

OPERATING PAPER OF THE SCHOOL OF AFRICANA AND MULTICULTURAL STUDIES SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
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Part I. INTRODUCTION AND MISSION STATEMENT

The School of Africana and Multicultural Studies is an academic unit within the College of Liberal Arts of Southern Illinois University at Carbondale, engaged in teaching, research/creative activity, and service.

The purpose of the Operating Paper of the School of Africana and Multicultural Studies is to set forth the special mission of the School and to present the structure, procedures, and policies of the School as agreed to by the majority of the faculty (as defined within the paper). This Operating Paper will be given to all new Faculty candidates before the signing of a contract.

Since the middle of the 20th Century, pioneering scholars trained in traditional research fields focused on how the study of Black Culture would critique mainstream American culture, in a time when Black political and social movements were challenging every aspect of the United States. Those challenges affected all other social movements in the country during the 1960's, 70's and 80's and continue to be the template for emerging interdisciplinary fields and interests. The scholars who studied these movements were located in history, sociology, anthropology, the humanities (including fine and performing arts), medical sciences, political science, and law; and almost every other discipline that still constitutes universities today.

With the establishment of the School of Africana and Multicultural Studies, Southern Illinois University Carbondale is responding to the needs of the local community, the state, the nation and the world, by building upon the contributions of the SIUC faculty, students and staff who worked diligently and with great sacrifices to establish Africana Studies as a vital component of the university's curriculum. During the same years, other interdisciplinary Programs were introduced, addressing other greatly neglected areas of learning and representation. Along with Africana Studies, The Women, Gender, and Sexuality Studies Program (WGSS) and the Latina/o/x and Latin American Studies Program have contributed to the mission of the academic world that is the heart of the university. These programs offer all students courses that will help them understand and successfully navigate our increasingly complex and rapidly changing, and globalizing, culture. To proactively meet the needs of students and the community, it is crucial to diversify the curriculum at SIU.

The School of Africana and Multicultural Studies is part of the long-standing traditions of its respective disciplines and is interdisciplinary by its nature. Finally, the School of Africana and Multicultural Studies has, as its highest priority of service, the recruitment and retention of exemplary African American, Latin American, Native American/Indigenous, women, and LGBTQ+ faculty, and the retention of African American, Latin American, Native American/Indigenous, women, and LGBTQ+ students in ever greater numbers. These priorities are met through the faculty's creative research and teaching, advising and consulting.

Southern Illinois University must be prepared to provide to an increasingly diverse student population the most relevant and effective education possible, helping prepare our graduates for the challenges they will face in the unavoidably complex and diverse worlds they will encounter at home and/or abroad and in their professional careers and everyday life, in which they will be called upon to be transformative agents. Such challenges will be addressed in the courses offered by this School.

Concerning Other SAMS Components

Given the unique establishment of the School of Africana and Multicultural Studies, attention must be given to several aspects of its structure that are, at this time, under development. The majority of tenure-track and tenured professors in the School of Africana and Multicultural Studies are located within the Africana Studies Program. The Africana Studies Program is also dependent on a wide range of affiliated faculty, who are housed in academic programs across the campus. This academic program is the only program within the School that offers an undergraduate Major (the B. A. in Africana Studies) and a Graduate Certificate. WGSS offers a Graduate Certificate, but it only offers a Minor for undergraduates. The other interdisciplinary Programs that are formally attached to the School of Africana and Multicultural Studies all offer Minors in their respective areas. These other Programs are Latina/o/x and Latin American Studies and Native American Studies.

As the organization of the School of Africana and Multicultural Studies continues to evolve, there may be other components incorporated or established into the School; and there may be a possibility of the coordinators of each of these other component programs having more direct responsibility to and connection with the School of Africana and Multicultural Studies.

Part II. ORGANIZATION

Section A. Membership

1. Voting Members. All persons appointed to the School at or above 50% and holding the rank of non-tenure track faculty (NTT), continuing A/P (teaching), instructor (tenure-track), assistant professor, associate professor, and professor shall be voting members of the faculty (hereafter called “voting faculty”).
2. Non-Voting Members consist of:
 - a. Faculty on visiting appointments.
 - b. NTT or tenure-track faculty on less than 50% appointment to the School.
 - c. Teaching, administrative, and technical assistants.
3. Special Note: On occasion, certain faculty may be given joint appointments in both the School of Africana and Multicultural Studies and another academic school or Program. If such a member of the faculty has an appointment with at least 50% in the School of Africana and Multicultural Studies, and fulfills the other requirements outlined in the definition of “faculty” as set forth in the Bargaining Agreement applicable to that faculty member’s classification, then that member of the faculty will be subject to the guidelines and processes of this Operating Paper, especially as it relates to issues of School responsibilities, merit awards, promotion, and tenure. Faculty with 50% appointments in this School and in another School will have to determine whether their tenure home will

be in the School of Africana and Multicultural Studies and regulated by this Operating Paper or in their other School, with its Operating Paper. The timeline for this decision should be made in accordance with the CBA, the CoLA Operating Paper, and any other appropriate procedures during the hiring process.

4. Voting Procedures

- a. Voting is generally done without anonymity (by raising hands, voice votes (saying 'yes' or 'no,'), etc.) during a Committee, Program, or School meeting.
 - i. In-person voting is generally preferred during the standard academic year, since voting faculty are expected to attend these meetings.
 - ii. Online voting can be used if faculty are not able to attend a meeting. It is the responsibility of the faculty member who cannot attend to request an online vote.
 1. If an online vote is not anonymous, voting by email is acceptable.
 2. Online anonymous votes must be completed on a platform that protects anonymity. Online anonymous votes cannot be done by email.
- b. The following situations require anonymous voting:
 - i. Promotion and tenure votes.
 - ii. Search committee votes.
 - iii. Votes on merit.
 - iv. Votes on School Director or votes during a search for a new School Director.
 - v. Votes on the Operating Paper.
- c. At the request of a single faculty member, any vote will be made anonymous.
- d. Voting faculty are able to vote on all issues, with the following exceptions:
 - i. Only tenured associate and full professors can vote on the tenure and promotion of assistant professors. If there are not sufficient eligible faculty, affiliate faculty at the appropriate rank will be asked to participate as well.
 - ii. Only tenured professors can vote on the promotion to associate professor. If there are not sufficient eligible faculty, affiliate faculty of the appropriate rank will be asked to participate as well.
 - iii. If the School Director is also a faculty member in the School, the Director has the ability to vote in most circumstances. The following exceptions apply, as long as they do not conflict with the CBA or other University policies:
 1. The School Director should not have a vote in hiring committee meetings, but their perspective should be considered throughout the selection process. See II.C for a discussion about the hiring process and the Director's role in it. Ultimately, per University policy, the School Director is the hiring administrator responsible for making the hiring decision.
 2. The School Director's role in tenure and promotion should be dictated by policies described by the Provost's Office and the CBA. See sections IV.B. and IV.D.5 for a discussion of the School Director's role in the tenure and promotion process.

3. The School Director should be consulted as necessary in the writing or revision of the Operating Paper only to the degree that the majority of the voting faculty want the Director's opinion on specific issues. The Director's role is guaranteed to be, at a minimum, whatever is listed in the current CBA. See Part VI for further policies related to the Operating Paper.

Section B. Powers and Duties of the Faculty

1. Faculty jurisdiction. The faculty of the School of Africana and Multicultural Studies has principal jurisdiction in all curricular and appropriate School matters except as authority is assigned by the Chancellor to a higher body within the University.
2. Faculty responsibilities. The faculty is responsible for implementation and on-going review of all academic Programs in the School; for implementation and review of all internal degree requirements; and for review and evaluation of all faculty for purposes of tenure, promotion, and ongoing teaching effectiveness, research/creative activity, and service.
3. Workload expectations vary according to whether faculty is tenure-track/tenured or NTT.
 - a. Workload and assignment of duties for tenure-track and tenured faculty:
 - i. A workload equivalency of twenty-four (24) credit hours (100%) (assuming a 9-month appointment) shall apply to all full-time faculty members. Workload for all full-time tenured and tenure-track faculty members shall typically consist of direct and indirect teaching (50%), research/creative activity (40%), and service (10%). The following clarifications pertain to tenure-track or tenured faculty:
 1. In addition to the twenty-four-credit hour equivalency, faculty members must maintain student engagement hours in accordance with the current CBA. An alternative arrangement for exceptional professional circumstances in a specific instance may be approved by the faculty member's respective Program Coordinator or School Director.
 2. A tenure-track or tenured faculty member may be relieved from all direct instructional responsibilities only when the faculty member purchases at least 50% of their time through externally funded grants or contracts.
 - b. Workload and assignment of duties for full-time NTT faculty:
 - i. The workload for full-time NTT faculty members shall typically consist of 100% teaching, but this can be adjusted for service or other special projects.
 - ii. All NTT faculty members always have the right to say no to any and all non-teaching work. They are under no obligation to do any additional work beyond their teaching duties.
 - c. Before workload assignments are determined, the Director shall meet with each faculty member in the School to discuss the assignment in light of the School's needs and the faculty member's expertise and interests.

- d. The Director, in consultation with a faculty member, has the flexibility to adjust the percentage of workload components of faculty members based on special assignments, such as Undergraduate Program Coordinator. The Director will be guided by input from faculty in making such adjustments.
- e. In the event the Director believes a tenure-track or tenured faculty member's work in research, service, and/or indirect teaching over the course of an academic year did not justify limiting the direct teaching assignment to 50% in a given year, the Director must inform the faculty member of this conclusion in writing and discuss it with them before duties are assigned for the subsequent academic year. The two parties shall work to create a mutually agreeable plan of action to address this situation for the subsequent academic year.
 - i. In the event the Director finds that the tenure-track or tenured faculty member's research, service, and/or teaching work for the subsequent year also did not justify that year's workload assignment, the Director shall notify the faculty member of this conclusion again in writing and discuss the matter with them before assigning a workload for the following year. The two parties shall again endeavor to agree on a mutually agreeable plan of action for the following year with respect to their field.
 - ii. In the event the faculty member and School Director cannot reach an agreement, a range of options, as allowed by the CoLA Operating Paper and the CBA, shall be considered on a case-by-case basis with an emphasis on promoting successful research activity in the ensuing year.
- 4. Eligible members of the faculty may apply for sabbatical leaves in accordance with the specifications established by the Provost and Vice Chancellor for Academic Affairs, the Faculty Association Collective Bargaining Agreement, and as are outlined in the Operating Paper of the College of Liberal Arts.
- 5. Workload is defined as follows:
 - a. Direct teaching, including but not limited to classroom instruction in the regular academic year, refers to courses with assigned credit hours and practicums, and all other class teaching formats (including face-to-face, virtual, and Distance education) that bring faculty and students into direct instructional relationships.
 - b. Indirect teaching includes, but is not limited to, instructional assignments and assigned contact hours; research reports, theses and/or dissertation supervision; serving as readers on research reports, theses and dissertations; faculty-supervised independent study and creative activity; supervision of undergraduate research papers (such as REACH and McNair Scholars research projects, honors theses and other similar projects by undergraduate students); new course development; undergraduate and graduate academic advising/mentoring; supervision of internships; and any other assigned contact hours.
 - c. Research and creative activity includes but is not limited to publication in its many forms, creative performances, presentations at academic and professional conferences, exhibits, and sponsored research.
 - d. Service includes but is not limited to committee work and consultative and/or organized activities, not only inside but also outside the School and the University.

6. Faculty meetings. The Director is responsible for chairing School meetings. The Director shall call for and conduct these meetings at least seven times in an academic year, and shall be responsible for preparing and distributing the record of actions and discussions which occur. The School's voting faculty are expected to attend these meetings, which should be held monthly, unless there are matters warranting additional meetings. At the request of at least one third of the voting faculty, the faculty may initiate the request for such meetings by informing the Director of a desire to meet. While consensus shall be the preferred method of decision-making at faculty meetings, a majority of those present and voting shall be required to resolve any contested issue.

Section C. Criteria for Hiring

1. The voting faculty bears the responsibility for determining the academic qualifications of potential faculty members. Candidates should hold academic terminal degrees appropriate to the position to be filled and should be considered for their potential contribution to the School's mission and their teaching, research/creative activity, and service.
2. The voting faculty bears the responsibility for determining the hiring priorities of the School. After a vote by the School faculty, the Director will submit all hiring requests to the Dean of COLA.
3. When the Dean approves a new faculty position for the School (or a specific Program in the School), the School Director will initiate the process in keeping with the University's Hiring Policy and Procedures.
 - a. The School Director shall organize a meeting with the School faculty. At the meeting, voting faculty will determine the specific qualifications and/or specializations for the new position and determine who will be on the search committee and who will be its chair. The search committee should be composed of three or four faculty and, if possible, one or two non-voting students, who can be added later by the chair of the search committee after consultation with the other members of the committee.
 - i. If the faculty hire is program-specific, the voting faculty in that program should be represented to the fullest degree possible on the search committee. If there is not a sufficient number of voting faculty in the program, the School's voting faculty should determine if affiliated program faculty should be added to the search committee or if other faculty in the School should be added instead. In this case, the chair should, if possible, be from the said program.
 - ii. If the faculty hire is not program-specific, voting faculty from across the School should be included on the search committee. The chair can be from any program in the School. Affiliate faculty can be added if there is a need for particular disciplinary, methodological, and/or theoretical specializations on the search committee.
 - b. Role of the Search Committee:
 - i. The search committee will create a position announcement in conjunction with the qualifications and specifications already determined by the faculty.

- ii. The search committee will subsequently review applicants and interview selected applicants.
- iii. The nature of campus visits (or the equivalent) will be determined by the search committee in consultation with the rest of the School or Program faculty (as is appropriate), the School Director, and School and College administrative staff.
- iv. After requesting feedback about the finalists from students, faculty, and staff in the School and any affiliated faculty, the search committee will compile all information and distribute it to the appropriate School or Program faculty for a discussion and single ranked vote by the appropriate faculty.
- v. Once the search committee makes all faculty aware of the vote, it will make hiring recommendations that align with the faculty vote to the School Director, who will make the hiring recommendation to the Dean.
- vi. In all stages of the search, every effort should be made to be as efficient and timely as possible.
- vii. Throughout the entire process, the search committee and School Director will comply with SIU Hiring Policies in conducting faculty searches.

Section D. Faculty and Administrative Structure

- 1. The administrator and official faculty representative from the School shall be the Director who is accountable to the College of Liberal Arts and University for the administration of activities and degree Programs in the School.
- 2. The Director shall lead a faculty Steering Committee to implement School policies and to facilitate faculty and student participation in the determination of policy. (See II.D.1 for more information.)

Section E. Incorporating and Establishing New Components into SAMS

For the purposes of incorporating and establishing new components into the School, the voting faculty of the School of Africana and Multicultural Studies will need to approve the new component by a 2/3 majority vote.

Section F. Student Representation and Responsibilities

All students (both undergraduate and graduate) participating in the School's Programs are encouraged to provide input to the Director and the faculty about matters of concern to them. The School further encourages students to consider methods of organization which may facilitate their ability to communicate with the faculty and other students. The School is receptive to proposals for recognition and participation from such student organizations. Relevant Registered Student Organizations should be encouraged and supported.

Student representation, as a non-voting member, on appropriate committees, such as Hiring and Curriculum Committees, is encouraged.

Part III. ADMINISTRATION

Section A. Director

1. Role. As chief academic officer of the School, the Director, guided by faculty input, has the responsibility and authority to lead the School to the highest level of academic excellence.
 - a. The Director is responsible for assigning faculty duties; all fiscal matters; and the structure and organization of all School Programs to assure the efficacious implementation of the School's teaching, research, and service missions.
 - b. The Director takes all actions they deem needed to assure performance of the School's responsibility.
 - c. The Director appoints Undergraduate and Graduate Program Coordinators in consultation with the faculty in the respective Programs for which these coordinators will serve. If there are no faculty with tenure homes in the said program, the Director should consult with the faculty who teach classes in said program. When a coordinator has a tenure home in the School, these appointments and delegations will be a part of the annual review of the faculty conducted by the Director and should be represented in the annual workload assignment.
2. As chief academic, fiscal, and administrative officer of the School, the Director is accountable to the Dean of the College of Liberal Arts.
 - a. The Director assures adequate communication of developments within the School by keeping faculty informed of policy and personnel changes through announcements at meetings or written memoranda.
 - b. The Director handles relations with other University agencies and with units within the College of Liberal Arts and outside the university directly, or through a designated member of the School faculty.
3. Nomination, Selection, and Appointment. The responsibility for approving the selection of a Director rests with the Dean of the College of Liberal Arts after consideration of nominations made by the School faculty. Nominations are made by a University-approved search procedure that should be proposed through a collaboration between faculty and the Dean of the College of Liberal Arts. The Director serves for a three-year term, with the possibility of reappointment, based on the processes for review and approval spelled out in III.A.4 and III.A.5.
 - a. All tenured faculty members of Associate and Professor rank in the School will be considered eligible candidates. When appropriate, an outside search may be conducted, following the University-approved processes for such a search.
 - b. All voting faculty members may participate in the nomination of a candidate for Director.
 - c. Voting will be by secret ballot. A majority is required to forward the School's recommendation to the Dean for consideration.
4. To ensure that the Director enjoys the confidence of the School, voting faculty shall be polled by the Director's administrative superior no less than once every three years. This review will be conducted according to the guidelines set forth in the Operating Paper of the College of Liberal Arts.
5. Director Review. One-third of the voting members of the faculty may call a faculty meeting, without the Director, to discuss and vote upon conducting a review of the performance of the School Director. The School Director will not attend this meeting

and the voting faculty will choose its own presiding officer. If at the meeting, the majority of the voting faculty affirm the complaint, the presiding officer will inform the Director, who will have an opportunity to respond in an open meeting within five business days of notification. Then, and within five business days after the open meeting, the School's voting faculty should meet and vote again. If the majority of voting faculty votes again to request the change of assignment of the Director, the presiding officer will forward this request to the Dean of the College of Liberal Arts for further action.

Section B. Interim Director

School Directors shall have the authority to designate a faculty member to "act as Director" to perform duties of the office during brief absences of the Director. Longer absences of a Director (e.g., semester or year-long sabbatical) or periods during which an external search for a permanent Director is proceeding may necessitate the Dean of the college to appoint an Interim Director. To the extent possible, such appointment should follow School procedures for selection of a permanent Director. At minimum, the School should make a recommendation to the Dean for appointment of an Interim Director following approval by a majority of the voting faculty of the School. Interim appointments shall be made for a term not to exceed twelve months. An extension beyond twelve months must be approved by a majority of the voting faculty of the School and by the Dean.

In the event that an Interim Director must be appointed when faculty are not on contract, the appointment shall be made by the Dean in consultation with the available School faculty. Voting faculty will hold a secret vote and convey the outcome of the vote to the Dean.

Section C. Program Coordinators (Undergraduate and Graduate)

1. The disciplinary (and interdisciplinary), cultural, and political dimensions of all of the Programs in the School require specific forms of specialization. All efforts should be made to have all Undergraduate and Graduate Coordinators come from the faculty who are trained in and teach in each designated Program. Only if staffing prevents any of these roles from being filled should the School Director, in consultation with the affected Program faculty, appoint someone without specialization as a Coordinator.
2. Barring other contractual expectations stating otherwise in hiring documents for specific faculty, Undergraduate Studies Coordinators act as the primary faculty members responsible for undergraduate-related matters within their respective Programs. The Undergraduate Studies Coordinator responsibilities include: (a) attending the College of Liberal Arts Undergraduate Studies Coordinator meetings; (b) acting as a liaison between said Program and other University units regarding undergraduate-related matters; (c) assisting in the recruitment and advisement of undergraduate Majors and Minors; and (d) coordinating assessment of the undergraduate Program.
3. Barring other contractual expectations stating otherwise in hiring documents for specific faculty, the Graduate Studies Coordinators act as the primary faculty member

- responsible for graduate-related matters within their respective Programs. The Graduate Certificate Coordinator responsibilities include: (a) acting as a liaison between Africana Studies and other University units regarding graduate-related matters; (b) assisting in the recruitment and advisement of graduate students into the Certificate Program; and (c) coordinating assessment of the graduate Program.
4. Undergraduate and Graduate Studies Coordinators shall serve three-year terms which can be renewed, unless there are contractual requirements stating otherwise. Depending on program needs and available staffing, the School Director, in consultation with the Dean and the Program faculty, may combine these roles.
 5. Undergraduate and Graduate Coordinators can only make changes to their Programs with the approval of the faculty in said Program and after working with a Program's Curriculum Committee. These changes include, but are not limited to adding and removing courses, changing Major and Minor requirements, and changing assessment procedures. If a proposed change will affect other Programs in the School or elsewhere, those affected Programs should also be consulted and their views should be taken into account.
 - a. Any faculty with tenure homes in a Program can be a member of the Curriculum Committees for their respective Undergraduate and Graduate Programs, Certificates, etc. associated with that Program. If there are not at least three voting faculty in each of the said Committees, the School Director can appoint faculty in a Program to be members. These Committees should meet independently and then report to the Program faculty at the appropriate Program or School meeting.
 - b. If the Program has faculty with tenure homes in the Program, then the Program's voting faculty must be given at least five working days to evaluate the changes proposed by the Curriculum Committee. Only then will voting faculty discuss and vote on the proposed changes at a Program or School meeting. A majority of the Program's voting faculty must approve of all changes. Affiliate faculty of the Program should also be given the same minimum of five working days to make any suggestions to the voting faculty prior to the meeting. Affiliate faculty are also welcome to come to the meeting and voice any questions or comments in person.
 - c. If there are no tenured faculty in the Program (or if a Coordinator is the only faculty with a tenure home in the Program), then the faculty affiliates in the Program must be made aware of any changes proposed by the Coordinator. They must be given at least five working days to evaluate said changes and submit comments, either in person or in writing. The Program Coordinator should make changes in consultation with these comments.
 - d. When substantial changes to Program curricula are made in a Curriculum Committee, all efforts should be made to include at least one or two students (undergraduate and/or graduate, as is appropriate), acting as non-voting members, on the Curriculum Committee. For smaller curricular tasks (like changing course names, numbers, or descriptions), student participation is not required but is also not prohibited.

Section D. School Committees

1. Steering Committee
 - a. The membership of the Steering Committee shall consist of all the Undergraduate and Graduate Studies Coordinators of the School's Programs. Other members can be added by majority vote of the School's voting faculty.
 - b. The Steering Committee should meet monthly and report its suggestions to the faculty during School meetings.
 - c. If during a monthly School meeting, a Steering Committee report develops into a "proposal" that requires a vote, the Steering Committee should regroup and formalize the proposal. The formal proposal should then be distributed to all voting faculty at least five working days before a scheduled vote.
 - d. The Steering Committee should take responsibility for determining TA/RA selections and provide guidance to the school director on TA/RA assignments for the School.
2. Curriculum Committees (see III.C.5)
3. Promotion and Tenure Committees
 - a. The School Director will determine which faculty will be on a particular Tenure and/or Promotion Committee based on the necessary voting rules explained in II.A.4.d.i and II.A.4.d.ii.
 - b. The procedures for a Tenure and/or Promotion Committee can be found in IV.D.5.e and IV.D.5.f.
4. Operating Paper Committee (see VI.B.1-3)
5. Ad-hoc Committees
 - a. Any ad-hoc committees formed specific to one undergraduate or graduate Program should be chaired by the Coordinator of that undergraduate or graduate Program. Committee membership should be drawn from faculty in said Program.
 - b. If an ad-hoc committee specific to one Program involves both undergraduate and graduate curricula, then the Undergraduate and Graduate Coordinators, in coordination with the School Director and the Program faculty, should decide which Coordinator will lead the ad-hoc committee. Committee membership should be drawn from the faculty in said Program.
 - c. Ad-hoc committees that include multiple Programs or that involve the entire School, however, should be chaired by the School Director, not an Undergraduate or Graduate Coordinator. Committee membership should be decided upon by the faculty in the affected Programs or by the entire School faculty, as is appropriate.

Section D. Personnel File

A personnel file for each faculty member shall be maintained by the School in accordance with the Personnel File Policy of the University as specified in the current Faculty Handbook and in the Collective Bargaining Agreement between the Board of Trustees of SIU and the faculty member's respective faculty union. It is the responsibility of the individual faculty member, in coordination with the School Director, to keep their files current. The annual review of the file will be done according to the deadlines established by the Dean of the College of Liberal Arts.

Section E. Academic Freedom

It is important that all guidelines concerning issues of academic freedom and integrity, as articulated in the current Faculty Handbook and in the Collective Bargaining Agreement between the Board of Trustees of SIU and the faculty member's respective faculty union, be strictly observed.

Part IV. TENURE AND PROMOTION GUIDELINES, FACULTY REVIEWS, AND MERIT

Section A. General Remarks

1. Faculty of the School are expected to engage in scholarly research, to teach effectively, and to perform professional service to the School, the College of Liberal Arts, the University, the field, and the community at large. Broad definitions of what constitutes teaching, research, and service can be found in the CBA. These three “vectors” – teaching, research, and service – are both ranked and weighted for all considerations of faculty workload and obligation (regarding faculty workload definitions and expectations, see II.B.3).

Circumstances can require workload adjustments. Careful attention should be made to ensure that faculty have the time in their workload to complete the research necessary for promotion and tenure. This is especially true of assistant professors on the tenure-track. Discussions about changes in workload, especially in regard to how they might affect tenure and promotion, should be addressed during annual workload meetings with the School Director.

2. Those members holding continuing positions will normally have a workload that consists of both research and teaching, as is customary in R1- and R2-rated universities. This workload will be supplemented by service on committees organized to benefit the School, the College of Liberal Arts, the University, and/or disciplinary communities.

Section B. Tenure and Promotion Policies

1. Candidates for promotion and tenure will be assessed by their senior colleagues within the School.
 - a. A candidate's Tenure Committee shall consist of all faculty holding tenure in the School. Should this Committee fail to reach contractual minimums, augmentation to the contractual minimum shall occur from relevant faculty in the College of Liberal Arts.
 - b. A candidate's Promotion Committee shall consist of all faculty holding tenure in the School, at or above the rank at which promotion would be recommended at the time of appointment. Should this Committee fail to reach contractual minimums, augmentation to the contractual minimum shall occur from relevant Faculty in the College of Liberal Arts.
 - c. If the School lacks sufficient faculty members to constitute fully a Promotion/Tenure committee, the School Director shall augment the committee by appointing tenured Faculty members at appropriate ranks from outside the School, consistent with the provisions of the CBA. The candidate and the Director will work together to craft a list of qualified potential members of any augmented

Promotion/Tenure committee with mutual agreement being the primary goal of any appointments.

- d. A candidate's Tenure and/or Promotion Committee shall select a chair from among its voting members.
- e. If the Program (i.e. WGSS) does not have tenured faculty at the appropriate level for the specific tenure/promotion dossier in the School, the committee will be augmented by at least one additional member and by no more than three.
 1. It is the School Director's responsibility, in consultation with the candidate, to determine which affiliated faculty are eligible to serve on the school level committee.
 2. If there are no eligible and willing affiliated Program-level faculty to participate in this process, the Tenure/Promotion Committee will make their decision without the assistance of a Program-level recommendation.
- f. For additional information regarding the composition of Tenure/Promotion Committees, including adding additional Faculty to the committee, see the CBA.
2. Policy positions in the School conform to those of the Board of Trustees and its binding agreements with the SIUC Faculty Association with respect to:
 - a. The Timing of Application
 - b. The Submission of Dossiers

Section C. Tenure and Stipulations for Advancement

1. Unless otherwise arranged, a mandatory period for promotion and tenure is expected before a candidate's dossier is evaluated fairly.
 - a. Consideration for a tenured position in the School requires adequate time to accumulate relevant data.
 - b. Promotion of an Assistant Professor to Associate Professor confers tenure on the candidate and thusly warrants well-informed consideration of a substantial range of data collected over time.
2. Minimum standards for academic ranks are as follows:
 - a. Assistant Professor: An initial appointment will follow guidelines per CBA Article 13.01. Additionally, an assistant professor will be hired based on their promise to gain a national and/or international reputation as a scholar/researcher and their promise to teach effectively.
 - b. Associate Professor: Promotion from the rank of assistant professor to the rank of associate professor requires 1) a demonstrated record of effectiveness as a teacher; 2) a record of peer-reviewed publication and/or peer-reviewed creative activity which has contributed to the discipline or field of study, to the candidate's intellectual/artistic development, and to the quality of the Program; 3) a record of professional service appropriate to the discipline, the Program, the School, and where possible, the College of Liberal Arts and/or the University; and 4) promise of growth in teaching and research or artistic/creative activity. An associate professor must have a national and/or international reputation.
 - c. Professor: For promotion to the highest academic rank, the candidate's academic achievements and professional reputation should be superior to that of what is expected for promotion to associate professor. To achieve the rank of Professor, a

candidate must have developed a greater national and/or reputation than what is expected of an assistant professor applying to be promoted to associate. This rank can be earned only by the faculty member who has demonstrated continued growth in, and has a cumulative record of, teaching effectiveness, substantial peer-reviewed publication and/or peer-reviewed creative activity, and professional contributions and service.

Section D. Criteria and Standards for Promotion and Tenure

1. SAMS recognizes that accepted conventions surround promotion and tenure at comparable research institutions. SAMS similarly subscribes to CBA guidelines found in Article 8 §8.02.a.iii. These conventions and guidelines inform the evaluation of the aforementioned three vectors of professional activity as well as consideration for promotion and tenure.
 - a. Teaching effectively is expected of every faculty member at the SAMS. This includes the act of developing new classes as well as substantially revising existing ones. University-sponsored student evaluations will be given appropriate consideration within the faculty evaluation process. At the same time, the accepted biases within student evaluations must always be considered as well. For all faculty, but especially assistant professors, pedagogical improvements, as seen on student or peer evaluations, is also a sign of effective teaching.
 - b. Research refers to creating new concepts and conceptual relationships, synthesizing a corpus of existing thought, devising novel ways for using tools to solve significant problems among related disciplines. Given the interdisciplinary nature of the School, the School will adopt conventional disciplinary practices germane to each individual faculty member. This can allow for the research vector of the promotion and tenure to be published academic texts (books, articles, etc.) and/or creative works (art, poetry, music, film, etc.), as is relevant and appropriate.

Some research projects (like scholarly monographs) and large-scale creative works (like feature films, novels, etc.) can take years to produce. As a result, SAMS recognizes that progress toward larger research endeavors includes the acts of researching, writing/filming/painting/etc., and editing are forms of documentable research. They will be treated as faculty engagement in research on an annual basis even if those activities themselves are not sufficient for promotion and/or tenure (as is described in IV.D.2.b and IV.D.4).

- c. Service facilitates the dissemination of knowledge found in teaching and research. Service activities include, but are not limited to:
 - i. Services within the University include activities such as:
 1. Program coordinators and committee participation
 2. Participation in College of Liberal Arts and University committees.
 3. Participation in other service capacities beyond the University as a representative of the College or University.
 4. Advising and mentoring students in our classes and our programs as well as other students who seek advice and mentorship from across the university.

- ii. Services to the discipline at large include activities such as:
 1. Elected and appointed positions in professional organizations
 2. Editorships and participation on editorial boards.
 3. Reviews of articles and books by recognized scholars for journals and other professional outlets.
 - iii. Services to the public at large include activities such as:
 1. Interviews and other public statements where recognized research expertise is solicited from the candidate to enlighten the public.
 2. Expert testimony based on recognized research expertise in service to judicial and other binding social maintenances of the commonweal.
 - 2. Evaluation of the three vectors is carried out in the following ways:
 - a. Teaching
 - i. Direct teaching, especially in the classroom, must be defended through evidence provided by the Director and the Candidate through various kinds of documentation, such as:
 1. Student Evaluations.
 2. Invited reviews of classroom performance.
 3. Letters from former students.
 - ii. Indirect teaching, primarily in supervisory interaction with M.A. and Ph.D. candidates, is also important. Responsibilities vary according to rank:
 1. Professors may chair, or serve on, M.A. or Ph.D. committees, and are preferred for the latter.
 2. Associate Professors may chair, or serve on, M.A. or Ph.D. committees.
 3. Assistant Professors may chair M.A. committees and serve on either M.A. or Ph.D. committees.
 - iii. Advisement and mentoring of students in our classes and our programs as well as other students who seek advice and mentorship from across the university is a valued need recognized by SAMS due to the significant under-representation of minority faculty at SIU.
 - b. Research/Creative Works
 - i. Research
 1. Candidates must engage with scholars in their field in quantities and qualities of work product comparable to those prevailing in doctoral Programs in the field at large.
 2. Publications are the primary work products of Research and are assessed by the Program's promotion and tenure committee along the following measures, ranked high to low (but with the understanding that place of publication, the nature of the peer review process, as well as disciplinary standards [book disciplines vs. article disciplines] can allow for adjustment in these rankings):
 - a. Peer-reviewed books and articles in nationally or internationally recognized journals are accorded the highest significance.

- b. Edited volumes; chapters in edited volumes; contributions to conference proceedings and other compilations; peer-reviewed review essays; and textbooks
- c. Book reviews, abstracts, and published commentaries.
- d. Reports documenting and defending development and other improvements to the Program and/or School unless they exert influence significant enough to elevate them to comparable standing in one of the three streams noted above.
- e. Cultural disposition of research (community dissemination, “non-traditional academic presentations”)

ii. Creative Works

1. Creative works will be considered using an evaluative process reflecting the School’s commitment to creative freedom. The School recognizes that research-informed speculative creative activity demands alternative infrastructures for critical review. It recognizes the following areas of creative activity, noting that faculty are not restricted to any one of the areas outlined below, since many faculty have interests in more than one area. In any group efforts listed, the role played by the candidate must be specified.
 - a. Exhibitions, presentations, and/or screening of creative work. Judged on the vision, rigor, and impact of the exhibition, reputation and suitability of the venue for the candidate’s work, peer evaluations and published reviews.
 - b. Screenings and/or presentations at festivals/conferences are judged on the basis of the vision, rigor, and impact of the festival/conference, credentials of the jurors, respondent comments — whether invited or not — and published reviews.
 - c. Artist’s publications — such as artist’s books, zines, and digital media work — are curated, peer-reviewed, and have an impact on the field as measured by inclusion in exhibitions, catalogs, libraries, etc.
 - d. Published research in the form of research reports, conference proceedings, essays, articles, scripts or books is judged on the basis of the vision, rigor, and impact of the publisher, influence of the research, and reviews by peers or other established scholars.
 - e. Community-based or research-based creative projects are judged on the basis of outcomes (peer review evaluations) and on the impact on the field.
 - f. Creative work selected for republication, translation or distribution is judged on the vision, rigor, and impact of the publication or distributor, peer evaluation, and published reviews.

- g. Creative work selected for purchase/collection is judged on the reputation of the buyer/collector.
- h. Inclusion of creative work in exhibition catalogs or scholarly publications.
- i. Reviews, references, and/or citations to creative work in published writings.
- j. Creative work completed for commercial purposes is judged on the quality and originality of the work produced.
- k. Selection or option for production of a film script or other creative work is judged on the basis of the reputation for selectivity of the producer or producing organization.
- l. Research papers or presentations delivered at professional conferences and festivals by application and peer review are judged on the basis of criteria for conference presentations, the vision, rigor, and impact of the conference, and reviews by peers.
- m. Invitational — but unpaid — lectures and presentations delivered at conferences, festivals, symposia, or arts and/or academic institutions are judged on the basis of the vision, rigor, and impact of the venue.
- n. Paid lectures and presentations delivered at arts and/or academic institutions, conferences, festivals, and symposia.
- o. Curatorial, organizational or editorial projects in which the candidate had a primary role in designing the conceptual framework for the product are judged on the basis of the vision, innovation, rigor, and impact of the project and venue/publisher.
- p. Interdisciplinary or collaborative creative work is judged on the basis of innovation and impact on the fields.
- q. Awards, prizes, honors, grants, fellowships, commissions and residencies earned for creative work.
- r. Awards, prizes, honors, grants, fellowships, commissions and residencies sought by the candidate through open application.
- s. Substantial and meaningful participation in professional forums in which creative work is discussed and discourse in the field is progressed. Judged on the basis of the impact of the forum and the quality of the candidate's contributions.
- c. Service to the School, College of Liberal Arts, University, disciplinary communities, and the community at large is evaluated through examination of supporting documents which substantiate the nature and extent of service activities. These documents can include:
 - i. Letters of invitation, appointment, acknowledgment, etc.
 - ii. Transcripts of interviews, public addresses, testimony, etc.
 - iii. Reports or other documents generated as part of public service gestures.

- iv. Applications for grants, along with ensuing correspondence (including letters of award or rejection), and final accountings and/or reports.
- 3. Standards for Recommendation
 - a. Teaching performance must be of high quality. Improvement in teaching is also something that should be considered for Assistant Professors.
 - b. Research/creative work performance must be of high quantity and quality. Note: Only after an affirmative judgment as to teaching effectiveness has been made can serious consideration be given to an evaluation of scholarship and professional service.
 - c. Service of high quality within various frames (School, College of Liberal Arts, University, Profession, the community at large) can be an impressive complement to research and teaching assessments.
 - d. No single vector, in and of itself, is grounds for awarding promotion and tenure.
 - e. Distinctions between vectors are vital if fair recommendations are to be made.
 - i. Given the research-oriented mission of R1- and R2-rated universities, the absence of strong evidence and quality of research/creative works is inadequate grounds for promotion and tenure recommendations.
 - ii. The distinctions made between creative work and research made in IV.D.2.b are central to how faculty are evaluated for promotion and tenure. All new hires should be clearly identified at the time of hire as falling into the category of creatives, research, or a combination thereof.
 - iii. A faculty whose work at the time of hire initially focuses on both research and creative work can renegotiate the scope of professional activity after earning tenure. Provided it is approved, they can choose to do either research *or* creative work from then on.
- 4. Means of Promotion in Rank
 - a. Assistant Professor to Associate Professor
 - i. Work product demonstrating an active Program of scholarship, preferably publications which represent noted contributions to a field's literature. The candidate must achieve a national and/or international reputation.
 - 1. Examples of the minimum benchmarks for a Research focus include:
 - a. 5 peer-reviewed journal articles.
 - b. 3 peer-reviewed journal articles and 2 refereed book chapters.
 - c. 1 peer-reviewed book from a nationally or internationally recognized academic press.
 - d. A comparable benchmark.
 - 2. Examples of the minimum benchmarks for a Research and Creative focus include:
 - a. 3 peer-reviewed journal articles and 2 curated exhibitions.
 - b. A comparable benchmark.
 - 3. Examples of the minimum benchmarks for a Creative focus include:
 - a. Participation in 4 curated exhibitions.

- b. 1 curated solo exhibition, and participation in 2 curated exhibitions.
 - c. A comparable benchmark.
 - ii. Three-to-five external letters of recommendation must be solicited from a list of nationally or internationally respected scholars in the field. This list will originate from the candidate and be supplemented by the Director. At least three letters should attest to the professionalism of the candidate's work product and their potential to expand and deepen their position in the field.
 - iii. Attestations to teaching ability per IV.D.2.a
 - iv. Attestations to service per IV.D.2.c
- b. Associate Professor to Professor.
 - i. Growth in research/creative work must be evident in work product leading to a greater national and/or international reputation. Benchmarks for this promotion specify work completed after the advancement to Associate Professor has been achieved:
 - 1. A Research focus should, during the time since promotion to Associate Professor, yield deeper and richer work product – primarily, and especially, in peer-reviewed books and/or peer-reviewed journal articles – that support a growth in national and/or international reputation. Examples of the minimum benchmarks for a Research focus include:
 - a. 5 peer-reviewed journal articles.
 - b. 3 peer-reviewed journal articles and 2 refereed book chapters.
 - c. 1 peer-reviewed book from a nationally or internationally recognized academic press.
 - d. A comparable benchmark.
 - 2. Examples of the minimum benchmarks for a Research and Creative focus include:
 - a. 3 peer-reviewed journal articles and 2 curated exhibitions.
 - b. 2 peer-reviewed articles or 2 refereed book chapters, and 1 curated solo exhibition.
 - c. A comparable benchmark.
 - 3. A Creative focus poses recognizable difficulties in specifying an exact number of publications/productions/exhibitions, or in establishing hard-and-fast rules concerning the type of venues required for acceptable benchmarks relating to tenure or promotion to a particular rank. In evaluating faculty with Creative focus for tenure and/or promotion, the School will examine both the quality and the quantity of the work accomplished, keeping in mind the complexity of what was attempted; the adaption of artistic practices as they are informed by research; and carefully considering how the faculty member's body of work is positioned in, and makes an impact within, the broad field of arts practices.

Examples of the minimum benchmarks for a Creative focus include:

- a. Participation in 1 curated exhibition where greater than 50% of the total exhibited works are by the candidate; and participation in 3 curated exhibitions where between 25% and 50% of the total exhibited works are by the candidate.
 - b. 1 curated solo exhibition, and participation in 2 curated exhibitions where between 25% and 50% of the total exhibited works are by the candidate.
 - c. A comparable benchmark.
 - ii. Three-to-five external letters of recommendation must be solicited and obtained from a list of nationally or internationally respected scholars in the field selected by the Director in consultation with the candidate. The candidate's work product must elicit favorable reviews from at least three recognized scholars. These external reviews should confirm the quality of the work product in relation to the field at large.
 - iii. The candidate maintains a high standard of performance in direct teaching and participation in indirect teaching, per IV.D.2.a.
 - iv. The candidate must demonstrate significant record of service, which can include but is not limited to:
 1. Leadership of committees in the Program and/or school.
 2. Service on major committees of the College of Liberal Arts and/or University.
 3. Service in the field at large.
 4. Service on editorial boards.
 5. Participation in peer and external reviews.
 6. Elected or appointed positions in professional organizations.
5. Procedures.
- a. Nothing contained herein that conflicts with University Policy with the Collective Bargaining Agreement between the Board of Trustees of SIU and the Faculty Association, IEA/NEA shall be in force, and these procedures permit faculty members to present their dossiers for consideration without a positive School endorsement.
 - b. Candidates will normally inform the Director of their interest in tenure and/or promotion during the Spring Semester of the year before a recommendation is to be made by the School. The candidate and Director will confer that spring and over the summer as to the preparation of the candidate's dossier. The Director is expected to offer guidance in this matter, but the ultimate responsibility for the dossier is the candidate's.
 - c. The Director will solicit recommendations from external reviewers in accordance with the provisions noted above typically in the spring the year before a dossier is submitted. These recommendations are to be included in the dossier before it is submitted to the relevant faculty (see II.A.4.d).
 - d. When the dossier is complete, the Director will invite the appropriate faculty to review it and will determine a time for deliberation and voting as part of a Tenure and/or Promotion Committee.

- e. As explained in II.A.4.d, faculty tenured in the School are eligible to vote upon tenure, and Professors in the School are eligible to vote on Promotion to Professor. Voting will be by secret ballot. In cases where tenure and promotion are sought together, an independent secret ballot will be conducted for each. Committee members will have at least five working days to review the dossier and vote, but all effort should be made by the director to provide at least ten working days, if this is possible within the schedule determined by the Provost's Office and the CBA. In cases where the School does not have at least 3 eligible tenured faculty or 3 eligible Professors, the Director will consult with the School faculty, the candidate, and the Dean of the College of Liberal Arts to add members to the committee from outside of the School.
- f. Upon a positive vote, the Director will prepare a recommendation to the Dean of the College of Liberal Arts. While this recommendation must contain the Director's independent evaluation of the candidate, it must also contain the vote and reflect the evaluations of the voting faculty, both positive and negative, as revealed in the deliberations preceding it. The recommendation of the Director must be submitted to the voting faculty for comment prior to being included in the dossier. Upon receipt of comment and any edits recommended by a majority of the School tenure and promotion committee, the Director will then prepare the final dossier for submission to the Dean. The dossier will be accompanied by a statement from the candidate that they have reviewed the dossier and are satisfied with the material contained in it.
- g. Upon a negative vote, the Director will inform the candidate in writing, giving justification based upon the deliberations preceding the vote. This letter must include the Director's independent judgment but must also reflect the evaluations of the voting faculty, both positive and negative, as revealed in the deliberations preceding the negative decision. The Director must show the resultant letter to the candidate before it is transmitted, so that a response from the candidate can be included in the dossier submitted.
- h. Upon a negative vote, the Faculty member has the right to submit a written response. Any such written response must be submitted to the Director within ten working days after receipt of the written recommendation from the Director. Such a response shall be limited to responding to the negative recommendation of the Director; no new material (e.g., new papers, books, student evaluations, letters of recommendation, etc.) may be included in such a response. If such a response is submitted within said ten working day period, it will be added to the Faculty member's dossier before the dossier moves to the next level of review.
- i. Upon a negative vote at other decision-making levels, the Faculty member has the right to submit written responses, as long as they are permitted by the policies established by the Provost's Office and CBA. Any such written response must be submitted to the appropriate Administrator according to calendar guidelines for each decision-making level and after receipt of the written recommendation from said Administrator. Such a response shall be limited to responding to the negative recommendation of the appropriate Administrator(s); no new material (e.g., new papers, books, student evaluations, letters of recommendation, etc.) may be included in such a response.

- j. Grievances resulting from the application of these procedures or failure to carry them out may be addressed either to the Judicial Review Board or to the Faculty Association Grievance Committee, depending on the nature of the origin of the grievance.

Section E. Annual Pre-Tenure and Third-Year Reviews at the Assistant Professor Rank

1. Each untenured faculty at the rank of Assistant Professor will be evaluated annually by an ad-hoc committee led by the School Director, and the School Director will provide a written review outlining the faculty member's progress and/or shortcomings towards achieving tenure and promotion. The review process is designed to provide candidates for tenure and promotion with clear feedback on their progress not only from the School Director but from Faculty eligible to evaluate a candidate's eventual Tenure/Promotion dossier. In addition to the School Director, one or two eligible tenured faculty members should participate in the annual review. These additional faculty members should rotate annually so that the untenured faculty member can receive appropriate feedback from a variety of tenured faculty who will be on their Tenure/Promotion Committee.
2. In addition to these annual evaluations, all untenured faculty will undergo a third-year evaluation during the second semester of their third year of employment. The third-year evaluation will include input from tenured faculty within School through a vote by an ad hoc committee composed of 3-5 tenured faculty members. The outcome of the vote will indicate whether the faculty member is making satisfactory or unsatisfactory progress toward tenure. The results of the evaluation, along with any faculty input, will be shared in writing with the faculty member undergoing the review. All annual evaluations shall follow the criteria, standards and guidelines set out in the Faculty and Administrative Staff Handbook and the SIU IEA/NEA agreement. Upon receiving the final evaluation for the Dean's office, the untenured faculty undergoing the third-year evaluation may submit a written response to the annual review(s) within ten (10) business days after the untenured faculty receives the annual review. If the untenured faculty member submits a written response, it will be filed in their personnel file.

Section F. Merit

3. Merit pay rewards faculty whose overall contribution to the School and the University through teaching, research, and service activities is exemplary. Teaching and research/creative work are weighted more than service, but research/creative work is still given more weight than teaching.
4. Merit pay will be allocated by a committee consisting of the Director and three tenured or tenure-track faculty appointed by the Director, with an attempt to have as many Programs represented as possible.
5. The indicators of merit will be determined by the faculty in advance of any meeting of the merit pay committee.
 - a. For Teaching, assessment may be based on the number of graduate committees and completed graduate degree production, student evaluations of teaching, and other evidence of excellence in teaching (such as teaching awards, peer observations of teaching, and commendations from alumni).

- b. For research/creative work, these may include assessments of the quantity and quality of articles in refereed journals, chapters in professional books, books or monographs, research funding, citations of published work, and curated professional presentations, among other things.
 - c. Indicators of meritorious service include elected and appointed positions in professional organizations, editorships, editorial boards, serving as Program Chair or Director, serving on College of Liberal Arts and University committees, reviewing articles and books for journals and presses, and the like.
6. All faculty eligible for merit pay should be given the opportunity to provide a dossier outlining their teaching, research, and service accomplishments.

Section H. Other School Reports

In accordance with University and College of Liberal Arts guidelines, each year the Director of the School shall prepare an evaluation of the progress towards tenure for each untenured continuing faculty member. Each tenured member of School (including, as noted elsewhere, the Director of the school) will also participate in an annual review, and update, of accomplishments (as mentioned in the section of the Operating Paper concerning the maintenance of the personnel file). All other members of School (including graduate assistants) will receive an annual evaluation, in accordance with the rules of the appropriate Handbook governing their employment.

Part V. GRIEVANCE PROCEDURES

Section A. Student Academic Grievance Procedures

All matters concerning disagreements relating to academic evaluation and to issues concerning academic misconduct or conflict should be dealt with in a timely and fair fashion in consultation with the School Director. If the disagreements cannot be resolved between parties at the most immediate level, the procedures set forth in the Student Code of Conduct and in the Academic Grievance Policy of the College of Liberal Arts will be followed. Copies of these documents will be available in the main office of the School.

Section B. Faculty and Staff Grievances relating to Administrative Decisions

The Grievance Procedure for the School of Africana and Multicultural Studies, relating to matters of faculty and staff concerns, will be that as specified in the current Employee Handbook and current Faculty Handbook and in the current Collective Bargaining Agreement between the Board of Trustees of SIU and the faculty member's respective faculty union. The procedures outlined in these documents ensure that any adverse action can be dealt with fairly and equitably.

Part VI. PROCEDURES FOR REVIEWING AND AMENDING THE OPERATING PAPER

Section A. When to Review the Operating Paper

- 1. The Operating Paper for the School of Africana and Multicultural Studies should be subjected to review every three years after initial approval. Other reasons for a review of

the Operating Paper may include the following: when the status of the School changes (either with a change in name, or a change in degree-granting status, for example); the addition of new Programs; or when the composition of the faculty substantially changes (e.g., from a majority of tenure-track to tenured faculty).

2. A formal request for review or amendment of the Operating Paper can be initiated by majority of the eligible faculty.

Section B. Changing the Operating Paper

Any changes or amendments to the Operating Paper shall be conducted by the following method:

1. All voting faculty in the School (see II.A.1) are eligible to participate in the review of the Operating Paper. Other faculty, including affiliated faculty, can be invited to participate if the faculty desires additional participation and opinions. Any Coordinators who do not have tenure homes in the School should, at a minimum, be consulted.
2. A faculty committee will provide a draft of revisions, subject to ratification by a majority of the voting faculty. Faculty should decide the membership of the committee to review the Operating Paper. All proposed changes should be made in writing at least five working days before there is a School meeting to discuss and vote by secret ballot on any proposed changes. If further revisions are needed, subsequent revisions made by the committee should be sent to the faculty at least five working days prior to the next School meeting to discuss and vote on them.
3. The Director should participate in accordance with II.A.4.d.iii.3.
4. All proposed changes or amendments to the Operating Paper will be subject to the approval of the dean and the chancellor or designee.