominations for the other outstanding research awards to the University Research Council.

The University Research Council announces the winners of the Outstanding University Researcher awards and of the Research Initiative Awards in December. The web site listing full descriptions of and guidelines for these awards is available at http://www.rsp.ilstu.edu/internal_grant/.

2.11.1.2. Outstanding University Researcher

Nominees must be tenured or tenure-track faculty members currently conducting research. They must have been at ISU for a minimum of three academic years prior to nomination.

Nominees must have received an Outstanding College Researcher Award.

Members of the University Research Committee are ineligible for consideration during their terms of service. Previous recipients of the award are also ineligible.

2.11.1.3 Outstanding College Researcher

Criteria are set at the discretion of the College but parallel the criteria for Outstanding University Research Awards. Those who receive Outstanding College Researcher awards are eligible to compete for the Outstanding University Researcher Award in future years. Three College winners will be named - one from each subdivision of the College. Each winner receives a \$500 allocation to use in support of research. While this is usually used for equipment, it can be used in any budget category other than faculty salary.

2.11.1.4 Research Initiative Award

Nominees must be tenured or tenure-track faculty members who received their terminal degree no more than 5 years prior to nomination. Individuals with unusual career paths after receiving a terminal degree may be considered if they are within their first five years as a University faculty member. The Dean must provide written justification for nominating individuals in this situation.

Nominees must currently be involved in research and must show promise of making a significant contribution to their fields of study.

Members of the University Research Committee are ineligible during their terms of service. Previous recipients of the award are also ineligible.

2.11.1.5 College of Arts and Sciences Research Awards

CAS offers two research awards (note: these are separate from the research awards program conducted at the university level which are described above).

The CAS Award for Outstanding Scholarly Achievement of the Year (**Pre-Tenure**) is among the highest honors bestowed upon a pre-tenured faculty member by the College. It is an award that recognizes the scholarly and creative accomplishments of individual faculty in the College for a single calendar year. It is meant to identify and reward the faculty member with a **truly outstanding scholarly achievement** in the preceding calendar year.

The Janice Witherspoon Neuleib Award for Scholarly Achievement of the Year (**Post-Tenure**) is among the highest honors bestowed upon a faculty member by the College. It is an award that recognizes the scholarly and creative accomplishments of individual faculty in the College for a single calendar year. It is meant to identify and reward the faculty member with a **truly outstanding scholarly achievement** in the preceding calendar year.

Nominations for these awards are due during the last week of March and are announced at the Dean's Address in April.

Details regarding award amounts and other details may be found at:

<http://cas.illinoisstate.edu/resources/casawards.shtml>

2.11.2 Teaching

The guidelines for all these awards are available at <http://www.cas.ilstu.edu/faculty/awards.shtm>

2.11.2.1 College Awards

2.11.2.1.1 John A. Dossey Award for Outstanding Teaching by a Tenured Faculty Member

Recognizes and rewards the tenured faculty member with the most extraordinary record of teaching in the preceding three calendar years. One award: \$3,000 to a tenured faculty member.

2.11.2.1.2 CAS Excellence Award for Outstanding Teaching by a Pre-tenured Faculty Member

Recognizes and rewards the pre-tenured faculty member with the most extraordinary record of teaching in the preceding three calendar years. One award: \$3,000 to a pre-tenured faculty member.

2.11.2.1.3 CAS Excellence Award for Outstanding Teaching by an Administrative Professional

Recognizes and rewards the administrative professional with the most extraordinary record of teaching in the preceding three calendar years. One award: \$3,000.

2.11.2.1.4 CAS Excellence Award for Outstanding Staff Award

Recognizes a staff member for his or her significant contributions to the College. Two awards: \$1,500 to an administrative/professional staff member, \$1,500 to a civil service staff member.

2.11.2.1.5 Outstanding College Teacher Award

The purpose of the Outstanding College Teacher Awards is to recognize faculty who display exceptional teaching ability and performance in the Social Sciences, Sciences, and Humanities through effective classroom teaching, the development of innovative instructional materials and approaches to instruction, involving students in significant research activities, and in advising and counseling students. Award recipients receive a plaque and have their names inscribed on a plaque which hangs in the College Office as well as a \$500 award.

All full- and part-time faculty members in the College of Arts and Sciences are eligible for the awards. Each year, there will be one award made in each of the three Divisions of the College: Humanities, Sciences, and Social Sciences. Members of the College Teaching Awards Committee are not eligible. A faculty member may receive an award only once in each category (senior and junior).

For guidelines on the nomination and selection process, go to:

<http://cas.illinoisstate.edu/resources/teaching.shtml>

2.11.2.2 University Awards

The purpose of the Outstanding University Teacher Award is to recognize those whose teaching accomplishments are unusually significant and meritorious among their colleagues at Illinois State University and beyond, and who also have received previously the Outstanding College Teacher Award (or similar award). The nominations for these awards are made by the College's Teaching Awards Committee. The program encompasses four award categories.

2.11.2.2.1 Outstanding University Teacher Award (Category 1)

This category recognizes tenured faculty. To be eligible, nominees must be full-time, tenured faculty with at least three years of service at Illinois State University, receive an outstanding teacher award from an academic college or Milner Library, and receive support for the nomination from both their department chairperson/school director and college dean.

2.11.2.2 Outstanding University Teacher Award (Category 2)

This category recognizes full- or part-time teachers with non-tenure track appointments and administrative professionals and civil service employees with university credit-generating teaching responsibilities. To be eligible, nominees must be full- or part-time teachers with non-tenure track appointments, administrative professionals with credit-generating teaching responsibilities, or civil service employees with credit-generating teaching responsibilities, and have completed at least four semesters of university credit-generating teaching responsibilities at Illinois State University under one of the eligible appointments above.

2.11.2.3 Teaching Initiative Award

This category recognizes pre-tenure professors who have shown considerable promise in teaching early in their academic careers. To be eligible, nominees must have at least two years as full-time, tenure-track faculty at Illinois State University, but not more than five years of full-time, tenure track university-level teaching experience at Illinois State University and elsewhere, combined, *at the time of their nomination, and* receive support for their candidacy for the TIA from both department chair and college dean.

2.11.2.4 Outstanding University Graduate Student Teaching Awards

This category recognizes outstanding contributions to teaching made by graduate students as part of their program and educational experience at Illinois State University. Awards are at three levels: Level I Doctorate-Assistants with sole responsibility for instruction in a course, Level I Masters-Assistants with sole responsibility for instruction in a course, and Level II Masters or Doctorate-Assistants directing labs or discussion groups associated with a course taught by a faculty member or who have significant responsibilities team or co-teaching a course.

The last Monday of April the names of nominees are due from departments to the Chair of the University Teaching Committee. CTLT provides portfolio support over the summer. The third Monday of September teaching portfolios are due from departments/schools to the offices of their respective college deans.

For more information, go to <http://ctlr.illinoisstate.edu/UTC/teachAwards.php>

3. SPACE PLANNING

3.1 Reallocation of Space

Space Reallocation Procedures (for existing College space)

The Associate Dean for Research, Technology, and Facilities is responsible for facilities planning, which includes long-term space planning and existing space allocation, both of which are done in consultation with department/school chairs/directors and unit heads. Space needs are considered in conjunction with the planning documents of the departments/schools as well as program review and any other relevant information.

To assign additional space to one department/school or unit almost always means taking it away from another. Consequently, space requests are considered very carefully, taking into account the severity of the space need for the department/school making the request balanced against the space needs of other departments/schools and units from which space would be taken. The Associate Dean's assessment of space includes: space currently assigned, efficiency of space use, total FTE, expansion of program offerings, new and/or expanding areas of instruction or research that require special support, changes in space utilization, and programmatic demands on space. Taking all these factors into account, space reallocation may occur after consultation with all affected departments/schools. Departments/Schools and units are notified in writing of space reallocations.

Space can be reallocated on a permanent or temporary basis. When temporary reassignments are made, they are for a fixed period and for a specific purpose. All conditions are specified in writing at the time the reassignment is made.

3.2 Procedures for Requesting and Allocating New College Space

When space becomes available through University reassignment, the steps outlined below are followed. It is the job of the Associate Dean to work closely with departments/schools and units at all steps of the process.

1. When the College is notified by the Provost's Office, via receipt of an RFP, of new space possibilities, the Associate Dean works with departments/schools and units to prepare a space proposal in response.
2. Based on information supplied by the departments/schools and units, a proposal is prepared and submitted as requested by the Provost's Office. To a great degree, the college response must be crafted both to meet college and department/school priorities and to create a competitive proposal in a University-wide competition.
3. If the proposal is approved, then a process of relocating the unit or program at the appropriate time begins. (See procedures for this process.)

4. Usually in responding to the RFP, the college requests that it be allowed to keep the space, if any, that would be vacated were the department/school or unit to receive new space.

3.3 Occupying New Space

1. Once the College Office is notified officially by the Provost's office that new space will be available for a given department/school or unit, the Associate Dean notifies the department/school(s) affected.
2. There may be several issues to be addressed in moving into a new space. These include: a) remodeling, b) identifying furniture and equipment needs, c) getting telephone service, d) arranging for computer connections, e) ordering keys, and f) arranging for items to be moved to the new space. Different offices and individuals are responsible for these various matters. The move process usually unfolds as follows.
3. First, the Associate Dean and CAS support staff make arrangements with the department/school or unit to discuss how the space will be used and the best physical layout for this unit. This planning process helps identify a need for remodeling, if any. This step is usually skipped if the new space is a single office or does not require reconfiguration before occupancy.
4. If remodeling is necessary, two things occur. The Director of Facilities Planning draws up appropriate architectural plans that lay out the proposed physical changes and meets with the occupants of the new space to work out details. Based on these plans, an estimate of the cost is calculated. The parties (College Office, Provost's Office, Facilities Planning, Department/School Office) then negotiate a remodeling schedule, fiscal responsibility, and cost. The process almost always requires several weeks of work and discussion. Occupancy may be delayed if funds are not available. **It is, therefore, very important for departments/schools to plan as far ahead as possible and to use the budget process to request funds for remodeling and/or renovation.**
5. With or without remodeling, the unit or department/school moving into new space is responsible for identifying needed equipment and furniture, and for purchasing the items or securing them through Property Control. **Again, use of the budget process is important to request resources.**
6. The unit moving into the new space is responsible for securing telephone service. This includes research units. Arrangements for a telephone are made through the Office of Telecommunications and Networking. Costs involved depend on the wiring that already exists and the type of service requested.
7. If network wiring is in place but not connected, the unit moving in is responsible for contacting Telecommunications and Networking. If there is no wiring running to the space, or if the unit wants to be connected to a local area network, the cost of wiring, etc. will have to

be borne by the unit moving into the new space unless other arrangements are negotiated by the unit. Installation of network wiring is arranged through Facilities Management.

8. When departmental/school moves involve single offices or small spaces, the department/school chair/director can make arrangements for the moving of furniture and equipment by filing a request for services from Facilities Management. In most cases, the department/school will be charged for these moves.
9. When a move involves a whole or a substantial part of a department/school or unit, arrangements for the move should be made through Facilities Planning. When multi-departmental/school moves are planned, the Associate Dean coordinates the planning with the departments/school and Facilities Planning. If there are questions about who should arrange for moves or how this should be done, please call the Associate Dean.
10. Whether or not remodeling or general improvement of the space is necessary, the unit cannot occupy the new space until notice is received from Facilities Planning or the Dean's office that the space is available and ready. When this notice is sent to the department/school, copies are also sent to the Campus Security and the Facilities Management (key services).

The Associate Dean is responsible for monitoring space moves and remodeling projects for the College and will provide assistance with any problems that emerge in the process of planning for and/or moving into new space.

3.4 Remodeling and Renovation Procedures

Remodeling refers to minor alterations made to space. This may include aesthetic improvements such as painting and carpeting or programmatic improvements to accommodate new computer outlets or to improve lighting. Renovation refers to more basic alterations to space such as removing walls, replacing windows, or replacement of lighting fixtures that necessitates asbestos abatement. Renovation work usually triggers code enforcement, so planning of any major work may involve bringing the building up to Americans with Disabilities Act (ADA) standards or working with other codes such as fire alarms.

If the work involves alteration of work areas or substantial modifications, the academic unit must involve the Associate Dean for Facilities, Research, and Technology, who will coordinate with Facilities Planning staff (8-8606), before proceeding to an estimate or detailed planning of the project. Facilities Planning will ensure that work conforms to ADA and other codes.

3.4.1 Paying for Remodeling or Renovation

Unless the planned building improvements are part of a larger project, it is usually the case that the department/school will be asked to pay for the work. The work cannot be scheduled until the department/school provides an account number that can be charged for any work done.

An estimate of the total cost of the project should be obtained before proceeding with the project. This budget estimate can be obtained by calling Facilities Management (8-5611). After

receiving an estimate, the estimated amount can be noted on the work order at the time the work is scheduled; the unit can ask for clearance before that amount is exceeded.

Because of the need to pay for remodeling and renovation, it is doubly important for the unit to plan ahead for such projects. By planning ahead, it is possible to get estimates for the cost of the work, to make sure the work can be scheduled at a convenient time, and to make requests in the planning and budgeting process for the funds if the department/school is not capable of covering the work from its own resources.

3.4.2 Sources of Funds for Remodeling and Renovation

Other than the department's/school's own resources, there are three sources of funds to support remodeling and renovation projects:

- Capital Renewal Funds
- Capital Development Funds.
- Provost Enhancement Funds

Capital Renewal funds (used for projects between \$50,000 and \$1,000,000) are received by the University on an annual basis for infrastructure improvements on the campus. The university usually requests approximately \$1,000,000 each fiscal year. While most of the projects supported by these funds are for basic infrastructure improvements (steam tunnels, heating and cooling systems, roofing projects), the colleges annually present the Director of Facilities Planning with a list of essential projects that have programmatic impact for consideration. These projects, too, should be initiated by departments/schools through the annual planning and budget process.

Capital Development funds (used for major building renovation projects in the \$1,000,000+ range) are obtained by making an institutional request to the Capital Development Board of the State of Illinois. These projects require a firm institutional commitment and the willingness to wait while projects that get on the CDB list work their way up. Somewhat recent projects such as the Schroeder Hall renovation and the Stevenson-Turner Life Safety Project were the results of such requests. Typically, such requests are initiated by the College or by the Provost's office; but they clearly rest on needs that have been persuasively articulated by the departments/schools.

Provost Enhancement funds may be requested for small to medium-sized renovations in the annual budget/planning process. Requests should be clearly linked to goals articulated in Department/School, College, and University strategic plans.

3.4.3 Scheduling Remodeling and Renovations

Once the funding for work has been secured, the department/school may proceed to schedule the work. This is done by filling out a work order form and sending it to 9000 Facilities Management. It is important when filling out this form to:

- a. note the account number to be charged for the work
- b. have the fiscal agent's signature on the form
- c. specify the work to be done in as much detail as possible (affixing the detailed estimate, if one has been done)

- d. specify the contact person for all questions relating to the work and
- e. note any other things that Facilities Management staff needs to know.

Work is scheduled by Facilities Management. Questions about work schedules should be directed to this office (8-2036). For projects of more than \$10,000, a project manager will be assigned by Facilities Management. The department/school will find that the project manager is an excellent contact for questions about any aspect of the project.

The College Office, especially the Associate Dean for Research, Technology, and Facilities and the support staff, are always prepared to help with any stage of the renovation or remodeling process. They can be reached at 8-5669.

4. SUPPORT FOR SCHOLARLY ACTIVITIES

4.1 Internal Grant Programs

4.1.1 University Research Grants (URGs)

Central funds to support competitive funding of research proposals are distributed to each college by a formula that reflects the size and productivity of the college in applying for and receiving external funding. In CAS, these University Research Grants (URGs) are divided into four categories: New Faculty Initiative Grants, Pre-tenure Faculty Initiative Grants, Summer Faculty Fellowships, and Faculty Research Awards. The requirements for each of these categories are contained in the guidelines, which are available for download at <http://cas.illinoisstate.edu/resources/research/index.shtml>.

Each department/school must review proposals from department/school faculty. This committee ranks the proposals in each category (except New Faculty Initiative Grants), completes an online evaluation form, and submits the ranked proposals to the College (along with the evaluation forms) where they are reviewed and ranked by the College Research Proposal Review Committee.

The URG application process is now completely online:
<http://cas.illinoisstate.edu/resources/research/index.shtml>.

Proposals are reviewed by the Research Proposal Review Committee (RPRC), which takes into account departmental rankings and evaluations as it considers all proposals. The RPRC sends its ranking to the Dean who makes the final decision on awards.

4.1.2 New Faculty Book Support Program

This partnership with Milner Library allows each newly hired faculty member in the college to designate up to \$500 of books in his or her research and pedagogical area to be purchased by the library. Faculty should contact their subject librarians to review holdings and discuss possible acquisitions during their first semester on campus.

4.2 Seeking External Grants

Grant Development and Consultation in the College

Faculty are encouraged to seek and procure external funding in support of their work whenever possible. Such support facilitates their ability to make contributions to work in their disciplines and to establish themselves as leaders in their fields. The College provides support to individuals developing external grant proposals in a variety of ways.

First, the Associate Dean for Budget, Planning, and Personnel and the Associate Dean for Research, Technology, and Facilities are available to provide consultation on planning, especially with respect to budgets, building interdisciplinary teams, space, and equipment needs. In addition, these individuals can serve as liaisons with the Office of Research and Sponsored

Programs, collaborating units across the University, and other institutions to help a project move forward.

Second, the College maintains a panel of faculty volunteers with extensive successful experience writing grants to act as mentors for faculty who are writing grants to be submitted for external funding. Grant mentors represent the array of disciplines throughout the College. More information is available by contacting the Associate Dean for Research, Technology, and Facilities.

Third, the College has guidelines for individuals seeking grant matching funds to provide material support when necessary to help secure external funding. For example, some private foundations require a certain level of financial commitment from the institution for a proposal to be eligible for funding, and some major equipment grants require a certain level of cost-sharing. The guidelines are available for download at:

http://www.cas.ilstu.edu/main/pdf/Grant_Match_Subv_guide.pdf

Finally, the College staff can provide referral to the appropriate programs and individuals in the Office of Research and Sponsored Programs when faculty need their expertise and support. This Office offers a wide array of services; information can be found at <http://www.rsp.ilstu.edu/>

5. SUPPORT FOR TEACHING ACTIVITIES

Departments/Schools are encouraged to create a culture in which all faculty take seriously their role to be scholarly teachers: To keep abreast of the latest developments in their general fields as well as in narrow specializations, to be reflective, to assess their work as appropriate to the context and discipline and to use the results of their assessments to inform their work as educators. The College's New Faculty Professional Development Series provides information on a variety of teaching-related issues.

Most of the support for teaching productivity is provided by centrally-administered University offices. Primary among these are the Center for Teaching, Learning, and Technology (CTLT; described below); the Scholarship of Teaching and Learning (<http://www.sotl.ilstu.edu>); and the American Democracy Project initiative, designed to enhance the integration of civic and political engagement into the curriculum (<http://www.ilstu.edu/american-democracy/>).

5.1 Teaching Workshops

The Center for Teaching, Learning, and Technology sponsors a variety of professional development activities throughout the year. These include a Teaching-Learning Symposium, software and instructional strategies courses, Teaching Excellence Series, Summer Institute, semester kick-off events, Professional Development Circles, Teaching Learning Communities and ISUTEACH listserv. While some offerings are especially appropriate for faculty early in their careers, many of CTLT's events are of interest to faculty at all points along the career trajectory. Chairs/Directors are invited to accompany their new faculty, especially to orientation events and workshops preceding the first semester. More information is available at <http://www.teachtech.ilstu.edu/>

5.2 Teaching Grants

In addition to offering professional development workshops and other events, CTLT administers a variety of grant programs designed to enhance faculty members' development as teachers. More information is available at <http://www.teachtech.ilstu.edu/grants/grantPrograms.php>.

The Cross Endowed Chair in the Scholarship of Teaching and Learning (SoTL) administers two grant programs, a small grant program (<http://www.sotl.ilstu.edu/funding/sotlCross.shtml>) and a travel grant program (<http://www.sotl.ilstu.edu/funding/sotlTrav.shtml>). This office also provides information and support for faculty development, including funding sources. More information on SoTL, with links to internal and external grant programs, is available at <http://www.sotl.ilstu.edu/>.

A variety of small grants for activities related to the American Democracy Project are available through the FOCUS initiative (<http://www.focus.ilstu.edu/>).

Consultation on **web page design, web hosting, and pedagogical applications** of computer-mediated technologies are all provided by CAS-IT in TAP, as described in the Technology section.

6. TECHNOLOGY SUPPORT

Technology services and support are provided by a variety of units. Major utility-like services are provided by University-wide units that report to the Chief Technology Officer. User support and consultation are generally provided by a College unit, CAS-IT.

Shared governance in technology-related planning is achieved through the Campus Technology Planning and Policy Council at the University level and the CAS Learning Technology Advisory Committee (LTAC) at the College level. LTAC is comprised of the Dean, Associate Deans, and Director of CAS-IT. The Associate Dean for Research, Technology, and Facilities represents the College on the Campus Council and chairs the College LTAC.

6.1 CAS-IT

This unit provides **direct desktop support** throughout the College. Each department/school has at least one CAS-IT staff person assigned to support their technology needs. In order to request assistance from CAS-IT, users must complete help request “tickets” on-line at <http://help.casilstu.edu/>

Tickets can be submitted from any working computer with an internet connection, so in the event an individual’s system is not working, he or she may borrow a colleague’s computer to submit a ticket. Furthermore, a department/school may designate an individual to submit tickets on behalf of faculty/staff.

Telephoning help requests is strongly discouraged, as telephone messages reduce the unit’s overall efficiency and result in slower service. Furthermore, tickets can be viewed by all CAS-IT staff members and so, in the event that the CAS-IT support person assigned to a department/school is out of the office, other CAS-IT members can respond to the ticket.

CAS-IT also provides consultation on **planning** of new technology-enhanced installations, including labs, classrooms, and network access enhancements. Even though Telecommunications and Networking is responsible for the network infrastructure, CAS-IT staff will work closely with TN staff to ensure that the most efficient and economical solutions are adopted. CAS-IT staff work collegially with staff in TN and Facilities Services while representing the best interests of the college and the department/school.

With respect to purchase of computers for individual faculty and staff or to populate labs, **it is essential that chairs/directors consult with CAS-IT staff to plan computer equipment and software purchases in order to ensure that systems will function well in the university’s network environment and run supported software efficiently.** *This is also true for individual faculty who are buying equipment as fiscal agents of grant funds; chairs and directors are urged to encourage grant project directors to work with CAS-IT staff to ensure that their special hardware and software needs are met. Independent purchase of computer hardware and software might result in problems interacting with ISU’s network or violations of the ISU appropriate use policy; CAS-IT staff are able to anticipate and prevent such problems. Equipment and software purchased without CAS-IT consultation might not be supportable by CAS-IT, although CAS-IT staff will make every effort to provide as much support as possible.*

By coordinating purchases so that larger numbers of units are ordered at the same time, CAS-IT staff can obtain favorable pricing, often saving units a good deal of money. Sometimes, CAS-IT staff are able to increase savings even further by coordinating purchases with other units around campus. Obviously, there are times when a purchase cannot wait, but even in these cases, consultation with CAS-IT staff is essential (and can still result in savings by taking advantage of their professional expertise in choice of vendors and systems).

CAS-IT maintains servers that support **file sharing, backup, and sophisticated data storage** (via Storage Array Network, or SAN, technology). These services are easily accessed; on-line help is available at <http://www.casit.ilstu.edu/>, or contact your local CAS-IT professional. Storage of non-work related files (audio, video, and other) is *strongly discouraged*. Personnel should be reminded that files stored on central servers are subject to review by CAS-IT staff.

In order to ensure the most prompt and efficient service, chairs/directors are requested to send the Director of CAS-IT the names of new hires (faculty, non-tenure track faculty, administrative professionals, and civil service) as soon as hires become official. Likewise, the dean and chairs/directors are asked to send the names of people whose change in employment status (i.e., retirement, resignation, termination) should change any aspect of computing privileges and permissions. CAS-IT will use this information to give new hires access to the computer services offered by CAS as well as to discontinue accounts for those who are resigning from the university. Also, please ensure that office space assigned to new hires have network ports.

6.2 Training and Advanced Projects (TAP)

Training and Advanced Projects is an office within the College's technology support unit, CAS-IT. TAP provides an environment in which faculty and staff may access state of the art equipment, software, and consultation on web site design and pedagogical applications or any advanced project. TAP is located in Stevenson 107. TAP is willing to bring programs to the departments/schools. Their web site includes downloadable handouts addressing many frequently asked questions. TAP can be contacted at 8-8248 or at their website, <http://www.lilt.ilstu.edu>.

6.3 Centrally-provided Services

6.3.1 Internet infrastructure and other communication services

The University's connection to the internet and the wiring/switching infrastructure supporting network access is managed by the Office of Telecommunications and Networking (<http://www.telecom.ilstu.edu>). This office also manages telephone service on campus. Their website provides information on pricing for the various services they provide.

Work with this office to plan installation and activation of Ethernet ports and wireless access points (WAPs), to order telephones, and to move or change phone numbers. When installation of new cabling and ports or WAPs is required, coordination with Facilities Services is also required. Facilities Services or an outside contractor will install the cable and the ports or WAPs;

Telecommunications and Networking will ensure that the appropriate wiring is installed, upgrade switches as necessary, and program the activation of the new ports/WAPs.

6.3.2 E-mail

Campus e-mail services are provided by the Office of Computer Infrastructure Support (<http://www.ciss.ilstu.edu>), which manages a set of Sun servers. New faculty and staff e-mail accounts are generated when paperwork for new employees is processed through HR, which in turn orders the e-mail account. When a new hire needs an Illinois State e-mail account prior to a contractual start date, this paperwork can be facilitated. Contact the Associate Dean for Facilities, Research, and Technology for more information.

The Sun servers support a wide variety of e-mail clients (i.e., the programs that individuals use to retrieve and send e-mail). Remote access to e-mail is available through any browser via WebMail2 (<https://webmail2.ilstu.edu>).

Some units on campus have elected to use e-mail on Exchange servers managed by Administrative Information Systems, which reports to the Vice President of Finance and Planning. Exchange e-mail is automatically forwarded to the system on the Sun mail servers.

6.3.3 Shared calendar

Faculty and staff have access to a Microsoft Exchange calendar system managed by Computer Infrastructure Support. Faculty and staff have the option of fully integrated e-mail and calendar service, using Microsoft Outlook on Windows or Mac OS systems or Microsoft Entourage on Mac OS. Alternatively, individuals can use any supported e-mail client of their choosing while using Outlook/Entourage in “Calendar-only” mode; e-mails will still be sent alerting them and their invitees to proposed meetings. While some faculty and staff will find an electronic shared calendar to be unnecessary for their work, chairs and lead staff are expected to maintain an Exchange calendar in order to facilitate scheduling and coordination of meetings and events.

The Exchange calendar system is new as of June 11, 2007, and extensive information about it is provided at <http://www.helpdesk.ilstu.edu/exchange/>.

6.3.4 TechZone

This is the campus computer store, which provides advantageous pricing to students, faculty, and staff acting as individual consumers. Because it is a University unit, they emphasize customer service, and provide very helpful consultation on taking advantage of the University’s agreements with such major vendors as Dell, Apple, and Microsoft. For example, under our current contract with Microsoft, all “knowledge workers” (including all faculty and most staff) can obtain a free copy of the Office suite of programs for home use. TechZone often coordinates campus-wide equipment purchasing at opportune times (e.g., beginning and end of fiscal years) to take advantage of bulk-pricing opportunities. TechZone is located in the Bone Student Center; their website is at <http://www.techzone.ilstu.edu>.

6.3.5 Software Management

This office works very closely with TechZone to coordinate university software and peripheral purchases and to ensure appropriate use and licensing of software. Their website is at <http://www.softwaremanagement.ilstu.edu/>.

6.3.6 University Website/iCampus portal

The Office of Web Support designs, updates, and manages the University website and portal. In addition, they provide website design consultation to University units. Their website is at <http://www.iwss.ilstu.edu/>.

6.3.7 University labs (uLabs)

These open labs are managed and maintained by Computer Infrastructure Support, and are located in several locations throughout the university. For a complete listing, visit: <http://ulabs.illinoisstate.edu>.

7. CURRICULUM

7.1 General Education

General Education provides students with a broad, common foundation of study upon which to build an undergraduate education. The program develops students' capacity to communicate their ability to think critically and solve problems, to comprehend and contribute to diverse and global perspectives, to be a steward of life-long learning, and to advance public opportunity. Students will take most General Education courses during their freshman and sophomore years, along with some courses in their major or other elective courses. There are 42 hours required in General Education although most majors will have one exemption (listed in the catalog). See <http://gened.illinoisstate.edu/index.php> for more information about the structure of the program. Most departments/schools in the College provide courses in General Education. At present, General Education is housed in the College because about 85% of the courses offered in the program come from the College.

There are also three representatives, one from each of the three divisions, on the Council for General Education, the governing and curricular body for this program. For more information: <http://gened.illinoisstate.edu/council/>

Illinois State University is committed to continuous assessment of the General Education program in an effort to gain valuable information so that necessary improvements can be made to the curriculum. In spring 2012 the General Education Task Force made recommendations to the Provost about changes. See <http://provost.illinoisstate.edu/genedtaskforce/> for their report.

The Provost's Office provides additional instructional capacity to the colleges to augment the courses that can be offered to students. Each year the College will ask departments for a list of additional courses that they would like to offer if additional funding can be provided. These requests can be for General Education, Illinois Articulation Initiative, service, or majors/minors courses. The determination on what will be funded will depend on past enrollment figures, student need, and/or centrality to a program. Some courses may be covered through a separate General Education budget. Once the allocation for funding is received, a department/school will need to keep track of how the money is spent. Contact the College office for specific information needed in this report.

General Education also can provide instructional support for classes. This can either be requested separately or can be done as part of the IC request as long as the rationale includes information about what category of General Education is being met by this. Information similar to that above should be kept for classes funded by General Education.

7.2 Illinois Articulation Initiative

The Illinois Articulation Initiative (IAI) is a statewide transfer agreement, which is transferable among more than 100 participating college or universities in Illinois. IAI works best for students who know they are going to transfer but undecided on the college or university that will grant their baccalaureate degree. All colleges and universities participating in the IAI agree to accept a

“package” of IAI general education courses in lieu of their own comparable lower-division general education requirements. IAI General Education transfers as a *package*; course-to-course transfer is not guaranteed.

Illinois State participates in IAI and many departments in the College provide courses for transfer students who are trying to complete the package. IAI also includes major recommendations for the first two years of college in several popular majors. Faculty panels, which have expertise in the major field of study, created these recommendations. IAI major recommendations work best for students who have chosen their majors, are going to eventually transfer, but are undecided on the college or university that will grant their baccalaureate degree. For more information: <http://www.itransfer.org/iai/container.aspx?section=faculty>

7.3 Curriculum Committee Procedures and Policies

The College Curriculum Committee (CCC) website is:

<http://cas.illinoisstate.edu/resources/committees/curriculum.shtm>

The CCC works constructively with departments/schools to help facilitate curriculum proposals and ensure that any problems are resolved before they reach the University Curriculum Committee or the Graduate Curriculum Committee (GCC). To this end, the CCC reviews proposals on-line:

<http://www.registrar.ilstu.edu/ucc/> for undergraduate proposals

<http://grad.illinoisstate.edu/gcc/> for graduate proposals

These pages also provide links with instructions for proposing new courses and programs, as well as revising and deleting courses and programs.

The College Curriculum Committee requires proposals at least three weeks before UCC/GCC deadlines. The undergraduate catalog is only available electronically and a new version is put on line every other year. There is a supplement in the odd years for new programs, new courses, and changes to a major because of accreditation issues. The graduate program publishes a new catalog every year.

Please refer to the links above for specific deadlines. Typical UCC/GCC deadlines for inclusion in the following year’s catalog are:

New/Deleted Minors and Sequences: mid-September

New/Deleted 100, 200, or 300-level Course Proposals: beginning of October

Revised Program Proposals (Major, Minor, Sequences): beginning of October

Revised 100, 200, or 300-level Course Proposals: end of October

Any changes to catalog requested and approved through editorial review: end of November

New/Deleted Degree Program Proposals (Major): end of January**

**New degree programs must be approved by the Academic Senate and the Illinois Board of Higher Education. Proposals for new majors or minors require are required to have a signed Financial Implication Form approved by the Chair, the Dean, and the Provost before it can be sent to the College Curriculum Committee.

Chairs/Directors are required to sign off on all proposals as fiscal agents as well as curricular leaders. Chairs/Directors should be attentive to the staffing and capacity implications of any curriculum change.

All proposals go “on circulation” at both the College and University levels. That is, they are posted on-line for reaction. While the CCC will try to monitor proposals for impact on other departments/schools, it is desirable for Chairs/Directors and/or Department/School Curriculum

Committee Chairs to check the CCC and UCC circulation for overlap or changes affecting particular programs.

Chairs/Directors may be asked to provide letters of support where there is a potential overlap with or impact on his or her department's/school's curriculum. They may also be asked to sign off on changes to interdisciplinary programs.

The College of Arts and Sciences Curriculum Committee, whose elected members are chosen by the College Council, consists of a representative of the Dean, 9 faculty members, each serving 3 year terms, and 6 student members, or a number equal to 2/3 of the faculty representation. The 9 faculty members are elected from within the following department/school groups: 3 from Group A consisting of the departments/schools of Biological Sciences, Chemistry, Geography and Geology, Mathematics, and Physics; 3 from Group B consisting of Communication Sciences and Disorders, Economics, History, Politics and Government, Psychology, Social Work, Sociology and Anthropology; and 3 from Group C consisting of Communication, English, Languages, Literatures, and Cultures, and Philosophy. Students are assigned terms of one year. Faculty membership is for staggered three-year terms. A Chair and a secretary are elected at the first meeting in the fall semester in an election conducted by the Chair of the College Council. The Committee meets in the College of Arts and Sciences Conference Room as needed to review curriculum proposals. The regular meeting time is Tuesdays at 1:00 p.m. The committee meets on the basis of need during fall and spring semesters only. The agenda for each committee meeting is e-mailed to members of the CCC and to each department/school in the College prior to the meeting.

Copies of the minutes of each meeting are e-mailed to members of the College Curriculum Committee and College Department/School Chairs/Directors and are also posted on-line at <http://cas.illinoisstate.edu/resources/committees/curriculumminutes.shtm>

7.4 Assessment and Program Review Overview

Program review examines both qualitative and quantitative aspects of instructional programs, including student demand, occupational demand, centrality to the instructional mission of the University, program breadth, program quality, success of graduates, and program costs. The Provost's Office provides background data.

Assessment of curriculum and programs is coordinated by the University Assessment Services <http://assessment.illinoisstate.edu/> All Departments/Schools should be actively engaged in an Assessment Plan consisting of four major components: (a) program goals and intended student learning outcomes, (b) systematic assessment of student learning, (c) feedback from key stakeholders, and (d) use of results in closing the loop. Each fall the UAS will review the current assessment plans of schools/departments that have programs scheduled for Program Review two years from the fall the review is initiated and provide consultation for suggested modifications.

Program review is initiated by the Provost's office in compliance with Illinois Board of Higher Education requirements. Academic programs are reviewed on an eight-year cycle and must demonstrate how it supports one or more goals of the *Illinois Public Agenda* which can be located at: <http://www.ibhe.state.il.us/masterPlanning/materials/ExecutiveSummary.pdf> Programs will also need to provide indicators of quality in the discipline/field, peer comparison or aspiration program for each of these quality measures, and a brief survey of the program

relative to IBHE comparator programs, which can be located at <http://www.pir.ilstu.edu/program-review/>

The coordination of program review in the College is overseen by the Associate Dean for Academic Programs and Student Affairs. A preliminary draft of the program review document is due in the College Office at the beginning of September. This draft is first reviewed in the College Office and by the middle of the month will be returned to the department/school for discussion and possible revision. The revision needs to be sent back to the College within two weeks because the report is due to the Provost's Office on **October 1**. For more information go to <http://provost.illinoisstate.edu/academic/program-review.shtml>

The Academic Planning Committee serves as the primary review committee for program reviews and may meet with faculty and staff in the unit during their review period. The Academic Planning Committee will write a summative report of the program based on the Executive Summary and include recommendations for program development and modification that serve to inform the Department or School, College, and University on decisions regarding resource allocation, faculty staffing, program focus, admissions standards, curricular content, and other academic matters. A draft of the summative report is provided to the unit head and appropriate dean for review and comment. The Academic Planning Committee will meet with the unit head and the dean to review the summative report prior to its inclusion in the Academic Plan. The Academic Planning Committee submits the summative reports to the Academic Senate as part of the University's Academic Plan. The Academic Plan then moves forward to the Illinois State University Board of Trustees for approval before being submitted to the Illinois Board of Higher Education. Subsequently, the Provost, in consultation with the President, works with appropriate Deans and Chairpersons to follow-up on program review recommendations.

Note that institutions may conduct program reviews within a reasonable period (up to three years) before the review period in order to coordinate reviews with accreditation and other evaluation processes.

Reviews of research and public service units follow the same procedures as for instructional programs. These reviews also address the following issues:

Demand: Is the demand for the research/public services provided by the unit in balance with the unit's capacity to carry out research/public service? Is there a need for the unit based on external demand and support?

Quality: Is the unit achieving its objectives? Are faculty and staff making significant contributions to the department/school and/or application of knowledge or to the delivery of services?

Centrality: Is the unit central to the mission of the College and the university? Does the research/public service provided by the unit contribute to instruction of or service to students? Does the research/public service provided by the unit contribute to institutional, regional, or statewide priorities?

Productivity: What steps have been taken to improve the productivity of this unit? Are similar research or public service activities conducted by other units? Are there opportunities for improving collaboration among units or consolidating units? What investment and/or costs savings (annual and five-year projection) resulted from the review of the program?

7.5 Summer School Funding

Procedures for Distribution of Summer School Funds

The Provost's Office will send a memo about summer allocations and priorities to colleges in July for the following summer. The College will share this information and work with chairs and directors to prioritize courses that meet the academic goals for summer school. Once departments/schools learn what courses are being funded, it is their responsibility to submit them on the on-line scheduling system, as well as the base courses (a list of a few courses that are guaranteed for the summer after). The deadline for submitting the course schedule is usually mid-September. With rare exceptions such as four-hour and lab classes, courses need to be scheduled during the main summer sessions. Chairs and directors must provide a rationale for all courses they want funded as well as any exceptions to the schedule. Rationales for offering courses include:

- a. Courses listed on the base summer schedule
- b. Meets university/General Education/IAI requirements, especially for categories of classes that are in high demand.
- c. On-line courses.
- d. Programmatic need, i.e., a course needs to be offered so that students will be able to stay on schedule to finish their program in a timely fashion.
- e. Student demand, i.e., there is a record of a large number of students taking this course every summer.
- f. Courses that meet the need of transfer students

The salary per summer course varies by department/school culture and may be a stipend, 75% of a faculty member's regular monthly salary, or a full month's salary, depending on the department/school practice.

Questions about summer school should be directed to the Associate Dean for Academic Programs and Student Affairs. For latest information on the upcoming Summer Session please visit the [Summer Session](#) website.

8. STUDENT AFFAIRS

8.1 Student Recruitment

Departments/Schools recruit students in many ways. Admissions is a good resource, but some departments/schools use the Student Enrollment Warehouse (SEW), a large database of student academic and demographic information, to generate their own targeted lists of high school and transfer students. For more information go to <http://bits.ilstu.edu/SEW/SEW.stm>

The College of Arts and Sciences is always represented at Freshman Information Nights organized by the Admissions Office. These meetings in various parts of the state are designed to encourage students who have been admitted but have not necessarily decided on Illinois State to enroll. Usually at least one or two advisors from the various departments/schools attend with general information supplied by the College.

8.2 Enrollment Management

In consultation with the College Office, departments/schools may limit the number of majors in oversubscribed programs. However, before limiting enrollments is considered, it is useful to re-examine the “pressure points” in the curriculum (required small seminars, spaces in labs, available student teaching assignments, etc.) that limit program capacity.

Departments/Schools should be attentive to three sources of enrollment: 1) new freshmen, who will be admitted directly to a major unless there is departmental/school policy to the contrary; 2) “external transfers,” students coming from another college to ISU, who will be admitted to the major by the Admissions Office based on criteria approved by the department/school and the College; 3) “internal transfers,” students enrolled at ISU who change majors. They will apply through an on-line site: <http://findyourmajor.illinoisstate.edu/apply/>

The University minimum criteria for admission to (and retention in) a major is a 2.0 cumulative GPA although many departments and schools have higher minimums. Declared majors below a 2.0 become General Students and are advised through University College, although, in practice, such students often continue to be advised by the department/school if it seems likely they will be able to complete a major successfully. Admission to Teacher Education is at 2.5 or higher.

Students may declare a major at any time, although they must declare a major by the time they have completed 75 hours. A “tiered admission” model has been increasingly adopted by many departments/schools in which a certain set of criteria must be met. A particularly good model is to require a “C” or better in one to three courses that are good predictors of future success. If these courses are taken sufficiently early in a program, this model is preferable to simply raising an overall cumulative GPA.

8.3 Student Concerns (Complaints)

Complaints by students: Student complaints against faculty or staff are best resolved informally at the department level. When a resolution is not possible with the faculty member, the student

must go first to the Chair/Director and then to the Associate Dean for Academic Programs and Student Affairs. When students or parents contact the Provost or President, the concern is almost always directed back to the College and Department/School for action.

When these means fail, a student or faculty member may contact the Office of Community Rights and Responsibilities at <http://deanofstudents.illinoisstate.edu/students/get-help/crr/>. To protect their rights under this process, students are required to initiate their grievance with CR&R as soon as possible.

Upon hearing of incidents of racial discrimination or sexual harassment, it is necessary to contact the Office of Equal Opportunity, Ethics, and Access at <http://equalopportunity.illinoisstate.edu/>

Final Course Grade Challenge Policy

A student may challenge a final course grade if the student has a reasonable belief the grade was assigned in an arbitrary or capricious manner and is unable to resolve his or her concerns with the faculty member who assigned the grade. This policy applies only to final course grades and does not apply to course work, mid-terms or other grades awarded during a semester. Qualifying and comprehensive examinations and defense of theses or dissertations during the progression toward the graduate degree are handled under the Graduate School Policies.

Before filing a challenge under this policy, the student must discuss his or her concerns with the faculty member and make every effort to resolve the situation. Faculty members must carefully consider the student's concerns and make a reasonable effort to resolve the issues raised by the student. A student may only challenge a final course grade under this policy, if the student has discussed the concern with the faculty member and can demonstrate that the grade was awarded in an arbitrary or capricious manner. For purposes of this policy, arbitrary or capricious means (a) the assignment of a final course grade was made on a basis other than the student's academic performance in the course, (b) the assignment of a final course grade was based on standards that differ unreasonably from the standards applied to other students in the course, or (c) the assignment of a final course grade in a manner that substantially or unreasonably departed from the instructor's articulated standards. This policy will not be used to review the judgment of an instructor in assessing the quality of a student's work, to require another faculty member to re-grade or re-examine a student's work, or in cases involving alleged violations of academic integrity. For more information on the [Final Course Grade Challenge Policy](#) go to <http://provost.illinoisstate.edu/students/>

Complaints by faculty or staff against students: Cases of academic misconduct are generally handled by the faculty member. It is considered good practice to include an explicit statement about course policies on academic misconduct in every course syllabus. When dealing with cases of academic misconduct or other student concerns, faculty and staff are strongly encouraged to consult with their chair/director and to avail themselves of the resources available from CR&R for handling such matters, which are available at <http://deanofstudents.illinoisstate.edu/students/get-help/crr/academic-dishonesty.shtml>

8.4 Graduate School Thesis Competition

The James L. Fisher Outstanding Thesis Competition is designed to promote recognition of graduate theses of the highest quality. The winning thesis of the James L. Fisher Outstanding Thesis Competition will be sent on to competition at the regional level, sponsored by the Midwest Association of Graduate Schools (MAGS) with the possibility of competition at the national level.

The competition is open to students who have earned their master's degree AND completed their thesis within the calendar year October 1 to September 30. The student does not have to be on campus to be eligible for the competition.

One master's thesis per department/school may be submitted to the college. The directors of the graduate programs in the various divisions serve as judges. The college will forward one thesis each from Humanities, the Social Sciences, and the Sciences to Research and Sponsored Programs.

Each college winner will be awarded \$200, made up of a \$100 contribution from the college and a \$100 contribution from the Graduate School. The winner of the university competition will be awarded an additional \$200, with the runner-up receiving an additional \$100. The University Research Council will select the thesis to be submitted to the MAGS regional competition. This will be the thesis receiving the highest ranking among the college entrants. The thesis selected to represent Illinois State will receive an additional \$200 award. The Graduate School will conduct an awards ceremony following the selection of a campus thesis winner. For more information go to <http://grad.illinoisstate.edu/thesis/index.shtml>

8.5 Preview

Preview ISU is a day and a half orientation program run during the summer for students and their parents. It is for first-year students only, although there are additional shorter versions for transfer students. While attending Preview, students will have the opportunity to meet with their academic advisor, register for classes, meet current Illinois State students and their future classmates, interact with faculty and staff from various academic departments, and receive their Redbird ID card. Every department and school has the responsibility to provide an advisor to meet with prospective majors and their parents and advise them about the nature of the major and the kinds of coursework which must be taken. These meetings are held on the first of each two-day Preview session. The College works with University College to make Preview a positive experience for students and parents. For more information go to <http://ucollege.illinoisstate.edu/preview/>

8.6 Tuition Waivers

8.6.1 Graduate Tuition Waivers

The College is allocated annually a tuition waiver allotment for graduate students. Requests for these funds are made during the annual budget process. See Section 2.7 on Graduate Assistants (GAs) for additional details.

8.6.2 Undergraduate Tuition Waivers

The College is not given any undergraduate tuition waivers for general distribution. Currently, the only undergraduate tuition waivers in the College are for Forensics and go directly to that program.

8.7 Advisement

8.7.1 Academic Advisement

The responsibility for academic advisement of first-year students (0-24 completed semester hours) and Undeclared Students belongs to the Academic Advisement Center in University College. Go to <http://ucollege.illinoisstate.edu/advising/> for more information. Students who have completed more than 24 hours and who have declared a major are provided with academic advisement in their major department/school. Regardless of hours, students who do not meet minimum major requirements (and all students below 2.0 GPA) become Undeclared Students and are advised by University College. However, if it seems likely that a student will be able to meet requirements (after a semester in which a student has an uncharacteristically poor performance, for example), the department/school often retains advising responsibility.

The responsibility for departmental/school academic advisement belongs to the Chair/Director or those designated by the Chair/Director to handle this task in an efficient and effective manner. Most departments and schools have at least one dedicated advisor in addition to any faculty who may advise about careers and the discipline. Academic advisement is a task requiring interpersonal skill and detailed knowledge of academic policies and procedures. Since academic advisement can have a significant effect on a student's career, it requires serious attention by a department/school. Arrangements for addressing the academic advisement needs of students require care and detailed planning. Whenever possible, these arrangements should be presented to students in writing.

Students are responsible for meeting the requirements of the degree(s) they are pursuing. These requirements are stated in the undergraduate catalog under which a student is admitted (or readmitted). In planning a degree program, students are expected to consult the catalog and to raise any questions with appropriate University offices.

There is a good deal of support for advisors, primarily through the Academic Advisor Council <http://emas.illinoisstate.edu/aac/> which also maintains a university-wide listserv. The Academic Advisor Council works with the Associate Vice President for Enrollment Management and Academic Services to formulate and maintain systems and policies necessary to support effective and cohesive campus-wide advising. The committee membership represents campus-wide advising constituents.

8.7.2 Illinois State University Professional Practice/Internship Program

Professional Practice courses are university-wide courses that provide students with an opportunity to earn academic credit while gaining professionally supervised, paid, or unpaid work experience in business, industry, government, or other agencies and organizations. The

work experience must be career and/or academically related and may take place at local, regional, national, or international sites. Professional Practice is a component of the Career Center. Our assistant director for Professional Practice works with Professional Practice Coordinators in the academic departments to help research internship/cooperative education opportunities. Hundreds of organizations in the U.S. and abroad have served as learning sites over the years. For more information about the university wide program, go to: <http://careercenter.illinoisstate.edu/employers/practice/index.shtml>

Each department/school/program should have a basic statement that describes the importance and reason for the existence of a professional practice/internship program. There should be at least two methods for assessing student learning with appropriate paperwork that clearly identifies the expectations of each of the participants, i.e. the student, the faculty coordinator, and the site supervisor.

Each program should have assessment methods that can be reviewed by students, faculty coordinators, and site supervisors as well as public information which details all the requirements and methods associated with each specific program. A current copy of the document should be on file in the Office of Professional Practice. This is also a requirement of the University Curriculum Committee. Maintaining contact with graduates from the program can serve as a form of assessment as well as a development of alumni.

The Professional Practice/Internship Coordinator is assigned by the chair or director and represents the program internally and externally. The Coordinator, in order to maintain a program of high quality, should make sure that materials, both printed and on the web, are informative and up to date, maintain appropriate records, serve as an advocate, and understand the legal issues involved with Professional Practice (information available from Office of Professional Practice) and follows all legal and insurance requirements connected with Professional Practice.

8.7.3 Career Enhancement Competencies

Career Enhancement Competencies are advisement guides sponsored by the College of Arts and Sciences. They are not majors or minors but are designed to assist students in planning their overall program of study. Career Enhancement Competencies include the following five general career areas:

- International Affairs
- Human Resources Management
- Public Policy Analysis
- Administrative and Corporate Communication
- Technical Communication

Academic Advisors may wish to use these Career Enhancement Competencies in advising their students. CEC's are available on-line at: http://cas.illinoisstate.edu/students/career_enhancement.shtml

8.7.4 Interdisciplinary Majors

There are two forms of interdisciplinary majors. The Interdisciplinary Studies Major is a contract major, undertaken by the best students with coherent plans that cannot be accommodated by established majors. For more information, go to: <http://ids.illinoisstate.edu/application-admission-process/>. The major in University Studies is for students who, for a variety of reasons, are not able to complete a regular major. This program requires all regular degree requirements and a “major” consisting of two 18-hour areas of emphasis. These are negotiated through the advisor, and it is important that departments/schools work constructively with University College in these cases. It is in everyone’s interest that there are few such majors. For this reason, the College will carefully monitor enrollment management plans proposed by departments/schools. Information on the University Studies major is available at <http://www.ucollege.ilstu.edu/universitystudies/>

9. INTERNATIONAL AFFAIRS

The College is committed to expanding opportunities for students and faculty to pursue discovery, learning, and teaching around the world. This includes formal partnerships with other institutions (including student and faculty exchange agreements), intensive instruction in English as a Second Language (ESL), academic programs with an international focus, and collaborative relationships.

Departments/Schools wishing to establish formal partnerships with other institutions are encouraged to work closely with the Dean or the Associate Dean for Personnel, who will provide advice and coordination to support development of the partnership. Note that establishment of some partnerships typically may require high level approval, up to the President's Office.

The development of new partnerships typically involves contributions from several offices and again, ought to be pursued through the consultation with the College Office. The [Office of International Studies and Programs](#) provides logistical support for foreign scholars and students. The [FCR & Contract Courses](#) program provides budgetary advice and can assist with management of revenues from off-campus programs. The [Office of the General Counsel](#) offers legal advice and approves contracts as to their legal form. Finally, the [Graduate School](#) and the [Office of Enrollment Management and Academic Services](#) (EMAS) provide advice regarding general requirements and curricular articulation, when appropriate.

The College Office will work with Department/School faculty and staff to determine feasibility of proceeding with the proposed partnership, and they will coordinate consultation with the University offices that need to be involved.

9.1 Degree Programs in Partnership with Foreign Institutions

This opportunity refers to a program which leads to an ISU degree for students (typically enrolled as a cohort) from another country. Such programs can include some course work completed at institutions other than ISU; when this is the case, articulating transfer of credit is essential to maintaining the academic integrity of the degree.

Developing such programs can include:

- Identification of pre-requisite and other courses that could be completed at institutions in the home country and accepted for transfer credit. At the undergraduate level, articulation of some form of General Education must be considered. At the graduate level, articulation of any required undergraduate coursework must be considered;

- Identification of ISU courses appropriate for delivery on-line and development of such courses;

- Identification of courses or assessment procedures delivered by ISU faculty and staff in the home country;

Identification of ELI services needed;

Sequence and scheduling of courses delivered at ISU for the cohort;

Cost analysis including ISU tuition, ELI fees, travel and accommodations for ISU faculty and staff if needed, program development support (e.g., faculty salary or GA to develop and maintain on-line courses), room and board if desired, and administrative/overhead costs.

Such partnership programs are typically offered for a flat fee that includes ISU tuition, ELI tuition, faculty and travel salary if needed, room and board if desired, and administrative/overhead costs. The cost per student typically depends on the size of the cohort. A program of this kind is expected to be financially self-supporting at least, with residuals coming to the College, Department, and other university units as appropriate. All University units involved in a partnership should develop a signed agreement on the distribution of residuals before fees are collected.

9.2 Student & Faculty Exchange Agreements

Such agreements should clearly specify responsibilities of all involved, including financial responsibilities. Exchanges should provide academically rigorous experiences consistent with goals of program.

9.3 Research & Study Abroad

When formalized in co-operative agreements these are not necessarily two-way exchanges. Nonetheless, it is always good practice to have clearly articulated agreements specified in advance. If funds are involved, it is necessary to execute a contract approved by General Counsel. Study Abroad programs are coordinated by the Office of International Programs, but the academic details of the programs are developed and maintained by faculty.

9.4 Collaborative Relationships with Colleagues from Abroad

Many faculty collaborate with colleagues from around the world with no need for establishing formal partnership agreements at the institutional level. When such colleagues visit from abroad, the Associate Deans for Personnel and Facilities can assist with arranging e-mail and library privileges, and meetings with relevant administrators, and office space.

When planning to write a grant proposal for an international initiative, individuals are encouraged to contact the Associate Dean for Research and if appropriate the Associate Dean for Student and Curricular Affairs.

10. ALUMNI DEVELOPMENT & FUND RAISING

10.1 Assistant Dean for External Relations

The Assistant Dean for External Relations assists the Dean of the College with activities to maintain and enhance relationships with the College's constituents, including advisory boards, alumni, friends, and donors. This individual assists the Dean with external contacts and related correspondence, event preparation, and preparation of communications with constituents. Department/School Chairs/Directors can rely on the Assistant Dean for External Relations for events coordination, alumni relations, and liaison work with the Vice President for University Advancement's office.

10.2 Department/School External Relations Liaisons

Each Chair/Director will appoint an External Relations Liaison. The Chair/Director may serve as Liaison if he or she desires. External Relations Liaisons will meet monthly with the Assistant Dean for External Relations to share information about department/school activities and events.

10.3 CASNews

The College publishes a weekly electronic newsletter, *CASNews*, during the fall and spring semesters. The newsletter is edited by the Assistant Dean for External Relations and is distributed internally and externally to faculty, staff, students, alumni, and friends. It is the primary means for publicizing excellence within the College. Each Chair/Director must appoint an external relations liaison, who is responsible for submitting information that should appear in *CASNews* to the Assistant Dean.

Submission Guidelines

For publication consideration, submit the following to the editor of *CASNews* at djfox2@ilstu.edu

- Text for the story--approximately 250 words
- Digital photos for the story, if available. College staff can arrange for a photo if necessary.
- Your name and contact information

All submissions are considered, but due to space constraints, not all submissions can be published.

10.4 CAS Advisory Boards

The College of Arts and Sciences has four advisory boards: The Bloomington-Normal Community Advisory Board, the Chicago Advisory Board, the Emeritus Faculty Advisory Board, and the Attorneys Advisory Board <http://www.cas.ilstu.edu/community/index.htm> . Each

Board has a specific role in providing guidance, support, and assistance, and feedback to the Dean of the College. A goal for every Department/School in the College should be the formation of its own advisory board. Chairs must consult the Dean and the appropriate development officer before extending invitations to join Department/School Advisory Boards.

10.4.1 Bloomington-Normal Community Advisory Board

The purpose of the Community Advisory Board is to balance the internal input that the Dean receives from department chairs, faculty, and the College Council (an internal advisory board), with perspectives of people from the community who have a keen interest in our endeavors and a vested interest in the results the College produces. The Board will provide a mechanism by which the activities of the College can be effectively communicated to the community, and, in turn, the College can benefit from the wisdom and experience of community leaders in the Bloomington-Normal area and the state of Illinois at large. The Board keeps the College informed of the educational and research needs of the community. It also assists in identifying ways in which community members can support the College.

<http://www.cas.ilstu.edu/community/partnerships/bn.htm>

10.4.2 Chicago Advisory Board

The mission of the Chicago Advisory Board is to provide a mechanism for effective communication between the Chicago-area community and the College and to identify and advance mutually beneficial partnerships. Its purpose is to balance the internal input that the Dean receives from department chairs, faculty, and the College Council (an internal advisory board), with perspectives of people from the Chicago-area community, who have a keen interest in the College's endeavors and a vested interest in the results it produces. Chicago represents the city with the largest concentration of College alums, thus this Board can provide a mechanism by which the activities of the College can be effectively communicated to a vital constituency of the College: the Chicago-area community. In turn, the College can benefit from the wisdom and experience of community leaders in the Chicago-area. The Board keeps the College informed of the educational and research needs of the Chicago-area community. It also assists in identifying ways in which Chicago-area community members can support the College.

<http://www.cas.ilstu.edu/community/advisoryboards/chicagoadvisory.htm>

10.4.3 Emeritus Faculty Advisory Board

The purpose of the Emeritus Faculty Advisory Board is to enhance the relationship between the College and its emeritus faculty for the benefit of the College's mission as well as for the greater welfare of its emeriti and of the wider community. The Board provides the Dean with input on current College initiatives; assists with the writing of the College's emeritus faculty newsletter; helps narrate the institutional history of the University, particularly the history of the College; and assists in the development of new initiatives for enhancing the retirement experiences of all emeriti faculty.

<http://www.cas.ilstu.edu/community/advisoryboards/emeritusadvisory.htm>

10.4.4 Attorneys Advisory Board

In 1998, a number of alumni attorneys came together and formed a special alumni group. As the Illinois State Attorneys Advisory Board, they identified the following objectives:

- To advise University faculty and administrators regarding the pre-law curriculum;
- To advise University faculty and administrators regarding law related extra-curricular activities;
- To participate in and help organize pre-law related programming on campus;
- To promote an understanding of and respect for the rule of law and ethics, civility, honesty and professionalism;
- To participate in and help organize mentoring and internship programs for Illinois State students;
- To assist in recruiting high quality pre-law students to the University;
- To advise and assist students in selecting and enrolling in law schools;
- To establish and maintain a network of alumni attorneys; and
- To assist in development activities to provide a firm economic basis for pre-law programming at the University.

<http://www.cas.ilstu.edu/community/advisoryboards/attorneyadvisory.htm>

10.5 Annual Fund/Fundraising Appeals

The overriding goal of the Annual Fund is to further academic excellence at Illinois State and the College of Arts and Sciences and is aimed at seeking funds from alumni on an annual basis. Each department/school determines the priorities for its appeal to the departmental/school alumni. The proceeds, minus a service charge from the Foundation, are deposited in the department's/school's foundation account.

10.5.1 The Annual Fund

The telefund calling for the Annual Fund is administered by Michele Hicks. Paid, trained, student workers serve as callers. During the fall and spring semesters, approximately 70 student callers are employed by the telefund.

The telefund is a more effective way to reach donors when telephone numbers are accurate. It is important that departments/schools help keep the alumni database "current" with the latest addresses and information on the alumni. Give current data to Kaberi Dutta via email at kdutta@ilstu.edu or in writing via campus mail addressed to her at 8000 Development/Donor Information Services. Departments/Schools are encouraged to use the centralized alumni list in development and to assist in maintaining it. Each year Chairs should visit the telefund to meet

with the student callers and answer any questions that students may have about specific departments. These visits will be coordinated through the office of the Assistant Dean for External Relations.

10.5.2 Direct Mail

Direct mail is used by institutional leaders (President, Deans, and Chairs/Directors if they desire) to inexpensively solicit support, acquire new donors, retain current donors, inform and educate alumni, and personalize contact with alumni. In order to ensure that University policies are followed, the Dean and the development officer assigned to the College must be informed and consulted prior to any group fund raising mailing.

10.5.3 Personal Solicitation

Personal solicitation for qualified alumni is the most effective way to raise larger donations. The greatest success comes from using prominent persons and peers. Any prospect cultivation or personal solicitation should be coordinated through the Development Office. This is to ensure the same alumnus/a is not repeatedly asked for money by different groups.

10.5.4 Fundraising Publications

Fundraising publications to alumni must be approved by University Advancement.

10.5.5 ONE Database

Illinois State University has recently implemented a new alumni database, **ONE**. This database provides access to extensive information about alumni (e.g. bio/geographical, degree, employment, as well as pledging/giving). The system is accessed through the computer system by a department/school designee. He or she must have a password assigned by University Advancement. Training of the system is also available from Advancement.

10.6 Development for Alumni and Friends

College-sponsored Alumni Events are held in areas where there are a significant number of alumni residing. These “outreach” events are activities designed to showcase the College (demonstrate its faculty expertise) in areas of interest to alumni and to build alumni interest and involvement in support of the College and the University. Cultivation includes but is not limited to:

10.6.1 Formal Events

When departments/schools plan formal events, the College and the University calendars should be consulted for maximum coordination and to avoid any conflicts. Departments are encouraged to participate in the University’s annual Alumni Day, which is customarily part of the

Homecoming activities. Department Chairs will receive information about Alumni Day directly from the Office of Alumni Relations.

10.6.2 Informal Events/Contacts

When informal events are planned, external relations liaisons should notify the Assistant Dean for External Relations about the events. If alumni or donors are being invited to these events, that information should also be relayed.

10.6.3 Stewardship of Donors

Every gift to every department should be acknowledged in writing by the Department. There should be one person in every department who is able to obtain the monthly donor list from the ONE database that includes donors' current addresses. Thank you letters to donors should be written to donors on a monthly basis to each person who has made a gift that month. If help is needed in constructing the letters, please consult the Assistant Dean for External Relations or the College's director of development.

10.7 Alumni Awards

10.7.1 Department Awards

Departments that bestow awards should have a clear description of the award and the criteria used in selecting the recipient. A description of the awards and recipients should appear on the department/school's website.

10.7.2 College Hall of Fame

Induction into the College of Arts and Sciences Hall of Fame is an honor bestowed on current, past or honorary members of the Arts and Sciences community. Nominations can be based on outstanding performance in one's profession; demonstrated leadership in one's profession and/or community; favorable statewide, national, or international recognition; honors from associations or employers; outstanding service to the institution; and/or proof that one's work has proven beneficial to a pronounced segment of society. Nominations for the College Hall of Fame must be made in writing and submitted to the Assistant Dean for External Relations by October 1. Persons nominated who are not selected remain in consideration for subsequent years. Department Chairs/School Directors should make every effort to nominate persons from their departments/schools. The College of Arts and Sciences Hall of Fame Induction Ceremony is normally held in early spring.

<http://www.cas.ilstu.edu/community/alumni/halloffame1.shtm>

10.7.3 University Alumni Awards

- Outstanding Young Alumni Award
- Alumni Achievement Award
- E. Burton Mercier Service Award

- Distinguished Alumnus Award

The Illinois State University Alumni Association Awards are an excellent way of bringing university-wide recognition to deserving alumni. Nominations for University awards must be submitted to the Alumni Association at: http://www.alumni.ilstu.edu/about_us/awards/index.shtml. Although the deadline varies from year to year, it is normally at the end of May. Awards are presented the following spring.

11. COLLEGE GOVERNANCE

The College governance comprises of seven committees including

1. College of Arts and Sciences Council
2. College of Arts and Sciences Curriculum Committee
3. College Elections Committee
4. College Faculty Status Committee
5. Research Proposal Review Committee
6. College Service Awards Committee
7. College Teaching Awards Committee

In addition the College also appoints representatives to the Academic Senate, Faculty Review Committee, the University Review Committee, and the Academic Freedom, Ethics, and Grievance Committee (AFEGC). Additional information on each committee and appointment procedures, terms, and responsibilities visit the [Committees](#) College website.