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OPERATING PAPER OF THE SCHOOL OF

LANGUAGES & LINGUISTICS



SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
SCHOOL OF LANGUAGES
AND LINGUISTICS

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1. MISSION STATEMENT

The mission of the School of Languages and Linguistics (SLL) is to promote the knowledge, understanding, and appreciation of human languages and cultures and to prepare all students to live and thrive in the diverse world of today and tomorrow. SLL equips students with competence in world languages and cultures through language instruction, applied pedagogy, and community engagement. The School further provides students with an understanding of human languages in the past and present from both theoretical and applied perspectives, and an awareness of the diversity and complexity of the world.

The research and teaching of faculty in SLL covers languages, linguistics, literature, cultural studies, international studies, pedagogy, technical applications, and other subjects related to our mission. SLL is an active member of the SIUC academic community and a link with the many national and international associations to which its faculty belong. SLL also serves not only the university and the professional community but also the schools, families, and communities of the local area and beyond.

2. DEFINITION OF VOTING FACULTY

- 2.1. The School of Languages and Linguistics voting faculty shall consist of all persons with at least a 50% FTE academic appointment in the School of Languages and Linguistics as professor, associate professor, assistant professor, professor of practice, associate professor of practice, assistant professor of practice, clinical professor, clinical associate professor, clinical assistant professor, lecturer, associate lecturer, assistant lecturer, instructor, associate instructor, or assistant instructor.
- 2.2. Voting faculty status may be granted to persons with a greater than 0% but less than 50% FTE tenured or tenure-track appointment in the School of Languages and Linguistics by a one-time simple majority vote of the SLL voting faculty, provided at least 50% of the School voting faculty participate in the vote.
- 2.3. Voting faculty status may be granted to persons with a greater than 0% but less than 50% FTE non-tenure-track appointment in the School of Languages and Linguistics after completing one calendar year of service in the School by a one-time simple majority vote of the SLL voting faculty, provided at least 50% of the School voting faculty participate in the vote.
- 2.4. Voting rights that have been granted to a person with a greater than 0% but less than 50% FTE appointment in SLL may have their voting rights rescinded by a 75% majority vote of faculty, provided at least 75% of the voting faculty participate in the vote.
- 2.5. No person actively working toward a degree within the School of Languages and Linguistics shall hold voting rights.
- 2.6. Voting rights of the Director of the School of Languages and Linguistics
 - 2.6.1. In School-wide open votes, a Director of the School with their tenure home in the School of Languages and Linguistics may cast a vote only to break a tie.
 - 2.6.2. In School-wide votes cast by secret ballot, a Director of the School with their tenure home in the School of Languages and Linguistics may vote.

- 2.6.3.A Director of the School with their tenure home outside the School of Languages and Linguistics does not have voting rights for either open or secret ballot votes unless already granted voting rights in the School as described in Section 2.2.
- 2.7. Voting rights of persons with an Administrative/Professional appointment outside the School of Languages and Linguistics
- 2.7.1.A person with an Administrative/Professional appointment at a level of review directly above the School of Languages and Linguistics as defined by the University Organizational Chart, specifically the Office of the Dean for the College of Liberal Arts, Office of the Provost and Vice Chancellor for Academic Affairs, and the Office of the Chancellor, does not have voting rights in the School of Languages and Linguistics for the duration of this appointment.
- 2.7.2.A person with an Administrative/Professional appointment that is not at a level of review directly above the School of Languages and Linguistics, as defined by the University Organizational Chart, who maintains at least a 50% FTE academic appointment in the School of Languages and Linguistics, retains their voting rights in the School.
- 2.7.3.A person with an Administrative/Professional appointment in the Graduate School shall not vote on issues pertaining to Graduate Programs or Graduate Faculty in the School of Languages and Linguistics.
- 2.8. Voting rights while on leave
- 2.8.1.Persons with existing voting rights as described above in Sections 2.1 through 2.7 will retain their voting rights for up to three years while on the following types of leave, as defined by University policy: Family and Medical Leave, Participation in Disaster Relief Services, School Visitation, Bereavement, Jury Duty, Military Service, Sick Leave, Vacation, Personal Leave, Professional Development, and Sabbatical Leave.
- 2.8.2.Persons with existing voting rights as described above in Sections 2.1 through 2.7 will not retain their voting rights while on involuntary leave, such as while on suspension with or without pay pending a disciplinary investigation.
- 2.8.3.Persons returning from leave of any type will retain or regain their voting rights as described above in Sections 2.1 through 2.7 immediately upon their return to service.
- 2.8.4.New voting rights cannot be granted to a person with less than a 50% FTE academic appointment in the School of Languages and Linguistics while they are on leave.

3. GUIDANCE FOR THE CONDUCT OF MEETINGS

- 3.1. The School operates on a model of participatory democracy. Though committees implement standing policies, all school decisions are discussed and decided upon by the full faculty to ensure transparency and open participation. Meetings of the whole faculty should be held at least two times per academic term (Fall and Spring). Meetings should be scheduled (when/where) by the Director at least one week in advance. Meetings should include approval of previous minutes and reports from standing groups and special committees before moving to general orders of business.

- 3.1.1. Any faculty member may propose agenda items to be discussed at least three business days in advance of the meeting.
- 3.1.2. Any committee may propose agenda items to be discussed at least three business days in advance of the meeting. Any such committee proposal should be included on the agenda.
- 3.1.3. An agenda for the meeting should be published at least two business days in advance of the meeting.
- 3.1.4. Minutes from meetings should be provided to faculty within three business days of the meeting's conclusion for review.
- 3.2. For orders of business requiring votes:
 - 3.2.1. In-person votes can only be taken when the meeting has reached a quorum. A quorum is achieved when a majority of the voting faculty are in attendance.
 - 3.2.2. Routine orders of business (such as approval of minutes), main motions, and amendments to main motions may be discussed and voted upon in-person following Robert's Rules.
 - 3.2.3. Proxy voting shall be allowed during in-person votes.
 - 3.2.4. Any faculty, including the Director, can propose that voting for a main motion be moved to an anonymous online vote. If seconded, faculty may, by a simple majority of those voting, require that voting be moved to an anonymous online vote. Such votes shall not be set to open until the minutes at the meeting at which the vote was announced and discussed are released. Voting shall remain open for at least two days.
 - 3.2.5. For a motion to pass, a simple majority of those voting is needed unless otherwise specified within the Operating Paper.

4. SCHOOL STRUCTURE AND COMMITTEES

4.1. Programs

- 4.1.1. The School of Languages and Linguistics contains two Programs: the Languages, Cultures, and International Studies (LCIS) Program and the Linguistics Program, which together provide four degree programs, a B.A. in Languages Cultures and International Studies (LCIS), a B.A. in Linguistics, an M.A. in Linguistics, an M.A. in Teaching English to Speakers of Other Languages (TESOL), and 13 minors.
- 4.1.2. Primary Membership: Primary Program membership is determined by a faculty member's formal appointment and contract.
 - 4.1.2.1. Determination: A faculty member's primary membership resides in the Program associated with their initial letter of appointment or most recent formal contract reassignment.
 - 4.1.2.2. Secondary and Joint Membership: To support the interdisciplinary mission of the School and recognize the contributions of faculty who teach across Program lines:

- 4.1.2.2.1.Secondary Membership: Faculty may request secondary membership in a Program other than their primary home. Such membership shall be granted upon a simple majority vote of the voting faculty in the Program where membership is sought.
- 4.1.2.2.2.Rights of Secondary Members: Secondary members may participate in Program meetings and curricular discussions but do not hold voting rights within that secondary Program.
- 4.1.2.2.3.Joint Membership: In rare cases where a faculty appointment is formally split between two Programs at the contractual level, the faculty member shall hold joint membership with voting rights as defined by their specific contract.
- 4.1.2.3.Reassignment of Primary Membership: If a faculty member's instructional, research, and service profile shifts permanently over time, they may petition the School Director for a formal change in primary Program membership. Such a change requires the approval of the School Director and a majority vote of the receiving Program's faculty, and must be documented by a formal update to the faculty member's appointment record.
- 4.1.3.Program responsibilities include:
 - 4.1.3.1.the organization and maintenance of their academic degree program(s) (i.e. changes to existing program structure, courses offered, etc.).
 - 4.1.3.1.1.Although the Steering Committee provides advisory feedback, Program faculty shall provide the primary review and initial voting on curriculum changes.
 - 4.1.3.2.annual assessment of academic degree programs housed within the Program.
 - 4.1.3.3.selection of scholarship, fellowship, and other award recipients for those awards that designate only students specifically from a specific Program (LCIS or Linguistics).
- 4.1.4.Program decisions requiring a vote, including any changes to curriculum (i.e. changes to courses offered or academic degree requirements) and selection of award recipients shall pass by simple majority within the affected Program.
- 4.1.5.The Director, in consultation with the faculty represented within the Program, will appoint a Program Director from the faculty of the Program.
 - 4.1.5.1.Members of the Program shall vote regarding their preferred candidate(s) for Program Director to recommend a candidate to the School Director.
 - 4.1.5.2.The Program Director serves a renewable two-year term (with a maximum of 3 consecutive terms). Rotation of the Program Director among faculty members across academic programs, specializations, and tracks is encouraged but not required.
 - 4.1.5.3.The Program Director is responsible for:
 - 4.1.5.3.1.Serving on the School Steering Committee (more information provided in section 4.3.1).

- 4.1.5.3.2. Providing information to the Program faculty in a timely manner about issues that may affect their academic programs.
- 4.1.5.3.3. Representing the Program faculty and academic programs to the Director and as part of their work on the Steering Committee. This specifically includes submitting program change forms, organizing assessment practices and submitting assessment forms, and assisting the Director in determining faculty course assignments.
- 4.1.5.3.4. Attending Undergraduate Director meetings.
- 4.1.5.3.5. Attending and arranging recruitment and retention activities for the undergraduate academic programs served by the Program.
- 4.1.5.3.6. Working with curricular sections and Undergraduate Advising to provide advising. This includes:
 - 4.1.5.3.6.1. providing general advisement to prospective students.
 - 4.1.5.3.6.2. referring students to the relevant Section Head for specific advice or information relating to curricular sections.
- 4.1.5.3.7. Responding to student and faculty queries regarding undergraduate academic programs served by the Program.
- 4.1.6. The Director, in consultation with the faculty represented within the Program, will appoint a Graduate Studies Coordinator from the faculty of each Program offering graduate degree(s).
 - 4.1.6.1. Members of the Program shall vote regarding their preferred candidate(s) for Graduate Studies Coordinator to recommend a candidate to the Director.
 - 4.1.6.2. The Graduate Studies Coordinator serves a renewable two-year term (with a maximum of 3 consecutive terms). Rotation of the Graduate Studies Coordinator among faculty members across academic specializations and tracks is encouraged but not required.
 - 4.1.6.3. The Graduate Studies Coordinator is responsible for:
 - 4.1.6.3.1. Serving on the School Steering Committee (more information provided in section 4.3.1).
 - 4.1.6.3.2. Providing information to the Program faculty in a timely manner about issues that may affect their graduate program(s).
 - 4.1.6.3.3. Representing the Program faculty and graduate program(s) to the Director and as part of their work on the Steering Committee.
 - 4.1.6.3.4. Attending Graduate Studies Coordinator meetings with the Graduate School.
 - 4.1.6.3.5. Attending and arranging recruitment and retention activities for the graduate academic programs served by the Program.
 - 4.1.6.3.6. Actively managing graduate applications, including coordinating admissions decisions, fellowship nominations, and funding decisions and

assignments, in collaboration with the Program faculty, Program Director, and School Director.

4.1.6.3.7. Working with faculty to provide advising to graduate students. This includes:

4.1.6.3.7.1. providing general advisement to prospective graduate students.

4.1.6.3.7.2. providing initial advisement to incoming graduate students.

4.1.6.3.7.3. assigning new students to faculty advisors during their first semester in the program.

4.1.6.3.7.4. coordinating with the Graduate School for Double Major applications, Graduate Clearance forms, and related paperwork.

4.1.6.3.8. Responding to student and faculty queries regarding graduate academic programs served by the Program.

4.2. Curricular Sections

4.2.1. The School contains ten curricular sections: ASL, CESL, Chinese, Classics, German, International Studies, Japanese, Linguistics, Spanish, and TESOL.

4.2.1.1. The LCIS Program includes the ASL, Chinese, Classics, German, International Studies, Japanese, and Spanish sections.

4.2.1.2. The Linguistics Program includes the Linguistics and TESOL sections.

4.2.1.3. CESL includes all CESL sections.

4.2.2. Each curricular section comprises all faculty members who regularly teach half or more of their course load in that curricular section. Faculty may be added to additional curricular section(s) by a one-time simple majority vote of the voting faculty within the relevant section(s).

4.2.3. Curricular sections are meant to reflect current faculty staffing and active course offerings within the School. In the case of the addition or removal of a curricular section from the School (e.g., due to hiring or retirement), the Operating Paper must be updated to reflect this change within two calendar years of the change going into effect.

4.2.4. Responsibilities:

4.2.4.1. Curricular sections are responsible for working with their Program Director and School Director on:

4.2.4.1.1. preliminary drafts of course scheduling.

4.2.4.1.2. ensuring courses are offered on a reasonable basis.

4.2.4.1.3. assessment of courses offered within the curricular section.

4.2.4.1.4. oversight of proficiency and placement exams in the curricular section.

4.2.4.1.5. advising for the curricular section.

4.2.4.1.6. contributing to recruitment and retention activities within the curricular section.

- 4.2.4.1.7.assessing needs for staffing and making recommendations regarding hiring needs to the School faculty.
- 4.2.4.1.8.selection of scholarship, fellowship, and other award recipients for those awards that designate only students specifically from a specific curricular section.
- 4.2.5.Section Heads: Curricular sections may elect a primary contact person for their area, to serve voluntarily as a Section Head, who is responsible for ensuring the curricular section responsibilities are met. The Section Head shall be the primary point of contact for the curricular section, especially in communications with their Program Director and School Director.
 - 4.2.5.1.All faculty with voting faculty status in the School are eligible to serve as a section head. Section heads should be members of the section for which they serve as head.
 - 4.2.5.2.Section heads serve a two-year term. Rotation of the section head among faculty members within a section is encouraged but not required.
 - 4.2.5.3.A faculty member may be a member of multiple sections but may be acting as section head for only one section at a time.
- 4.3. Standing Committees: All standing committees are responsible to and derive their authority from the School as a whole. Ad-hoc committees, with the exception of the Promotion and Tenure Committees, serve at the discretion of the School Director; Promotion and Tenure Committees are governed by the Collective Bargaining Agreement between the Board of Trustees and SIU Faculty Association. Faculty of all ranks are eligible to serve on committees, subject to specific limitations noted below.
 - 4.3.1.Steering Committee: The roles of the Steering Committee are to provide a forum for discussion of issues affecting the School as a whole and to facilitate communication across the School. In addition to the specific duties outlined below, the Steering Committee is advisory to the School Director and members should be generally available to the full faculty to raise issues of concern for discussion.
 - 4.3.1.1.Membership
 - 4.3.1.1.1.The Steering Committee shall consist of the School Director, LCIS Program Coordinator, Linguistics Program Coordinator, Graduate Coordinator, and Members at Large.
 - 4.3.1.1.1.1. If the School Director is internal (has their tenure home in the School), the committee will include two members at large.
 - 4.3.1.1.1.2. If the School Director is external (has their tenure home outside the School) the committee will include three members at large.
 - 4.3.1.1.2.The Members at Large are to be elected by the members of the respective Programs (to comply with the restrictions in 4.3.1.1.3.) to serve renewable one-year terms.

4.3.1.1.3.Among the six internal members of the Steering Committee, three members are to come from the LCIS Program, and three are to come from the Linguistics Program.

4.3.1.1.4.It is desirable, but not required, for members of the Steering Committee to represent the widest range of curricular sections possible.

4.3.1.2.Responsibilities

4.3.1.2.1.The Steering Committee serves as a forum for initial discussion of matters that impact the School as a whole. The Steering Committee helps to ensure pathways for communication between faculty representatives and the Director. The Steering Committee serves primarily as an advisory body. This committee's primary charge is to support the School mission and identify areas for program improvement and growth. As part of this, the committee will:

4.3.1.2.1.1.formulate long-term and short-term objectives for the School.

4.3.1.2.1.2.work to identify and keep track of specific issues hindering academic programs.

4.3.1.2.1.3.review new academic program proposals (including undergraduate and graduate programs, minors, and certifications).

4.3.1.2.1.4.make recommendations and proposals to the faculty on changes that would help academic programs or curricular sections better align with the mission statement, address ongoing issues facing academic programs, and support growth.

4.3.1.2.1.4.1.Recommendations resulting from Steering Committee deliberations should be presented at the following meeting of the full faculty.

4.3.1.2.1.4.2.If a Program or Curricular Section does not support a recommendation, the steering committee may make a formal proposal to effect changes within existing academic programs.

4.3.1.2.1.4.2.1.To set forth a proposal to the faculty, the Steering Committee must first vote for the proposal with a 2/3 majority.

4.3.1.2.1.4.2.2.These proposals shall be voted upon by the whole faculty. Any such vote must reach 75% approval.

4.3.1.2.1.4.3.selection of scholarship, fellowship, and other award recipients for those awards that do not designate only students in one specific curricular section or Program (LCIS, or Linguistics) as eligible. This selection process should follow a period of open nominations for award recipients by the full faculty.

4.3.1.2.1.4.4.Cases of disagreement regarding the scope of eligibility shall be resolved via determination from the SIU Foundation based on the original donor language for the relevant scholarships, fellowships, or awards.

4.3.2.Events Committee

4.3.2.1.Membership

4.3.2.1.1.The Events Committee shall consist of three faculty members with voting faculty status in the School. Membership shall consist of three faculty members, with representation from all three recognized areas (LCIS, Linguistics, and CESL).

4.3.2.1.2.Events Committee members are to be elected by the members of the respective areas (to comply with the restrictions in 4.3.2.1.1.) to serve renewable one-year terms.

4.3.2.2.Responsibilities

4.3.2.2.1.The role of the Events Committee is to plan, coordinate, and execute events that are of interest to the entire School. These may include events such as colloquium and brown bag talk series; guest speakers, film screenings, and events for themed months; and School-wide social functions.

4.3.2.2.2.In coordination with the CESL, LCIS, and Linguistics Program Directors, the Office of the Dean of the College of Liberal Arts, and others as appropriate, the Events Committee also assists with major School-wide recruitment and retention events, such as World Languages Day and School-wide recruitment events.

4.3.3.Curriculum Committees

4.3.3.1.In consultation with the School Director, each individual area (CESL, LCIS, and Linguistics) shall establish its own curriculum committee.

4.3.3.2.Membership: Each individual Curriculum Committee shall select a chair. The committee shall consist of the committee chair, the program director, and at least one additional member who holds faculty voting status within the respective program.

4.3.3.3.Responsibilities

4.3.3.3.1.Encourage, assist with, and review the development of the curricula within the program, and advise the School Director of any adjustment in course offerings in conjunction with course sections.

4.3.3.3.2.Review proposals for program and curriculum changes, review content for topic courses and new course offerings, and report on such proposals to the School Director and school faculty.

4.3.3.3.3.The Curriculum Committee Chair will serve as program-level signatory on all program and curricula changes. The chair's signature represents the outcome of program faculty votes on proposals or motions.

4.3.4.Ad-hoc Committees: Ad-hoc committees may be constituted by the School Director as needed to address the needs of the School. Any committee member or prospective committee member who has a conflict of interest on an issue before the faculty shall recuse themselves as appropriate from any relevant ad-hoc committees. All ad-hoc committees are dissolved upon completion of their charge.

- 4.3.4.1. Grievance Committee: A grievance committee shall be constituted by the School Director when necessary, e.g., upon receipt by the School Director of a grievance filed against a faculty member or student in the School. This committee shall consist of three faculty members with voting faculty status in the School, one of whom is of at least associate professor rank. At least one committee member shall come from the LCIS Program and one shall come from the Linguistics Program.
- 4.3.4.2. Tenure Committee: A tenure committee shall be established by the School Director in keeping with the provisions of the section on Promotion and Tenure Guidelines for the School.
- 4.3.4.3. Promotion Committee: A promotion committee shall be established by the School Director in keeping with the provisions of the section on Promotion and Tenure Guidelines for the School.

5. TENURE AND PROMOTION GUIDELINES AND PROCEDURES

The following guidelines are designed to provide context for the evaluation of faculty for tenure and promotion. They are designed to supplement, complement, and clarify the policies outlined by the Board of Trustees, the University, and the College of Liberal Arts; nothing herein shall abrogate those guidelines. The Operating Paper of the College of Liberal Arts, the Employee Handbook, and the Faculty Association Collective Bargaining Agreement provide the broad context and framework for tenure and promotion decisions. The guidelines and procedures herein provide specific information on the standards and conduct within the School of Languages and Linguistics.

The decision whether or not to recommend for tenure and/or promotion is among the most significant. Members of the tenure and/or promotion committees and the School Director shall operate in good faith and with fairness. The ultimate decision should be based on the criteria outlined here and other official documents and not on other factors.

The School of Languages and Linguistics views tenure and promotion as the expected, normal result of academic achievement and professional growth.

5.1. Policies and Procedures

5.1.1. Pre-tenure reviews of non-tenured Faculty on the tenure-track. 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 case.

5.1.1.1. Annual reviews of Faculty shall be conducted by the School Director each year. If requested by the Faculty member under review, the annual review shall be conducted in consultation with two tenured Faculty. This consultation shall consist of a meeting between the School Director and the consultants to assess progress. A candidate shall not be reviewed by the same two Faculty in successive years. The candidate's review letter shall not be shared with the consultants.

- 5.1.1.2. In a candidate's third year, the School shall provide the candidate with a Third Year Review, with participation by all Faculty who would be eligible to vote on a candidate's case at the time of the review. The candidate shall provide the School Director with materials comparable to those required for the final tenure and promotion review, with the exception of external review letters. The School Director shall share these materials with the eligible Faculty, and then chair a meeting at which eligible Faculty discuss the candidate's progress toward tenure and promotion. The School Director's annual review letter shall include an accurate summary of the views expressed by Faculty at this meeting, in addition to providing the School Director's own annual review of the candidate, which shall be informed by the Faculty discussion. The Director shall share a draft of their summary of the Faculty discussion with all eligible Faculty for their review and comment before completing the letter and sending it to the Dean. A copy of the full final letter shall then be shared with all eligible Faculty.
- 5.1.1.3. Candidates are encouraged to seek feedback on the quality of their publishing venues throughout the probationary period. Such feedback may be given on venues a candidate is considering, or on venues a candidate has already published in. The School Director may, in consultation with the candidate and any other Faculty with relevant expertise, provide a provisional ranking of research venues in annual review letters. Rankings are particularly advisable at the time of the Third Year Review. Such provisional rankings, if shared in an annual review or the Third Year Review, may subsequently be revised upward if this is deemed advisable by the School Director, but they may only be revised downward at the time of the final tenure and promotion dossier based on clear evidence from external reviews.
- 5.1.2. The following policies and procedures shall apply to all action taken on matters of promotion and tenure. The dossier should be completed as early as possible in the Fall semester to allow for submission of a candidate's final dossier to the Dean by the announced deadline.
- 5.1.3. A candidate's Tenure Committee shall consist of all Faculty holding tenure in the School at the time of appointment, excluding any members on Administrative appointments. Should this Committee fail to reach contractual minimums, augmentation to the contractual minimum shall occur from relevant Faculty in the College of Liberal Arts. The School Director may attend meetings of a candidate's Tenure Committee but may not vote.
- 5.1.4. 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, exclusive of any members on Administrative appointments. Should this Committee fail to reach contractual minimums, augmentation to the contractual minimum shall occur from relevant Faculty in the College of Liberal Arts. The School Director may attend meetings of a candidate's Promotion Committee but may not vote.
- 5.1.5. If the School lacks sufficient Faculty members to constitute fully a Promotion /Tenure committee as referenced in subsections 5.1.3. and 5.1.4., 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 Collective Bargaining Agreement with the Faculty Association. The candidate and the School 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.
- 5.1.6.A candidate's Tenure and/or Promotion Committee shall select a chair from among its voting members.
- 5.1.7.The candidate's Promotion and/or Tenure Committees shall provide appropriate deference to the recommendation of the Program-level Faculty. Before a tenure or promotion recommendation is made, the candidate will be required to submit a full dossier including external referees who may speak to their research. The referees contacted to provide these letters will be selected by the School Director in consultation with the chair of the Promotion and/or Tenure Committee, and the voting members of the Promotion/Tenure Committee from a list provided by the candidate. For candidates seeking promotion and/or tenure from the rank of assistant professor, 5-8 such referees shall be found. For candidates seeking promotion and/or tenure from the rank of associate professor, 3-8 such referees shall be found.
- It is understood that service as an external reviewer is a major commitment and that some potential referees may need to decline; barring exceptional circumstances, such declinations shall not be viewed adversely.
- 5.1.7.1.The dossier shall include all requirements provided by the College Operating Papers, the Provost's Guidelines on Tenure and Promotion, and the Collective Bargaining Agreement.
- 5.1.7.2.The dossier shall be assembled by the candidate with appropriate assistance from the School Director, support staff within the unit, and any others appointed by the School Director.
- 5.1.7.3.Excepting documents that are confidential, the candidate has the right to determine the format and presentation of required content. The School Director shall be responsible for assembling and including any documents that are kept confidential from the candidate.
- 5.1.7.4.The candidate may elect to include any additional documents or other information that they believe will better inform the Promotion and/or Tenure decision.
- 5.1.8.The School Director and/or Committee may request clarification from the candidate regarding the publication status or other information regarding scholarship included in the dossier. Should additional documentation be required, it is the candidate's responsibility.
- 5.1.9.The School Director/Committee may not request any of the following: translations of texts published in languages other than English, summaries of texts published in languages other than English, non-public peer-reviews or comments from the editor of the candidate's scholarship, peer-reviews written by the candidate, personal correspondence between the candidate and any collaborators/co-authors, evaluation of the candidate's scholarship by anyone other than the external peer evaluators and the members of the committee and/or the School Director. Nothing shall preclude the candidate from electing to include any of these—however, no adverse findings may be made due to their absence.

- 5.1.9.1. The School Director and/or any members of the committee shall not alter, remove or add any materials within the dossier once the candidate has closed the dossier for review except documents to be kept confidential from the candidate and any required materials generated through the review process.
- 5.1.10. Generally, scholarship not already published and available to be included in the dossier should be “in press” meaning that it has been fully accepted and is in production. Candidates should provide proof of acceptance from the editor or press.
- 5.1.10.1. For candidates seeking promotion and/or tenure from the rank of assistant professor works that have been accepted with minor revisions or other similar status may be included. It should be understood that such works may be evaluated differently by the committee because publication is very likely but still not guaranteed. Candidates wishing to include such work shall provide proof of its status.
- 5.1.11. Once all the appropriate information has been assembled by the candidate and School Director, the Committee shall meet and discuss the candidate’s credentials. The committee shall consider the totality of the candidate’s dossier. Once this discussion is complete, the Committee shall vote by secret ballot. The chair of the Committee is responsible for the conduct of this vote and relaying the outcome to the School Director.
- 5.1.12. The Chair of the Committee, in collaboration with the other voting members, shall provide a written summary of the Committee’s deliberations to the School Director. This letter is not included in the candidate’s dossier, but the School Director must faithfully summarize this report in their recommendation. The School Director must also retain a copy of this letter in their files until either the candidate’s tenure and/or promotion is approved by the Board of Trustees or 36 months have elapsed.
- 5.1.13. The School Director shall provide their written recommendation for promotion and/or tenure to the Dean including a faithful summary of the candidate’s committee’s deliberations and vote. The Director shall also make note of any unusual character of a candidate’s committee.
- 5.1.14. In all cases, submission of dossiers to the Dean for consideration of promotion and/or tenure shall follow all college, university, and contractual guidelines.

5.2. Standards for Evaluation

Evaluation of all candidates will be based on the following standards, which is based on 2-2 workload. Faculty with adjusted workload assignments will be evaluated proportionately as defined on annual workload assignments:

5.2.1. Research

- 5.2.1.1. The School will evaluate research based on its quality and impact. No set number of publications will automatically result in tenure and promotion to Associate Professor or promotion to Full Professor, nor is any set minimum number of publications required.
- 5.2.1.2. In lieu of absolute minimum requirements, the School provides these examples of typical bases for a successful research profile for tenure and promotion to Associate Professor. These typical profiles do not rule out other profiles for success.

And they provide only the core of the research profile for a successful candidate, as the publications listed will normally be accompanied by some of the items in section iii or iv.

5.2.1.2.1.Publication of a substantial, high-quality, peer reviewed scholarly monograph with a reputable press. If based on the candidate's dissertation, said monograph should be substantially revised and/or accompanied by additional significant scholarly work.

5.2.1.2.2.Publication of five substantial, high-quality, peer reviewed scholarly articles or book chapters in reputable venues. If based on the candidate's dissertation, such articles should be substantially revised and/or accompanied by additional significant scholarly work.

5.2.1.3.Other forms of relevant scholarly work shall also contribute to a candidate's research portfolio. Such work can supplement and, to some extent, substitute for published books, articles, and book chapters. Such additional areas include but are not limited to the following:

5.2.1.3.1.Edited volumes.

5.2.1.3.2.Translations, particularly when annotated.

5.2.1.3.3.Conference or other extramural presentations, particularly when peer reviewed and delivered at prestigious venues.

5.2.1.3.4.Conference proceedings (which may instead count as book chapters when peer reviewed and published in a suitable venue).

5.2.1.3.5.Book reviews.

5.2.1.3.6.Textbooks informed by a candidate's research.

5.2.1.3.7.Grant applications and grants received.

5.2.1.3.8.Revitalization work in lesser-studied languages.

5.2.1.3.9.Other advocacy or creative endeavors that contribute to the School's mission.

5.2.1.4.The successful candidate for Full Professor must not only produce an additional body of research equivalent in quantity and quality to that expected for Associate Professor but demonstrate scholarly growth since promotion to Associate. Means to demonstrate this growth include but are not limited to the following:

5.2.1.4.1.External validation in the form of awards, positive reviews, media coverage, or citations.

5.2.1.4.2.External review letters that testify to the candidate's impact on the field.

5.2.1.4.3.First-class publishing venues demonstrating a high impact on the field.

5.2.2.Teaching

Effectiveness as a teacher is required for promotion at all levels. Candidates are expected to provide adequate materials to allow the committee to make an informed decision about their teaching.

5.2.2.1.The following items are required:

5.2.2.1.1.A list of all courses taught.

5.2.2.1.2.At least three peer reviews of teaching by SIU Faculty. These must have been conducted after the last promotion (for candidates for Full) and must span at least two different courses.

5.2.2.2.Additional forms of evidence may include but are not limited to the following:

5.2.2.2.1.Letters from former students.

5.2.2.2.2.Additional peer review letters.

5.2.2.2.3.Records of distinctive student achievements.

5.2.2.2.4.Select teaching materials demonstrating distinctive contributions to teaching.

5.2.2.2.5.Select materials demonstrating distinctive contributions to the curriculum or program development.

5.2.2.2.6.Teaching evaluations. If included, these must note the number of students enrolled and number of students filling out the evaluations for each class for which scores are reported.

5.2.3.Service

In recognition of the significant role that service to the college, school, and broader academic community plays on the career progression of faculty members, this section outlines the various types of service activities that contribute to tenure and promotion considerations. Engaging in service activities not only demonstrates a commitment to academic mission but also enriches the academic landscape and fosters a culture of collegiality and shared responsibility.

5.2.3.1.College-level and university-level service

5.2.3.1.1.While it is important to engage in college and university service, such involvement is not mandatory for assistant professors seeking tenure and promotion. However, engaging in such service can be seen as an additional and valuable contribution to the community. While the primary focus at this career stage is often on research, teaching, and school responsibilities, active involvement in broader institutional service can enhance one's academic profile and demonstrate a commitment to the university.

5.2.3.2.School-Level Service

5.2.3.2.1.At the School level, faculty, in accordance with individual workloads, are expected to engage in school meetings. Faculty members are encouraged to serve on two school-level committees. Serving as the head of a section equates to serving on a school level committee. Additionally, faculty members may engage with their respective programs, which may include initiatives like organizing film clubs, language tables and clubs, which contribute to the cultural and academic richness of our college. In cases where faculty members have the opportunity to manage specific programs or initiatives, this leadership

role is recognized as a significant contribution to the School and college (i.e. section head).

5.2.3.2.2.It is important to note that school-level service is crucial for achieving tenure.

5.2.3.3.Service in the Field

5.2.3.3.1.Service in the field encompasses a wide range of activities aimed at contributing to and advancing the academic discipline or profession. Faculty members seeking tenure and promotion should have some level of service in the field. Faculty members transitioning from assistant to associate positions should at least have one service to the field while promotion requires a greater degree of service to the field.

5.2.3.4.In general, for promotion to professor, faculty should have a greater degree of service in every area. An average of one university and one college per year is ideal.

6. WORKLOAD

Faculty workloads shall be assigned by the School Director, in consultation with the faculty member, and in accordance with the current Collective Bargaining Agreements (CBAs), university policies, and this operating paper. The workload assignment provides guidance to each faculty member about expectations for duties and responsibilities for the academic year.

6.1. Faculty workloads may consist of teaching (both direct and indirect), research/creative activities, and service.

6.1.1.Teaching

6.1.1.1.Direct teaching includes classroom instruction for courses with assigned credit hours in all teaching formats (including face-to-face, virtual, and hybrid).

6.1.1.1.1.CESL Workload Equivalence and Contact Hour Calculation: Due to federal SEVIS regulations governing Intensive English Programs, the Center for English as a Second Language (CESL) operates on a contact-hour basis rather than a credit-hour basis. To ensure equitable distribution of labor across the School's diverse programs, a 100% instructional assignment is defined as follows:

6.1.1.1.1.1. Degree-Program Instruction: A full-time load of 12 credit hours per week, per semester (12 classroom hours and 24 out-of-class hours, a 1:2 ratio) as defined in the University Credit Hour Policy.

6.1.1.1.1.2.CESL Program Instruction: A full-time load of 18 contact hours per week, per semester (18 classroom hours and 18 out-of-class hours, a 1:1 ratio), aligning with SEVIS minimums for full-time student status.

6.1.1.1.1.3.Equivalence Ratio: To allow for cross-teaching and equitable FTE calculation, the School adopts a 1.5 contact hour to 1 credit hour ratio.

$$\text{Total Workload \%} = \left(\frac{\text{Degree Credits}}{12} \right) + \left(\frac{\text{CESL Contact Hours}}{18} \right)$$

- 6.1.1.2. Indirect teaching includes, but is not limited to, supervision of theses or other independent study projects, course development, general mentoring and advising of students (including assisting students in preparing for graduate school or job applications), and serving as reader on thesis or dissertation committees.
- 6.1.2. Research/Creative Activity includes, but is not limited to, the presentation of research at academic conferences or professional venues and the publication of research in scholarly outlets, including books, journal articles, and conference proceedings.
- 6.1.3. Service work includes service to the unit, to the school, to the university, and to the field. Examples of service work include, but are not limited to, coordination of curricular areas, completing required university-wide training, serving on school or university wide-committees, reviewing student applications, reviewing abstracts or manuscripts for conferences or journals, student advising, supervision of a registered student organization, and organization of and participation in recruiting or educational events.
- 6.2. Workloads shall be equitably distributed to faculty and take into consideration the preferences and expertise of faculty, as well as school and student needs.
- 6.3. The basis for percentage assignments in service and indirect teaching shall be the time required, by a qualified faculty member working reasonably efficiently, to do the work required for a given assignment. For example, a service task assigned 10% of a faculty member's workload should require, on average, 3.75 hours per week to complete (assuming the standard 37.5-hour workweek). It is understood that service and indirect teaching tasks may not be evenly distributed through the semester or academic year so weekly time requirements may vary. A faculty member who believes their assigned service and indirect teaching duties cannot be completed within the averaged time allocated should consult with the School Director.
- 6.3.1. TT Faculty: TT faculty are expected to be active in research, service, and indirect teaching in addition to their direct teaching duties. To allow them workload space for such activities, the standard teaching load for TT faculty shall be two courses (6 credit hours) a semester (or four courses [12 credit hours] per academic year). The School Director shall be particularly cognizant of the need to ensure that untenured TT faculty have an adequate workload assignment for research.
- 6.3.2. NTT faculty: Full-time NTT teaching eight courses (24 credit hours) per academic year shall not be assigned service and indirect teaching work. Full-time NTT faculty who are expected to be active in service and/or indirect teaching, in addition to their direct teaching duties, shall be assigned no more than seven courses (21 credit hours) per academic year.
- 6.4. Service Compensation and Course Releases: Assigned service or indirect teaching duties that require considerably more work than a standard service and indirect teaching assignment shall normally be offset with a course release, summer salary, or both. An NTT faculty member already assigned service and indirect teaching could thereby qualify for an additional course release (i.e., a direct teaching assignment of eighteen credit hours per academic year).
- Additionally, faculty may receive occasional course releases to support ongoing research projects. Such releases shall prioritize pre-tenure faculty on tenure-track appointments.

Releases may also be granted to faculty with a past history of research excellence and a clearly defined present need for additional research time.

Each spring, upon finalization of faculty workloads, the School Director shall report to the faculty on all course releases assigned to school faculty for the upcoming year, noting in each case the service assignment that is covered by the release. In the event the School Director assigns a course release after initial assignments of duties, the School Director shall report that release, and the corresponding service assignment, in a timely fashion. The service positions of LCIS Program Director, Linguistics Program Directors, and Graduate Studies Coordinator (as defined in section 4.1.) shall normally qualify for one course release or other service compensation each year.

6.5. Workload Reporting. Each spring before the final assignments of faculty workloads, the School Director shall, after consultation with the Steering Committee, share a draft document that lays out a plan for equitable distribution of labor, creating a plan for standard expectations for faculty activity in service and indirect teaching.

6.5.1. The expectations document may include standard percentage assignments for faculty indirect teaching and service, with examples of normal expectations for work in each area.

6.5.2. A draft expectations document shall be made available for faculty comment at least one week before a School meeting at which it shall be an agenda item for discussion. Following the meeting, the School Director shall then publish the final version of the document which will guide workload assignments for the following academic year.

6.6. Nothing in this document shall prohibit a faculty member from voluntarily teaching more courses than those listed on their initial workload assignment or taking on additional indirect teaching or service work. Any faculty who are interested in taking on additional work after their original assignment of duties for a given year may request that such work be added to their workloads, but such work only becomes an assigned duty with the approval of the School Director. Any approved changes to workload shall be reflected in a revised workload assignment.

6.7. In the event the School Director believes a TT 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 School Director must inform the faculty member of this 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, involving additional work in research, service, or teaching by the faculty member.

6.7.1. In the event the School Director finds that the TT Faculty member's research, service, and/or teaching work for the subsequent year also did not justify that year's workload assignment, the School Director shall notify the Faculty member of this 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. In the event the faculty member and SLL administration cannot reach an agreement, a range of options shall be considered on a case-by-case basis.

7. ANNUAL REVIEW AND EVALUATION PROCESS

- 7.1. Purpose and Scope The School shall conduct an annual review of all faculty members—including tenured, tenure-track (TT), and non-tenure track (NTT) faculty—to evaluate performance in the areas of research, teaching, and service based on their specific workload assignments. This process is designed to provide formative feedback, assess progress toward continuing appointment or promotion and tenure, and serve as the basis for merit-based salary increases.
- 7.2. Timeline and Procedure
- 7.2.1. Annual Cycle: The review for the previous calendar year shall take place during the spring semester in accordance with the timeline established by College and University policy and relevant collective bargaining agreements.
- 7.2.2. Documentation: Faculty members shall summarize their achievements using the School's Merit Worksheet, documenting activities in teaching, research, and service relative to the percentages assigned in their annual workload.
- 7.2.3. Review Meeting: The School Director shall provide a written annual review to every faculty member. The process for discussing these evaluations is as follows:
- 7.2.3.1. Non-Tenured and Pre-Promotion Faculty: In accordance with the respective CBAs, the School Director will schedule a formal meeting with each NTT and TT (pre-promotion) faculty member to discuss their annual evaluation, offer guidance on professional development, and review progress toward tenure or promotion.
- 7.2.3.2. Tenured Faculty: While a formal meeting is not mandated by the CBA, the School Director remains available for consultation. Tenured faculty members may request a meeting to discuss their evaluation or career trajectory, and the Director shall honor all such requests in a timely manner.
- 7.3. Peer Evaluations of Teaching offer faculty members an opportunity for formative assessment and development beyond student evaluations and are required for tenure, promotion, and annual review dossiers.
- 7.3.1. Tenured and Tenure-Track Faculty: teaching observations will occur periodically as required for the completion of tenure and promotion dossiers. Faculty members may initiate these evaluations or request the School Director's assistance in facilitating the process.
- 7.3.2. Non-Tenure Track Faculty: teaching observations for NTT faculty shall at the standardized intervals defined in the NTT CBA.
- 7.4. Alignment with Workload and Merit
- 7.4.1. Workload-Based Assessment: Evaluation of faculty productivity shall be directly tied to the individual's workload assignment.
- 7.4.2. Quantified Merit Linkage: The annual review process shall align with the merit pay policy using the Merit Worksheet. Annual reviews and Merit Worksheets shall be maintained in faculty files and used to determine the proportional allocation of merit pay when such funds are available.

7.4.3. Performance Feedback: In the event that a faculty member's performance in research, service, or teaching does not justify their current workload assignment, the School Director must inform the faculty member in writing during the annual review to create a mutually agreeable plan of action for the subsequent year as outlined in section 6.7.

7.5. Tenure, Promotion, and Post-Tenure Review

7.5.1. TT Feedback: Assistant Professors shall receive annual feedback regarding their progress toward tenure from the Director as outlined in section 5.1.1.

7.5.2. Third-Year Review: As a supplement to the annual review, a formal structured pre-tenure review will be conducted by the voting faculty during the candidate's third year to provide clear feedback and guidance on progress toward tenure as outlined in section 5.1.1.2.

7.5.3. Post-Tenure Review: Tenured Associate Professors and Full Professors shall have their progress reviewed periodically (at least every five years) unless the faculty member requests otherwise in writing.

8. MERIT CRITERIA AND PROCESS FOR AWARDING MERIT RAISES

8.1. When merit pay is available, all faculty may apply to be considered for a merit pay increase. If no recent merit pay increase has been provided, faculty will document the last three years or document back to the last merit pay review (whichever represents less time). To apply, faculty will document their accomplishments in two ways:

8.1.1. Merit Worksheet (MW). The MW allows faculty to tally their accomplishments and accumulate points towards raw scores in teaching, research, and service. Those area scores (each adjusted to a max of 10 for final scores) will then be used to create a final total score that is weighted by the percentages assigned in the faculty member's annual workload.

8.1.2. Summary Sheet. The summary sheet should be used to provide an overview of accomplishments claimed on the MW.

8.2. The School Director will form an ad hoc committee (or committees) to review applications. Any such committee should include members from across sections or program areas.

8.2.1. Faculty may not assess or partake in deliberations regarding their own applications.

8.2.2. The committee will confirm (or adjust) the total score. The committee may ask faculty for additional substantiation of claims and/or adjust numbers claimed within the MW as needed.

8.3. The total score (calculated by multiplying the total scores for each area by the individual faculty member's workload assignment for a given year) will then be used to assign merit pay. Each faculty member's final score will be taken as a percent of overall faculty merit points (sum of all faculty points) and will lead to a proportional merit pay increase. Thus, faculty members with the same merit score shall, regardless of their salary or rank, receive the same dollar amount in merit increases.

9. HIRING

9.1. Hiring Procedures

9.1.1. The School shall follow SIU's hiring procedures found within the Employee Handbook.

9.1.2. The School shall maintain a rolling 5-year plan to ensure adequate staffing and instructional quality in all sections. The plan should indicate what areas require additional faculty staffing, as well as when and how such staffing can be implemented. This plan shall be revisited each year and adjusted as needed for any changes in programmatic needs due to enrollment shifts, faculty departures or other changes. This plan shall be approved by a majority vote of the faculty.

9.1.2.1. Annually, faculty shall review, modify and approve the 5-year plan to accommodate faculty departures or unexpected shifts in enrollments.

9.1.2.2. Section Heads shall meet with their section faculty to discuss the need/no need for any new hires (both tenure-eligible and non-tenure eligible). Alternatively, any faculty may propose a new hire.

9.1.2.3. At a meeting of the full faculty, proposals for new faculty hires will be informally discussed. Student enrollment (by major/specialization and course) and demand for faculty should be justified in these proposals.

9.1.2.4. At the subsequent meeting, formal proposals (including historic enrollment data) will be discussed and ranked by the faculty for a vote. Separate rankings will be proposed for tenure-eligible and non-tenure-eligible positions.

9.1.2.5. Following the vote, the Director reports the approved 5-year plan with the ranked requests for the following academic year to the CoLA Dean.

9.2. Search Committees

9.2.1. With appropriate administrative approval of a new faculty search, a search committee (SC) shall be appointed by the School Director. All search committees shall contain at least five members. The search committee shall be composed of at least four members of the relevant section(s) (for sections with fewer than four members all section faculty eligible and willing to serve shall be appointed) and at least one committee member from outside the section(s). If possible and where appropriate, TT, NTT and graduate student representation should be included on the SC.

9.2.1.1. Committee members should have sufficient ability or technical expertise to make qualitative comparisons between applicants.

9.2.2. SC discusses & votes to select a Committee Chair.

9.2.2.1. The SC chair should be one who understands the role and requirements of the position being advertised.

9.2.3. SC Chair serves as the official spokesperson for the committee. The chair is responsible for maintaining communication with the hiring administrator regarding the status of the search process and related matters.

9.2.4.SC Chair leads the administration of the search but may delegate duties to other SC members.

9.2.4.1.With SC and program director input, administration of search includes: draft job ad, submit ad to HR/AA for approval, determine where to advertise & submit ads, direct communication with candidates to answer questions about the job, coordinate meeting schedules and tasks of the SC, develop report of minimum qualifications for candidates, coordinate Zoom calls and/or campus visits for selected candidates, develop feedback forms for campus visits, and develop report rationale for non-hires.

9.2.4.2.Recommendation of the final candidate(s) will be at the sole discretion of the SC, but all School faculty will have an opportunity to provide formal written feedback to the hiring committee.

9.2.4.3.SC Chair reports name of final recommended candidate to hiring administrator.

9.3. Proposed Recruitment Objectives

9.3.1.Academic qualifications for all new faculty members will be consistent with the policies set forth in the Employee Handbook, relative to each rank and the qualifications for the position.

9.3.1.1.Tenure-eligible appointments

9.3.1.1.1.New tenure-track or tenured faculty shall normally hold the rank of Assistant Professor or Associate Professor.

9.3.1.1.2.Tenure-eligible appointments usually require a Ph.D. or equivalent degree in the same or closely related field in which the candidate is being hired—example fields include (but are not limited to): Applied Linguistics, Asian Studies, Classics, Francophone Studies, Germanic Studies, Iberian and Latin American Studies, International Studies, Linguistics, TESOL.

9.3.1.1.3.The candidate should show a strong commitment to research, generally in the form of published articles, conference papers, or the like. The candidate must also show a strong commitment to teaching and service.

9.3.1.1.4.Usually, new tenure-eligible positions will be at the rank of Assistant Professor. Appointments at the rank of Associate Professor require that the selected candidate hold at least three years of relevant professional, academic, or administrative experience since earning their terminal degree and an established record of research/creative activity that meets or exceeds the standards for promotion and tenure within the School as evaluated by an ad-hoc promotion committee at the time of hire.

9.3.1.2.Non-tenure eligible appointments

9.3.1.2.1.For all non-tenure eligible hires, there must be concrete evidence of high-quality teaching. Teaching includes teaching effectiveness in the classroom, an up-to-date knowledge of one's discipline, and a variety of teaching support activities.

9.3.1.2.2.New NTT faculty members shall hold the rank of Assistant Professor of Practice or Assistant Lecturer.

9.3.1.2.2.1.Assistant Professor of Practice requires a terminal degree in the target area of instruction or closely related field.

9.3.1.2.2.2.Assistant Lecturer requires a non-terminal degree in the target area of instruction or closely related field, or professional, non-classroom experience deemed equivalent to such a degree.

9.3.1.3.Graduate Appointments

9.3.1.3.1.The Director shall inform the School about the available funding for graduate assistants through each Program. Graduate positions are reviewed and recommended by the Steering Committee every year based on the instructional needs of the School with feedback from each section. Graduate students shall be assigned to positions with the following priority:

9.3.1.3.1.1.Direct instructional responsibilities (teaching an independent course under supervision or teaching free-standing sections of a course)

9.3.1.3.1.2.Support for recruiting and retaining students within the School's academic programs.

9.3.1.3.1.3.Support for research and/or indirect teaching support.

9.3.1.3.2.GA appointments shall be made to students qualified to perform the assigned duties. Special consideration shall be given to students enrolled or planning to enroll in an SLL graduate program or to students identified via agreements between SIU and other entities to recruit qualified graduate assistants from outside SIU.

9.3.2.None of the above priorities shall be applicable to funding provided by grants or programs external to SIU.

10. QUALIFICATIONS, ROLES, RESPONSIBILITIES, AND SELECTION OF THE DIRECTOR

10.1.Qualifications, Role, and Responsibilities of the School Director

10.1.1.The School Director should be a tenured faculty member of the School. Should no candidate be able or willing to serve, a Director may be selected from the tenured faculty of the College of Liberal Arts. A director hired externally from SIU should be granted tenure in the School.

10.1.2.The Director is first and foremost responsible for advancing the mission of the School, supporting research and pedagogical development within the School, developing and supporting an inclusive School culture, mentoring and advising faculty, and promoting the work of School faculty and students. In particular, the role includes but is not limited to the following duties:

- 10.1.2.1. The Director represents the interests of the faculty of the School to the College of Liberal Arts and other administrative units on campus; the director also represents these units back to the School.
- 10.1.2.2. The School Director administers the School in consultation with the faculty.
- 10.1.2.3. The Director handles everyday business in cooperation with the faculty and coordinates the Programs and curricular sections with the advice of the Program Directors.
- 10.1.2.4. The Director, in consultation with the faculty, makes school recommendations in matters of staffing and faculty salaries. [See Merit Salary Guidelines]
- 10.1.2.5. The Director shall provide necessary resources for the work and progress of the faculty in both teaching and research within budgetary limitations.
- 10.1.2.6. The Director appoints and dismisses ad hoc committees with the exception of the Nominating Committee for the Director, the Promotion Committee, Tenure Committee, and the Grievance Committee. Any member of the School electorate may be appointed to an ad hoc committee.
- 10.1.2.7. The Director has the responsibility and authority to ensure faculty has necessary supplies, equipment, and school space.
- 10.1.2.8. The Director will solicit faculty input in compiling the periodic evaluations of all School office personnel and forward it to supervisory personnel.
- 10.1.2.9. The Director is responsible for developing and managing the budget for the School in consultation with the faculty. The Director will also be responsible for an annual budget report to the faculty.
- 10.1.2.10. The Director assigns annual workload. The Director shall consult with each faculty member in developing the annual workload assignments. The Director must assign workloads in an equitable manner.

10.2. Term of Office

- 10.2.1. The School Director is the chief executive officer and official representative of the School of Languages and Linguistics. The Director is nominated by the electorate of the School; subsequently, this nomination is forwarded to the Dean for approval and upon ratification by the Board of Trustees, the Director appointment becomes official. The term of office is three years.
 - 10.2.1.1. Without a vote of the faculty in favor of a 3rd term, the Director may serve no more than two consecutive three-year terms.
 - 10.2.1.2. During a temporary absence, the Director shall appoint an Acting Director to make timely decisions. This role should be taken by one of the Program Directors, but in the case that both are unable to do so, the responsibility next falls onto the Graduate Studies Coordinator. After that, an appointed tenured faculty could take the temporary position. In the event of a vacancy, an acting director will be chosen to serve between the terms of regular directors in accordance with our selection policies in this document.

- 10.2.2. In addition to the annual reviews of the School Director conducted by the Dean of the College of Liberal Arts, the Director will undergo a more thorough review every 3 years that includes feedback from the School faculty. At the request of at least 1/3rd of the School faculty, an additional review shall be conducted as soon as is practicable.
- 10.3. Selection of School Director
- 10.3.1. The Electorate of the School, operating through an ad hoc committee of four (two elected from the LCIS program and two elected from the Linguistics program), shall take an active leading role in recruiting and interviewing candidates. For external hires, the committee may also perform initial screening of candidates as needed.
- 10.3.2. The committee will establish an open period for applications or nominations. Internal candidates may self-nominate or be nominated by others, but the ad hoc committee is responsible for confirming that anyone nominated is willing to serve.
- 10.3.2.1. Interested candidates shall submit, at minimum, a CV and a letter of interest.
- 10.3.2.2. External candidates may be asked to submit additional materials.
- 10.3.3. Although the ad hoc committee shall be responsible for crafting interview questions and leading the interview, all interviews shall be open to all School faculty.
- 10.3.4. After all interviews have been completed, the voting faculty shall vote on the nominee(s) through secret ballot. Each nominee shall be voted on using the following scheme:
- 10.3.4.1. Approve and recommend (2 points)
- 10.3.4.2. Approve (1 point)
- 10.3.4.3. Disapprove (0 points)
- 10.3.5. Any candidates that receive 50% or more “disapprove” votes from those who cast a vote shall be disqualified from the nomination to the Dean. Among remaining candidates, the candidate with the highest overall points shall be submitted to the Dean as the recommended candidate. When submitting the recommendation, the ad hoc committee shall also share the results of the faculty vote.
- 10.3.6. If the Dean does not support the recommended candidate, the Dean shall consult with the faculty to discuss the matter and to determine the next step in the process.
- 10.4. Given the broad scope of the affiliated programs to be contained within the School of Languages and Linguistics, including disciplinary distinctions below the programmatic level (such as research/curricular areas of German, Spanish, TESOL, and many others), special care shall be given to assure that faculty across the range of disciplinary distinctions have the opportunity to serve as Director and that each discipline receives appropriate staffing support when a member serves as Director.

11. PROCEDURE FOR AMENDING THE OPERATING PAPER

11.1. The Operating Paper (OP) shall be included on the SLL faculty meeting agenda at least once during each academic year. If faculty propose amendments to the OP, the process below shall be followed:

11.1.1. All proposals shall be discussed and reviewed by the Steering Committee (or ad hoc reviewing committee), with deliberations presented to the full faculty.

11.1.2. Each proposal shall then be brought to the full voting faculty (including both TT and NTT faculty) for an anonymous advisory vote. Any proposals gaining over 50% approval will move to an official vote. For an amendment to pass in official voting, it must reach two-thirds approval across the whole SLL voting faculty. and, additionally, 50% approval of voting faculty within each area (CESL, LCIS, LING).

12. APPENDIX

12.1. *Note.* The Merit Worksheet and Summary Sheet described in Section 7 are considered separate documents and may be amended by simple majority vote.