CENTER FOR NATIVE AMERICAN STUDIES BYLAWS
NORTHERN MICHIGAN UNIVERSITY

ARTICLE I

FACULTY AFFAIRS COMMITTEE

1.A The Faculty Affairs Committee (FAC) will act as the “faculty” or “department” on all matters affecting faculty prerogatives as formulated in the NMU-AAUP Agreement.

1.A.1 As is customary to university departments, the FAC will concern itself with the tasks of overseeing matters pertaining to the Center for Native American Studies (CNAS) departmental and faculty concerns, which include curriculum, evaluation, grants, and outcomes assessment. Because CNAS is the primary interface between the university and indigenous communities and organizations, the FAC also functions as a university-wide committee to facilitate these relationships.

1.A.2 The FAC shall consist of members of the bargaining unit. CNAS full time faculty automatically are members of the FAC. Remaining FAC membership shall consist of full time faculty representatives from departments that contribute courses to CNAS academic programs and full time faculty from departments with an interest in the Center’s mission. FAC membership will not exceed thirteen (13) members or be fewer than six (6) members. Should the membership drop below six, the chair of the FAC will appeal to the bargaining unit for full time faculty replacements. Should more than thirteen faculty members seek to serve on the FAC, the FAC membership would be based the criteria of representation from departments that contribute courses to CNAS academic programs and full time faculty from departments with an interest in the Center’s mission. The CNAS Director is a non-voting, ex officio member of the FAC, except when the CNAS Director becomes an interim voting member of the Evaluation Committee to evaluate sabbatical requests. The Provost and Vice President for Academic Affairs and a contingent faculty representative may attend meetings and serve in an ex officio, nonvoting capacity. Others may be invited to meetings as appropriate.

1.A.3 Nominations for membership to the FAC can be made by the CNAS Director, FAC members, or Department Heads. Appointments to the FAC will be subject to approval by the CNAS Director. With the exception of full time CNAS faculty, members of the FAC are appointed to a three (3) year term, with terms staggered so that roughly one-third of FAC appointments expire in any given year. Should a member be unable to fulfill the duties of the position, including attending meetings, the replacement process will follow procedures used to fill an expired term.

1.B FAC Meetings

1.B.1 Meetings will be conducted monthly during the academic year.

1.B.2 Meetings will be governed by Sturgis Parliamentary Procedure.
1.B.3 Each member of the FAC shall have one vote in any election or for any motion, unless the written proxy of an absent member is sent to the FAC Chair. Proxies may be conveyed in hard copy or electronic form via e-mail.

1.B.4 A quorum will be one-half plus one of the voting membership.

1.B.5 The first regular meeting of the FAC will be called no later than the second week of classes each semester. The FAC Chair will recommend to the membership the time, place, and frequency of meetings.

1.B.6 Members who miss a meeting must provide ample notice to the FAC chair and recording secretary.

1.B.7 Other persons may be invited to attend meetings of FAC, its Standing Committees, and Ad Hoc Committees, as appropriate.

1.C Standing Committees

1.C.1 CNAS Standing Committees include the Evaluation Committee, Grants Committee, Curriculum Committee, and Outcomes Assessment Committee.

1.C.2 Standing Committee Selection and Appointment

1.C.2.a The FAC shall appoint members to the Standing Committees during the first meeting of the academic year, or on an as needed basis.

1.C.2.b Standing Committees members must be members or ex officio members of the FAC.

1.C.3 Standing Committee Terms of Appointment

1.C.3.a Standing Committees will consist of a minimum of three members.

1.C.3.b Standing Committee members will serve three-year staggered terms, elect committee officers annually, and establish criteria, policies, guidelines, and procedures in accordance with the Master Agreement as necessary for effective implementation of their duties.

1.C.3.c All Standing Committees shall have powers to appoint ad hoc study groups whose membership may include individuals who are not members of the FAC.

1.C.4 Standing Committee Meetings

1.C.4.a Only members of a Standing Committee may vote during Standing Committee meetings.

1.C.4.b A quorum for any Standing Committee meeting will be a majority of the voting membership.
1.C.4.c Except in circumstances involving the annual evaluation process, the review of applications for promotion, tenure, or continuing contract status, evaluation of internal grant proposals, or student appeals, all meetings of committees and subcommittees will be open to any ongoing CNAS faculty member and that faculty member may be given speaking rights.

1.C.5 Responsibilities of the Standing Committees

1.C.5.a Evaluation Committee

1.C.5.a.1 When possible, the Evaluation Committee will include at least one FAC member who is a CNAS faculty member with tenure, a tenure earning, or Continuing Contract Status position. The CNAS Director cannot serve on the Evaluation Committee, except when the CNAS Director becomes an interim voting member of the Evaluation Committee to evaluate sabbatical requests.

1.C.5.a.2 The Evaluation Committee is a Standing Committee of the FAC that functions to evaluate CNAS faculty in accordance with the Master Agreement and CNAS Bylaws. Evaluation responsibilities include annual evaluations of effectiveness of teaching and assigned responsibilities, scholarship and/or professional development, and service, as well as the cumulative reviews associated with application for promotion, tenure, or continuing contract status. The Evaluation Committee will evaluate requests for sabbatical leaves submitted in accordance with the timetable established in the NMU-AAUP Agreement and assist the CNAS Director in the evaluation of Contingent Faculty instructors. The Evaluation Committee also will be responsible for acknowledging service responsibilities and achievements of FAC members and others who have made significant contributions to the work of the FAC.

As part of fulfilling the evaluation responsibilities, a member of the Evaluation Committee shall be responsible for conducting a classroom visit or other visit regarding Assigned Responsibilities of each CNAS faculty member in accordance with the Master Agreement. A classroom visit will be made each semester of the first two years of a new faculty member’s contract and once each academic year beginning the third year. The classroom visits will be documented by a written report of the classroom observations.

The process for conducting a classroom visit or other visit regarding Assigned Responsibilities includes the following three steps:

(1) A pre-meeting with the Evaluation Committee member and CNAS faculty member to outline parameters and goals of the classroom visit

(2) A classroom or other assigned responsibilities visit consists of about one class session (50 minutes) in which the Evaluation Committee member observes the CNAS faculty member, and

(3) A post-classroom visit meeting to discuss the visit and the written report. The written report is a detailed narrative of the CNAS faculty member’s effectiveness of performance of teaching and assigned responsibilities within the CNAS mission. The report is given to the CNAS faculty member and CNAS Director.
1.C.5.a.3 A CNAS faculty member may make a request to the Evaluation Committee that a FAC member who is a CNAS tenured faculty or CNAS faculty with Tenure Earning or Continuing Contract status complete the classroom visit and resulting report, when possible. When not possible, a CNAS faculty member may request FAC member who is a CNAS tenured faculty or CNAS faculty with Tenure Earning or Continuing positions accompany the Evaluation Committee member during the classroom visit and assist with the report.

1.C.5.b Grants Committee

1.C.5.b.1 The Grants Committee is a Standing Committee of the FAC that functions to assist the CNAS Director and all CNAS faculty members in the preparation of grant proposals to external funding agencies.

1.C.5.b.2 The Grants Committee will serve an evaluative function for internal NMU grants as required by the application process for such grants.

1.C.5.b.3 In addition, the Grants Committee will compile the Scholarly Resources Assessment annually in accordance with the Master Agreement.

1.C.5.b.4 The Grants Committee will schedule its recommendations to the voting membership of the FAC for feedback and direction.

1.C.5.c Curriculum Committee

1.C.5.c.1 The Curriculum Committee is a Standing Committee of the FAC that functions to initiate, study, review, or make recommendations concerning curricular development, implementation, and scheduling of CNAS course requirements, credit units per course, and programs, including degrees, and certificate and course offerings in major and minor areas.

1.C.5.c.2 In addition, the Curriculum Committee will make a continuous study of the CNAS undergraduate and graduate curricula and will recommend necessary changes, deletions, or additions to CNAS curricula and guidelines to implement proposed changes as needed.

1.C.5.c.3 The review of CNAS undergraduate and graduate curricula includes an annual examination of the Undergraduate and Graduate Bulletins with resulting recommendations.

1.C.5.c.4 The Curriculum Committee will schedule its recommendations to the voting membership of the FAC for feedback and direction.

1.C.5.d Outcomes Assessment Committee

1.C.5.d.1 The Outcomes Assessment Committee is a Standing Committee of the FAC that functions to ensure students are learning what CNAS curriculum indicates students have been taught, measure the effectiveness of student learning outcomes, and assess the efficiency of Center activities to support and facilitate student learning. Activities include development and review of assessment
instruments related to CNAS programs, curricula, instruction, and grants and assisting the CNAS Director with accreditation and compliance measures.

1.C.5.d.2 In addition, the Outcomes Assessment Committee will study and review changes made outside of CNAS that affect the functioning of CNAS personnel and/or programs related to student learning.

1.C.5.d.3 The Outcomes Assessment Committee will schedule its recommendations to the voting membership of the FAC for feedback and direction.

1.C.6 Ad Hoc Committees

1.C.6.a The FAC shall appoint Ad Hoc Committees on an “as needed” basis.

1.C.6.b All Ad Hoc Committees (e.g., Bylaws Committee, Grade Appeals Committee, and Search Committees) will expire with the academic year unless specifically extended.

1.D Evaluation of the CNAS Director

1.D.1 Review of the Center Director will be conducted at least every three years by the FAC or its designated representatives in accordance with the Master Agreement.

ARTICLE II

FACULTY PERSONNEL

2.A.1 CNAS faculty evaluations shall be conducted in accordance with the Master Agreement.

2.A.2 CNAS “faculty” members shall include all CNAS faculty for a given academic year as described in the Master Agreement.

2.A.3 CNAS faculty may be faculty in the CNAS or may hold joint appointment(s) in other departments, centers, or areas affiliated with the university.

2.A.3.a When a CNAS faculty member has a Joint appointment as defined by 1.1.10 of the Master Agreement (i.e., teaching assignments in two (2) or more departments), one of the departments will be designated the primary department for conducting the faculty member’s annual evaluation and recommending the faculty member for promotion, tenure, or termination. The other department(s) shall provide written contribution(s) to the faculty member’s annual evaluation and to recommendations for tenure, promotion, or termination.

2.A.3.b The faculty member in a Joint appointment shall not be required to meet a higher standard than other faculty to achieve promotion and tenure. When evaluating a faculty member for tenure, promotion, or termination, the Evaluation Committee shall take into account any unusual workload arising from the appointment.
2.B  **Annual Faculty Evaluation**

2.B.1 The Evaluation Committee will conduct annual evaluations of CNAS faculty in accordance with the Master Agreement.

2.B.2 Annual evaluation materials shall include the teaching evaluations summaries from each CNAS course taught by CNAS faculty or CNAS faculty members with joint appointments in accordance with the Master Agreement.

2.B.3 CNAS faculty or CNAS faculty members with joint appointments will use CNAS approved forms for student evaluations of teaching in CNAS classes.

2.B.4 The Evaluation Committee membership will have access to CNAS personnel files for the purpose of its work.

2.B.5 During each semester of the first two years of a new faculty member’s contract, a classroom visit or other visit regarding Assigned Responsibilities is required. Additional visits can be by request of the CNAS faculty member and/or the Evaluation Committee. Yearly visits are required for CNAS faculty members in their third year of continuous employment or later.

2.C  **Tenure and Promotion**

2.C.1.a All CNAS faculty are expected to engage in the three areas of emphasis of teaching and assigned responsibilities, scholarship and/or professional development, and service.

2.C.1.b CNAS faculty must provide evidence which confirm the levels of achievement in the areas of teaching and assigned responsibilities, scholarship and/or professional development, and service commensurate with each higher rank.

2.C.1.c The most important criterion for tenure and promotion is effectiveness in the area of teaching and assigned responsibilities.

2.C.1.d The second most important criterion for tenure and promotion can be either scholarship and/or professional development, or service.

2.C.1.d.1 CNAS faculty will make a statement in the annual evaluation materials to establish whether an emphasis will be placed on scholarship and/or professional development or on service. The statement will be consistent with the Master Agreement, the CNAS mission, and the standards of the identified peer institutions referenced in these Bylaws.

2.C.1.d.2 The emphasis on scholarship and/or professional development or on service is made in consultation with the Evaluation Committee and must be approved by the CNAS Director.
2.C.1.d.3 The assessment in the area of teaching and assigned responsibilities will occur in the same manner for CNAS faculty regardless of emphasis on scholarship and/or professional development or on service.

2.C.2 Judgmental Criteria

2.C.2.a Judgmental criteria for teaching and assigned responsibilities use phrases such as “emergent professional competence”, “mastery of teaching and advising”, and “unique and individually effective contributions” to characterize respective standards for assistant, associate, and professor. Similarly, judgmental criteria for scholarship and/or professional development use phrases such as “a record of exploring and defining”, “a record of defining, developing, and disseminating”, and “a record of sustained growth” in a clearly defined program contributing to the professional discourse community. Judgmental criteria for service use phrases such as “membership”, “performing leadership roles”, and “developing and mentoring leaders”. Achievement for faculty in each area of judgment must meet a significantly higher standard for each successive rank. Faculty applying for promotion to the next rank must provide evidence of achievement commensurate with that rank, as described in 2.C.3 through 2.C.6.d.4.

2.C.3 Teaching and Assigned Responsibilities

2.C.3.a Teaching and assigned responsibilities include professional responsibilities such as academic advising, curriculum development, and other related duties as specified in the letter of appointment. Effectiveness in teaching and assigned responsibilities is expected at all ranks.

Effectiveness at teaching and assigned responsibilities includes, but is not limited to, such items as the following:

**Professional Competence Expected at All Ranks**

- Infuse Native American Studies and/or Traditional Aboriginal Knowledge of a particular group of Aboriginal people or peoples into the curriculum and teaching;
- Use effective pedagogical principles and practices;
- Utilize student evaluation data to improve teaching, establishing effective rapport with students, and engaging students in the learning process;
- Maintain positive peer evaluations;
- Advise students effectively (e.g., Individually Created Program in Native American Studies);
- Improve courses continuously (e.g., revising existing courses);

**Emergent Professional Competence Expected at the Rank of Assistant Professor**

- Consulting and/or involving Anishinaabe or other Indigenous cultural leaders in the learning process (e.g., facilitating student understanding of course content by connecting indigenous community experts with students);
- Designing new courses or program offerings and/or revision of existing programs;
• Assessing and coordinating the curriculum; and
• Providing educational opportunities not otherwise available, such as directed studies, academic service learning, and community outreach.

2.C.3.b For advancement to the next rank CNAS faculty must demonstrate significant and effective accomplishments. Significant accomplishments mean an exceptional contribution of importance to teaching and assigned responsibilities that is documented by, but not limited to, such items as the following:

Professional Mastery Expected at the Rank of Associate Professor

• Using Native American Studies and/or Traditional Aboriginal Knowledge of a particular group of Aboriginal people or peoples into the curriculum and teaching;
• Differentiation of instruction within courses to meet individual students’ educational learning needs;
• Extending course content into the community via radio, podcasts, social media, ITV, online courses, weekend college, and/or distance education, etc.;
• Demonstrating mastery of integrating broad categories of Native American Studies throughout the Native American Studies curriculum;
• Providing educational opportunities not otherwise available, such as language use in the community, academic service learning, and community outreach;

Unique and Individually Effective Contributions Expected at the Rank of Professor

• Teaching and mentoring other instructors how to use Native American Studies and/or Traditional Aboriginal Knowledge of a particular group of Aboriginal people or peoples into the curriculum and teaching;
• Creating a regional, national, and/or international repository for production of instructional materials used in teaching;
• Designing or developing field guides, manuals, and/or tools or equipment.

2.C.4 Scholarship and/or Professional Development

2.C.4.a Although scholarship and/or professional development might not be a second area of emphasis, all CNAS faculty are expected to engage in effective scholarship and/or professional development. Effectiveness includes, but is not limited to, such items as the following:

Professional Competence Expected at All Ranks

• Developing Native American Studies materials;
• Analyzing the effect of learning activities beyond the classroom, such as academic service learning and Native American Studies use in the community;
• Contributing to a collection of Native American Studies instructional materials;
• Reviewing innovative, traditional, historical, and current teaching and learning methodologies, cultural practices, and/or technologies.
Emergent Professional Competence Expected at the Rank of Assistant Professor

As outlined in 2.C.2, satisfactory performance requires that CNAS faculty members demonstrate a record for exploring and defining a program for contributing to the professional discourse community. Examples include, but are not limited to, such items as the following:

- Developing peer-reviewed Native American Studies materials; and
- Preparing peer-reviewed reports, grant proposals, and presentations and/or publications on at least a local or regional level.

2.C.4.b

As described in 2.C.2, for advancement to the next rank CNAS faculty must demonstrate significance of accomplishments in the area of scholarship and/or professional development within the mission of the CNAS. Significance differs from effective contributions. For scholarship, significance means an exceptional contribution of importance to scholarship and/or professional development that is documented by, but not limited to, such tangible artifacts or outcomes as the following:

Professional Mastery Expected at the Rank of Associate Professor

As outlined in 2.C.2, satisfactory performance at the rank of Associate Professor requires that CNAS faculty members demonstrate a record of defining, developing, and disseminating their contributions to the professional discourse community. Examples include, but are not limited to, such items as the following:

- Publishing peer-reviewed Native American Studies materials;
- Presenting or publishing a peer-reviewed report;
- Obtaining a competitive grant;
- Completing a peer-reviewed presentation and/or publication of research, or creation of original work.
- Creating a peer-reviewed cultural artistic endeavor that summarizes knowledge about a topic or process including, but not limited to, songs, storytelling, multimedia;

When scholarship and/or professional development is declared as an emphasis, evidence of at least two peer-reviewed artifacts will be presented as described in section 2.C.4 for advancement to the rank of Associate Professor.

Unique and Individually Effective Contributions Expected at the Rank of Professor

As outlined in 2.C.2, satisfactory performance at the rank of Professor requires that CNAS faculty members demonstrate a record of sustained growth in a clearly defined program contributing to the professional discourse community. The reference to “a record of sustained growth in a clearly defined program...” is not meant to preclude a faculty member from changing a specified research program in a significant way. While the expectation is that the faculty member will increase
participation in peer-reviewed work, what is more important in all instances is the quality of the contribution to the professional discourse community. Examples include, but are not limited to, such items as the following:

- Producing a technical literary or artistic Native American artifact (e.g., fiction or non-fiction writing, art exhibition, or musical performance);
- Writing a textbook, manual, or guidebook on Native American Studies materials;
- Lead author in publishing peer-reviewed Native American Studies materials;
- Developing a peer-reviewed repository of language materials and new vocabulary to describe new objects, beliefs, or practices.

When scholarship and/or professional development is declared as an emphasis, evidence of at least three peer-reviewed artifacts will be presented as described in section 2.C.4 for advancement to the rank of Professor.

2.C.4.c All forms of scholarship must involve production of a tangible artifact or outcome.

2.C.4.e Scholarship

2.C.4.e.1 Scholarship is peer-reviewed. Common types of peer review include but are not limited to publication in a peer-reviewed journal, presentation of creative work in a juried exhibit/performance or in settings acceptable to the Evaluation Committee and CNAS Director, and presentation of scholarly work in a competitive selection process acceptable to the Evaluation Committee and CNAS Director. Peer review may also take the form of a written review of one’s research by an evaluative body or person acceptable to the Evaluation Committee and CNAS Director, evaluation of a grant proposal, obtaining a grant, or a peer letter acknowledging scholarly accomplishments. Recognition of scholarly activity is also a type of peer review and can include an invitation to present scholarly work, receiving a professional award, having one’s scholarly work cited by external adjudicators (e.g., TEDNA) and/or in multimedia links (e.g., MERLOT), textbooks, syllabi of other researchers and instructors, peer-reviewed journals, government and community programs, and professional organizations.

2.C.4.e.2 In accordance with the Master Agreement, Scholarship involves one or more of the four (4) forms of Scholarship: Scholarship of Discovery; Scholarship of Integration; Scholarship of Application; and, Scholarship of Teaching.

2.C.4.e.2.a Scholarship of Discovery involves original production or testing of a theory, principle, knowledge, or artistic creation, such as but not limited to the following:

- Developing Native American Studies materials (e.g., production of original materials based on or testing of a theory such as double vowel orthography or accelerated learning, and/or adapting historical language to describe modern objects, beliefs, or practices);
- Producing a traditional experimental, survey, quantitative and/or qualitative research study;
• Producing technical literary or artistic Native American artifact (e.g., fiction or non-fiction writing, art exhibition, or musical performance).

2.C.4.e.2.b  Scholarship of Integration involves using knowledge found within and across disciplines to create an original understanding or insight that reveals larger intellectual patterns, such as but not limited to the following:
• Developing a textbook, synthesized literary work, musical collection, or cultural artistic endeavor that summarizes knowledge about a topic or process including but not limited to songs, storytelling, and/or multimedia in Native American Studies;
• Combining historical or contemporary cultural artifacts in a curated artistic exhibition, an edited anthology, or a theoretical analysis; and
• Integrating aspects of Native American Studies in interdisciplinary contexts.

2.C.4.e.2.c  Scholarship of Application involves bringing knowledge to bear in addressing a significant issue or problem by using existing research or creative activities to influence current or future conditions, such as but not limited to the following:
• Providing expert testimony in Native American Studies;
• Production of a technical report, a substantive grant proposal, white paper associated with consultancies or grants, public policy analysis, or professional presentation in Native American Studies;
• Applying Traditional Aboriginal Knowledge of a particular group of Aboriginal people or peoples to studies in areas such as ethnobotany, ethnohistory, ethnolinguistics, ethnology, ethnomedicine, ethnomusicology, ethnopsychology, ethnosience, and ethnozoology, etc.

2.C.4.e.2.d  Scholarship of Teaching involves proposing and empirically testing a pedagogical procedure that transforms or improves teaching practices, such as but not limited to the following:
• Systematic comparison of learning environments;
• Analysis of the impact of learning activities beyond the classroom (such as academic service learning);
• Comprehensive assessment of teaching methodologies;
• Multimedia collection for Native American Studies instructional materials;
• Comprehensive assessment of innovative, traditional, historical, and current teaching methodologies; and
• Applying studies related to Traditional Aboriginal Knowledge of a particular group of Aboriginal people or peoples and topic-specific experiential activities.

2.C.4.f  Professional Development

2.C.4.f.1  Professional development includes activities intended to maintain currency in one’s discipline, developing new professionally related expertise, or participation in other professionally-related activities, which may include documentation as appropriate, but do not necessarily resulting in a scholarly outcome. Examples include, but not limited to, the following:
Professional Competence Expected at All Ranks

- Attending professional conferences and/or professional workshops;
- Developing a new or maintaining a current certification;
- Obtaining an additional degree or training related to one’s field;
- Expanding and enhancing Native American Studies proficiency;
- Engaging in post-doctoral work designed to expand one’s professional competence in Native American Studies;
- Engaging in post-doctoral work designed to expand one’s professional competence in Native American Studies;
- Participation in professional organizations;
- Participation in professional development opportunities at the CNAS, college, university, local, tribal, state, regional, national, and international levels; and
- Other appropriate professional activities, when confirmed by the Evaluation Committee and the CNAS Director.

2.C.5 Professional Service

2.C.5.a Service provides opportunities for CNAS faculty members to demonstrate effective, collaborative, ethical, and aesthetic competencies in service relationships in academic and/or Indigenous contexts. Although service might not be a second area of emphasis, all CNAS faculty are expected to engage in service. All CNAS faculty are expected to be effective at service. Effectiveness includes, but is not limited to, such items as the following:

Professional Competence Expected at All Ranks

- Participation and service within Anishinaabe or other Indigenous cultural communities;
- Service on CNAS, college, or university committees;
- Participation in at the CNAS, college, university, local, tribal, state, regional, national, and international professional organizations;
- Conducting workshops, symposia, or seminars in Native American Studies at elementary and secondary schools, Anishinaabe or other Indigenous cultural communities, and at the CNAS, college, university, local, tribal, state, regional, national, and international organizations;
- Participating in student organizations or projects;
- Participating in student recruitment and retention; and
- Applying Traditional Aboriginal Knowledge of a particular group of Aboriginal people or peoples in a service context.

Emergent Professional Competence Expected at the Rank of Assistant Professor

- Maintaining memberships in professional organizations;
- Attending conferences, workshops, symposia, or seminars at the CNAS, college, university, local, tribal, state, regional, national, and international organizations;
• Mentoring new faculty, colleagues, and/or students;
• Participation in Anishinaabe or other Indigenous cultural events and gatherings;
• Reviewing conference proposals and/or grants; and
• Participation in university committees.

2.C.5.b  As described in 2.C.2, for advancement to the next rank when service is the area of selected emphasis, CNAS faculty must demonstrate and document significance of accomplishments in the area of service that requires sound habits of judgment within the mission of the CNAS. Significance differs from effectiveness. Significance means an exceptional contribution of importance to service responsibilities that is documented by, but not limited to, such items as the following:

Professional Mastery Expected at the Rank of Associate Professor

As outlined in 2.C.2, satisfactory performance requires that CNAS faculty members demonstrate a record of defining, developing, and disseminating their contributions to the professional discourse community. Examples include, but are not limited to, such items as the following:

• Performing leadership roles within Anishinaabe or other Indigenous cultural communities;
• Performing leadership roles on CNAS, college, or university committees;
• Performing leadership roles in CNAS, college, university, local, tribal, state, regional, national, and international professional organizations; and
• Advising student organizations associated with Native American Studies.

When service is declared as an emphasis, evidence of at least two artifacts will be presented as described in section 2.C.5 for advancement to the rank of Associate Professor.

Unique and Individually Effective Contributions Expected at the Rank of Professor

As outlined in 2.C.2, satisfactory performance requires that CNAS faculty members demonstrate a record of sustained growth in a clearly defined program contributing to the professional discourse community. The reference to “a record of sustained growth in a clearly defined program...” is not meant to preclude a faculty member from changing a service focus in a significant way. While the expectation is that the faculty member will increase participation in service work, what is more important in all instances is the quality of the contribution to the professional discourse community. Examples include, but are not limited to, such items as the following:

• Establishing an ongoing, sustainable conference or series of workshops, symposia, or seminars in elementary and secondary schools, Anishinaabe or other Indigenous cultural communities, or in CNAS, college, university, local, tribal, state, regional, national, and international organizations;
• Editing a journal or book in Native American Studies;
• Achieving awards for advising student organizations or projects associated with American Indian Studies; and
Instituting a sustainable context of emersion in Traditional Aboriginal Knowledge of a particular group of Aboriginal people or peoples.

When service is declared as an emphasis, evidence of at least three artifacts will be presented as described in section 2.C.5 for advancement to the rank of Professor.

2.C.6  Judgment Criteria at Rank

2.C.6.a  Instructor

2.C.6.a.1 A faculty member on a term appointment or continuing contract appointment will focus on effectiveness in teaching and assigned responsibilities and CNAS service.

2.C.6.a.2 All CNAS Continuing Contract Status faculty are expected to demonstrate effectiveness in teaching and assigned responsibilities and service to the CNAS. The Evaluation Committee may review the teaching and assigned responsibilities and service activities of faculty members with term appointments in evaluating their eligibility for Continuing Contract Status.

2.C.6.b  Assistant Professor

2.C.6.b.1 In accordance with the Master Agreement 5.2, an Assistant Professor must have an earned doctorate from an accredited institution or must possess other terminal qualifications or unusual scholarly and/or professional achievements appropriate to the position. In the case of CNAS language instructors, faculty at the rank of Assistant Professor who teach courses in Anishinaabemowin and/or other indigenous languages must meet the minimum requirements of an earned Master's degree from an accredited institution, must possess fluency in Anishinaabemowin and/or other indigenous languages as determined by peer-review and a reasonable circle of comparison within the discipline in accordance with the Master Agreement, and must have documented experience teaching Anishinaabemowin and/or other indigenous languages.

2.C.6.b.2 CNAS faculty members at the rank of Assistant Professor must demonstrate a record evident of emergent professional competence in the three areas of emphasis of teaching and assigned responsibilities, scholarship and/or professional development, and service.

2.C.6.b.3 CNAS Faculty members at the rank of Assistant Professor who declare an emphasis in scholarship and/or professional development must maintain a record of exploring and clearly defining a significant program of scholarship and/or professional development contributing to the communities of professional practice and Anishinaabe and/or other Indigenous cultural communities.

2.C.6.b.4 CNAS Faculty members at the rank of Assistant Professor who declare an emphasis in service must maintain memberships in and engage in departmental, college, and University-wide committees and must maintain active participation in professional service contributing to the communities of professional practice and Anishinaabe and/or other Indigenous cultural communities.
2.C.6.c  **Associate Professor**

2.C.6.c.1  CNAS faculty members at the rank of Associate Professor must demonstrate an accomplished, peer-reviewed record evident of mastery in the three areas of teaching and assigned responsibilities, scholarship and/or professional development, and service.

2.C.6.c.2  In teaching and assigned responsibilities, an accomplished, peer-reviewed record must provide evidence of mastery of faculty members at the rank of Associate Professor in the areas of professional practice and the promotion of student welfare.

2.C.6.c.3  Faculty members at the rank of Associate Professor who declare an emphasis in scholarship and/or professional development must maintain an accomplished peer-reviewed record evident of mastery of defining, developing, and disseminating scholarship and/or professional development in a significant program contributing to the communities of professional practice and Anishinaabe and/or other Indigenous cultural communities.

2.C.6.c.4  Faculty members at the rank of Associate Professor who declare an emphasis in service must demonstrate leadership roles and leadership abilities in professional activities requiring sound habits of judgment within the communities of professional practice and Anishinaabe and/or other Indigenous cultural communities.

2.C.6.d  **Professor**

2.C.6.d.1  Faculty members at the rank of Professor must demonstrate unique and individually effective contributions in teaching and assigned responsibilities, and a record of sustained growth in the three areas of emphasis of teaching and assigned responsibilities, scholarship and/or professional development, and service.

2.C.6.d.2  Faculty members at the rank of Professor must demonstrate an accomplished record evident of unique and individually effective contributions to teaching, advising, and other assigned responsibilities.

2.C.6.d.3  Faculty members at the rank of Professor who declare an emphasis in scholarship and/or professional development must demonstrate an accomplished, unique, and individually effective, peer-reviewed record of sustained growth in a clearly defined program contributing to scholarship and/or professional development in the communities of professional practice and the Anishinaabe and/or other Indigenous cultural communities.

2.C.6.d.4  Faculty members at the rank of Professor who declare an emphasis in service must demonstrate a record of sustained growth contributing to service in the communities of professional practice and the Anishinaabe and/or other Indigenous cultural communities.
ARTICLE III

BYLAWS

3.A Ratification

These bylaws will become effective immediately following an affirmative vote of no less than two-thirds of the members of the FAC, and concurrence by the Bylaw Review Committee and the Provost and Vice President for Academic Affairs.

3.B Amendments

Any member of the FAC may propose amendments to these bylaws at any time in writing to the Chair of the FAC. At least three (3) supporting signatures of other committee members must accompany the petition. Copies of the petition will be distributed to the membership within one week following its submission. In accordance with the Master Agreement, a two-thirds affirmative vote of those members of the FAC voting and concurrence by the Bylaw Review Committee and the Provost and Vice President for Academic Affairs are required to approve and implement a change in these bylaws.

ARTICLE IV

CENTER FOR NATIVE AMERICAN STUDIES ADMINISTRATOR

4.A The Center Director is the principal administrator of the CNAS and is responsible for communicating with external constituencies.

4.B The Center Director will seriously consider the recommendations expressed through the FAC and its subcommittees and the CNAS Advisory Council.

4.C The Center Director will evaluate and approve or disapprove CNAS faculty travel. Other expenditures of funds provided to the faculty under the Master Agreement in support of professional development must be submitted through the Center Director to the Dean of the College for approval.

4.C.1 Money available shall be used in accordance with the Master Agreement to support acceptable travel requests and other approved expenditures in support of professional development within the Center.

4.D Filling a vacancy in the position of Center Director will be done in accord with the Master Agreement with input from the community.
APPENDIX A

PEER-REVIEW INSTITUTIONS

A.1 In accordance with the Master Agreement, the CNAS identifies the following peer institutions that establish a circle of comparison for the disciplines represented.

A.1.a Bemidji State University, 1500 Birchmont Avenue NE, Bemidji, MN 56601-2699

A.1.b Montana State, P.O. Box 172560, Bozeman, MT 59717-2560

A.1.c Trent University, 1600 West Bank Drive, Peterborough, Ontario, Canada K9J 7B8