

**COLLEGE OF ARTS & SCIENCES**  
**AFRICAN & AFRICAN AMERICAN STUDIES PROGRAM GUIDELINES**  
**Approved by AFAM faculty November 4, 2005**

**I. Faculty Descriptions**

**Core Faculty**

Faculty members of the African and African American Studies (AFAM) Program with full voting rights shall be (1) non-tenure track, tenure-track or tenured faculty members who are appointed<sup>1</sup> in AFAM and (2) other OU faculty members (non-tenure track, tenure-track or tenured) who regularly<sup>2</sup> teach courses in the AFAM curriculum. Regular faculty who hold appointments in AFAM are automatically members of the core faculty. Other eligible faculty may apply to the Director of AFAM for membership in the core faculty, and membership will be determined by majority vote of the members of the core faculty.

**Affiliate Faculty**

Any OU faculty member who has an interest in African and African American Studies may submit to the Director an expression of interest in affiliation with the program. The granting of affiliate status in AFAM will be by majority vote of the core faculty. Appointments are for a three-year term. At the beginning of the third year and with concurrence of the faculty member, the Director of AFAM will submit to a vote of the core faculty the request for renewal. Adjunct instructors and lecturers who are regularly<sup>2</sup> appointed in AFAM but who are not eligible for membership in the core faculty are automatically members of the affiliate faculty. Affiliate membership does not carry voting rights but will allow full participation in discussion in faculty meetings.

**II. Criteria and Procedures for Committee A**

**Committee A**

Committee A shall consist of the Director and two other members elected from among the members of the core faculty who are regular faculty, (tenured, tenure-track or ranked renewable term) by a majority vote of the members of the core faculty. At least two members of Committee A must be from the College of Arts and Sciences. The elected members of Committee A serve for staggered two-year terms. Elections are held at the first faculty meeting in the fall and the term for the faculty member begins immediately.

**III. Criteria and Procedures for Tenure and Promotion**

**Tenure Track Faculty**

University regulations concerning tenure and promotion, including the definitions of teaching, research/creative activity, and service are listed in Section 3 of the Faculty Handbook. This criteria document implements and is consistent with university policy.

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<sup>1</sup> The appointment should be greater than 0.0 FTE.

<sup>2</sup> By “regularly,” we mean teaching at least one class every two years.

The African and African-American Studies Program affirms its commitment to excellence in teaching, research/creative activity, and service to both the university and to the profession. The following general formula for these functions is to be used for faculty housed in AFAM:

- 40% Teaching
- 40% Research/Creative Activity
- 20% Service

This formula is to be used for tenure-track faculty through the tenure decision and may be changed only in exceptional circumstances. However, the contributions of tenured faculty members may not, and need not match these proportions, and there is some flexibility in making contributions in areas of individual strength. At the beginning of the calendar year, faculty members can negotiate with the Director and Committee A concerning the relative weight to be assigned to each function within the following limits:

- Teaching (30-60%)
- Research/Creative Achievement (30-60%)
- Service (5-30%)

Faculty with special appointments such as Director or faculty fellows negotiate with the dean and/or Director concerning the weighted distribution of their efforts.

### **Teaching and Advising**

Teaching is defined as follows:

“Teaching, which is the transmission of knowledge and cultural values, focuses upon helping students learn. As a part of its mission, the University is dedicated to undergraduate, graduate, and continuing education. The term teaching as used here includes, but is not restricted to, giving regularly scheduled instruction, directing graduate work, and counseling and advising students. This includes the direction or supervision of students in reading, research, internships, or fellowships. Faculty supervision or guidance of students in recognized academic pursuits that confer no University credit should also be considered as teaching.” (Faculty Handbook, 3.6.1)

Teaching performance includes but is not limited to the following areas:

1. Classroom assignment, including course number, title, enrollment. Faculty members should submit syllabi, bibliographies, tests, and a self-evaluation of teaching effectiveness.
2. Special projects (directed readings, independent studies, internships, studio projects, laboratory instruction). Faculty members should submit the names of the students, the topics, and the means of evaluation of the special projects.
3. Advising. Faculty are expected to participate in advising; for undergraduates this advising extends beyond that of helping students fulfill degree requirements and includes career counseling and mentoring. State number of advisees, nature and extent of advising.
4. Papers published in conference proceedings. A distinction will be made between selected and non-selected conference proceedings.
5. Direction of graduate theses and dissertations or service on graduate committees. Submit name of student, nature of committee, and progress of

graduate work.

6. Other teaching-related activities. Supervision of graduate assistants; internal or external grants for the improvement of instruction; conducting colloquia, workshops, or short courses; invited lectures in other than assigned courses; supervision of graduate research; and team teaching.
7. Awards, honors, and citations attesting to teaching excellence.

Evaluation of teaching performance may include, but is not limited to, data from the following sources:

1. University and departmental evaluation by students.
2. Letters from current or former students.
3. Peer evaluations, based on class visitation by members of Committee A or designated faculty representatives.
4. Syllabi, tests, and other materials used in the course.
5. The faculty member's own evaluation of a course.

### **Research or Creative Achievement**

“Research, which is the development and validation of new knowledge, focuses upon faculty participation in the extension of knowledge and maintenance of professional development and vitality. The term research as used here is understood to mean systematic, original investigation directed toward the enlargement of human knowledge or the solution of contemporary problems. Creative achievement is understood to mean significantly original or imaginative accomplishment in literature, the arts, or the professions. The criteria for judging the original or imaginative nature of research or creative accomplishments must be the generally accepted standard prevailing in the applicable discipline or professional area. To qualify as research or creative achievement, the results of the endeavor must be disseminated and subject to critical peer evaluation in a manner appropriate to the field in question.” (Faculty Handbook, 3.6.2).

It is expected that each faculty member demonstrate a significant independent research/creative activity program. This expectation is particularly important for non-tenured faculty. Research or creative activity includes the following:

1. Refereed journal articles.
2. Books and book chapters, including scholarly books published by major academic publishers or university presses; monographs published as separate pieces by a recognized academic publisher or university press and undergoing peer review; mass-market books or undergraduate textbooks may be important contributions to teaching and are not considered to be evidence of research or scholarship, except where such publications can be demonstrated to represent significant original scholarship and to have undergone review processes comparable to those followed by major academic publishers and university presses; edited books; chapters in scholarly books or collections of essays.
3. Creative performances, exhibits, or productions which are “disseminated and subject to critical peer evaluation” (Faculty Handbook, 3.6.2).
4. Papers published in conference proceedings. A distinction will be made

- between selected and non-selected conference proceedings.
5. Primary editorship of journals.
  6. Grants and fellowships.
  7. Research papers competitively selected for presentation at scholarly conferences.
  8. Book and film reviews. A distinction will be made between summary reviews and critical reviews.

The quality and quantity of research and creative achievement will both be considered in the evaluation.

### **Service**

Service, which is the application of knowledge gained through research or creative achievement, focuses upon resolving contemporary problems, identifying new areas for inquiry and development, and sharing knowledge with the larger community. Three forms of service contribute to the goals of the AFAM program:

1. Professional Service
2. University Service
3. Public Service

It is recognized that assistant professors are not expected to contribute as much service as senior faculty members, and assistant professors should focus their service efforts within the discipline and the program. As an individual matures in his/her career, greater participation in University governance, and professional and public service is expected.

Professional service refers to activities directly related to the faculty member's discipline or profession. Included are such activities as official service in relevant professional societies; service on local, state, national, or international commissions; offices in professional organizations; service on editorial boards of professional journals or other publications; refereeing research papers submitted for publication; attendance at national and international professional meetings; presentation of professional symposia, colloquia, or workshops; advising student organizations; and service within the University that reflects and application of specialized knowledge or skill to the institution's affairs.

University Service. The nature of the academic enterprise is such that the faculty shares in responsibilities involving formulation of University policies. The faculty has a major responsibility in making and carrying out decisions affecting the educational and scholarly life of the University. Faculty members have a responsibility to contribute to the government of the University through timely participation on committees, councils, or other advisory groups at the department/school/program, college, or University level. (Faculty Handbook, 3.6.3)

Public Service involves the sharing of knowledge with the larger geographical community. Public service activities might include participation in a specialized professional capacity in programs sponsored by student, faculty, or community groups; participation in continuing education instructional activities; public speaking

engagements; organization of workshops, film festivals, or exhibitions open to the greater community; public service consultation; and attendance at local or regional meetings.

#### Annual Review

In keeping with the policy of the University and College of Arts and Sciences, annual faculty evaluations use the criteria already stated in the areas of teaching, research/creative achievement, and service.

#### Tenure-Progress Review

Each tenure-track faculty member shall participate in an annual tenure-progress review supervised by Committee A and the Director. The review is designed to enhance teaching, to evaluate a faculty member's progress, and to assist him/her in developing the qualifications and materials necessary for an affirmative tenure decision. In the event that a leave of absence will prevent a tenure-track faculty member from complying with the customary schedule, it shall be the faculty member's responsibility to consult in advance with Committee A and obtain approval from the dean and the senior vice president and provost regarding an alternative schedule for undergoing review.

#### Third-Year Review

In the spring semester of an untenured faculty member's third year, a review of performance will be conducted. With the assistance of the Director, the faculty member will assemble a dossier, to be distributed to all tenured faculty members in the program. Two or three external letters will be solicited from scholars in the field. The tenured members of the core faculty will meet to discuss and vote on the performance of the faculty member. Tenured faculty will have three options available in the voting process:

1. Satisfactory progress toward tenure.
2. Unsatisfactory progress, but potential is recognized.
3. Unsatisfactory progress, recommend termination.

Committee A and the Director will discuss the vote and forward a written evaluation and recommendation to the dean.

#### **Procedures for Tenure/Promotion Application**

The Faculty Handbook, section 3.7.5, describes the procedures for the tenure decision; these will be followed. Application for tenure and/or promotion should be initiated in the spring of the calendar year in which a faculty member plans to apply for tenure and/or promotion. Faculty being considered for tenure will be evaluated for tenure and promotion simultaneously in the sixth year of probation. Exceptions to this policy are governed by section 3.7.3 in the Faculty Handbook. Prior full-time service as instructor and prior full-time service in temporary appointments at the University of Oklahoma may be counted as part of the probationary period if this arrangement is agreed upon in writing at the time of appointment to a tenure-track position.

External reviewers should have no close academic or personal connections with the candidate's Ph.D. advisors and committee members, co-authors, and close personal

friends should not be asked to evaluate the candidate. Committee A and the Director will develop a list of reviewers from peer institutions and/or scholars who have expertise in the candidate's area. The candidate will have the opportunity to identify names of potentially biased reviewers. In late spring, the Director and Committee A will select the names remaining on the list and send letters requesting service from the reviewers, to whom the Director will send the candidate's updated curriculum vitae, statement of creative activity or research productivity, selected reprints of publications, and a copy of this document. Reviewers will be asked to evaluate the applicant's research/creative activity record and standing in the discipline. All letters received will be placed in the candidate's dossier.

The dossier should include, at a minimum, a completed curriculum vitae, the candidate's student teaching evaluations from previous years, any letters of support and copies of all relevant publications (in tenure applications, all publications; in promotion applications, all publications since the previous promotion), and all annual faculty reports. The applicant may supplement these required items with any other materials that he or she considers relevant. The applicant shall compile the dossier with the assistance of the Director and shall have the opportunity to review the dossier prior to its release for review by appropriate faculty, who will also be given copies of the confidential letters of the outside evaluators. After a vote of the qualified<sup>3</sup> core faculty, as described in section 3.7.5 of the Faculty Handbook, the Director shall add to the dossier all additional items required by the college and University policies, including the ballot count, a copy of the promotion/tenure guidelines, copies of letters from outside evaluators, the recommendation of Committee A, and the recommendation of the Director. The dossier is then forwarded to the dean's office by the appropriate deadline.

### **Criteria for Tenure, Promotion, and Merit Pay Increases**

#### **1. Tenure**

- a. Positive contribution to the effectiveness of the program's teaching effort.
- b. Sustained productive involvement in research/creative activity.
- c. Participation in professional and University service.
- d. Professional stature comparable to tenured faculty at peer institutions.

#### **2. Promotion to Associate Professor**

- a. Positive contribution to the effectiveness of the program's teaching effort.
- b. Sustained productive involvement in research/creative activity.
- c. Participation in professional and University service.
- d. Professional stature comparable to same rank at peer institutions.

#### **3. Promotion to Professor**

- a. Sustained positive contribution to the effectiveness of the program's teaching effort.
- b. Sustained achievement in research/creative activity.
- c. Sustained participation in professional and University service.
- d. National or international recognition in research meriting promotion.

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<sup>3</sup> As determined by the Provost's policy in the annual "Call for Tenure and Promotion Recommendations."

#### 4. Merit Pay Increases

- a. The primary criteria for merit pay increases are the same as for tenure and promotion; that is, quality of contributions to teaching, research, and service.
- b. Evaluation of the quality of contributions in teaching, research, and service are made on the basis of contributions during the three immediately preceding calendar years.

### IV. Criteria for Term Renewal and Promotion for Renewable Term Faculty

#### **Definition and scope**

This policy should be read in conjunction with all applicable University and College policies. In case of a conflict, University and College policies will control.

The following provisions shall apply to faculty who are appointed year-to-year for a specific term of years. Such faculty shall be referred to below as "renewable term faculty." Renewable term faculty at the rank of Assistant Professor, Associate Professor and Professor are defined as a part of the Regular Faculty on the Norman Campus [*Norman Campus Faculty members Handbook*, section 3.5.2]. Such faculty members are recruited and hired using the same University recruitment procedures employed to recruit and hire tenure-track and tenured faculty. These ranked renewable term faculty also can be elected to serve as members of the Norman Campus Faculty Senate. Renewable term faculty members at the rank of Instructor and Lecturer may be hired in the same manner as temporary faculty. A national search is allowed but not required. Renewable term faculty members with the rank of Lecturer or higher must have a doctoral or equivalent terminal degree or equivalent experience.

#### **Appointment and length of term**

A renewable term faculty member may be given the title of instructor, lecturer, assistant professor, associate professor or professor, as appropriate to the individual's professional credentials and background. The length of the renewable term will ordinarily be three to five years, except as approved by the unit, Dean, and Senior Vice President and Provost. Terms may be renewed as provided below.

#### **Rights and duties**

Renewable term faculty shall have all the rights and responsibilities of other faculty with their titles, except as provided by this policy or by college and University policies. Rights and privileges restricted to tenured and tenure-track faculty by this policy include only the following:

- Voting on tenure and promotion decisions (tenured faculty only) [*Norman Campus Faculty Handbook*, section 3.7.5]
- Non-ranked renewable term faculty may not serve on Committee A [*Norman Campus Faculty Handbook*, section 2.8.2]

Otherwise, renewable term faculty members share fully the rights and duties of regular faculty, including but not limited to the following:

1. Supervision of students undertaking independent research projects.

2. Involvement in faculty governance and curriculum development.
3. Eligibility for career development opportunities, for example applying for internal college and departmental support for professional activities.

The duties of renewable term faculty will involve a distribution of effort that may include three categories – teaching, research, and service – in any combination consistent with the needs of the African and African-American Studies Program and college and University rules. Such combination shall be specified in the individual contract for each renewable term faculty member.

### **Evaluation**

Renewable term faculty members shall be evaluated annually as part of the process applicable to all faculty members as specified in the University of Oklahoma *Faculty Handbook* section 3.11, typically with similar sources of information as all other faculty. In addition to the annual faculty evaluation, renewable term faculty members shall receive a comprehensive and thorough evaluation of their performance for the entire multi-year term as specified in policies and procedures issued by the Senior Vice President and Provost and the Dean.

The standards of performance and sources of information for evaluating teaching, service, and research (where applicable) are as follows:

### **Teaching**

Teaching is defined as follows:

“Teaching, which is the transmission of knowledge and cultural values, focuses upon helping students learn. As a part of its mission, the University is dedicated to undergraduate, graduate, and continuing education. The term teaching as used here includes, but is not restricted to, giving regularly scheduled instruction, directing graduate work, and counseling and advising students. This includes the direction or supervision of students in reading, research, internships, or fellowships. Faculty supervision or guidance of students in recognized academic pursuits that confer no University credit should also be considered as teaching.” (*Faculty Handbook*, 3.6.1)

Teaching performance includes but is not limited to the following areas:

1. Classroom assignment, including course number, title, enrollment. Faculty members should submit syllabi, bibliographies, tests, and a self-evaluation of teaching effectiveness.
2. Special projects (directed readings, independent studies, internships, studio projects, laboratory instruction). Faculty members should submit the names of the students, the topics, and the means of evaluation of the special projects.
3. Advising. Faculty are expected to participate in advising; for undergraduates this advising extends beyond that of helping students fulfill degree requirements and includes career counseling and mentoring. State number of advisees, nature and extent of advising.
4. Papers published in conference proceedings. A distinction will be made



between selected and non-selected conference proceedings.

5. Direction of graduate theses and dissertations or service on graduate committees. Submit name of student, nature of committee, and progress of graduate work.
6. Other teaching-related activities. Supervision of graduate assistants; internal or external grants for the improvement of instruction; conducting colloquia, workshops, or short courses; invited lectures in other than assigned courses; supervision of graduate research; and team teaching.
7. Awards, honors, and citations attesting to teaching excellence.

Evaluation of teaching performance may include, but is not limited to, data from the following sources:

1. University and departmental evaluation by students.
2. Letters from current or former students.
3. Peer evaluations, based on class visitation by members of Committee A or designated faculty representatives.
4. Syllabi, tests, and other materials used in the course.
5. The faculty member's own evaluation of a course.

### **Service**

Service, which is the application of knowledge gained through research or creative achievement, focuses upon resolving contemporary problems, identifying new areas for inquiry and development, and sharing knowledge with the larger community. Three forms of service contribute to the goals of the AFAM program:

1. Professional Service
2. University Service
3. Public Service

Professional service refers to activities directly related to the faculty member's discipline or profession. Included are such activities as official service in relevant professional societies; service on local, state, national, or international commissions; offices in professional organizations; service on editorial boards of professional journals or other publications; refereeing research papers submitted for publication; attendance at national and international professional meetings; presentation of professional symposia, colloquia, or workshops; advising student organizations; and service within the University that reflects and application of specialized knowledge or skill to the institution's affairs.

University Service. The nature of the academic enterprise is such that the faculty shares in responsibilities involving formulation of University policies. The faculty has a major responsibility in making and carrying out decisions affecting the educational and scholarly life of the University. Faculty members have a responsibility to contribute to the government of the University through timely participation on committees, councils, or other advisory groups at the department/school/program, college, or University level. (Faculty Handbook, 3.6.3)

Public Service involves the sharing of knowledge with the larger geographical community. Public service activities might include participation in a specialized professional capacity in programs sponsored by student, faculty, or community groups; participation in continuing education instructional activities; public speaking engagements; organization of workshops, film festivals, or exhibitions open to the greater community; public service consultation; and attendance at local or regional meetings.

### **Research or Creative Achievement**

“Research, which is the development and validation of new knowledge, focuses upon faculty participation in the extension of knowledge and maintenance of professional development and vitality. The term research as used here is understood to mean systematic, original investigation directed toward the enlargement of human knowledge or the solution of contemporary problems. Creative achievement is understood to mean significantly original or imaginative accomplishment in literature, the arts, or the professions. The criteria for judging the original or imaginative nature of research or creative accomplishments must be the generally accepted standard prevailing in the applicable discipline or professional area. To qualify as research or creative achievement, the results of the endeavor must be disseminated and subject to critical peer evaluation in a manner appropriate to the field in question.” (Faculty Handbook, 3.6.2).

Research or creative activity includes the following:

1. Refereed journal articles.
2. Books and book chapters, including scholarly books published by major academic publishers or university presses; monographs published as separate pieces by a recognized academic publisher or university press and undergoing peer review; mass-market books or undergraduate textbooks may be important contributions to teaching and are not considered to be evidence of research or scholarship, except where such publications can be demonstrated to represent significant original scholarship and to have undergone review processes comparable to those followed by major academic publishers and university presses; edited books; chapters in scholarly books or collections of essays.
3. Creative performances, exhibits, or productions which are “disseminated and subject to critical peer evaluation” (Faculty Handbook, 3.6.2).
4. Papers published in conference proceedings. A distinction will be made between selected and non-selected conference proceedings.
5. Primary editorship of journals.
6. Grants and fellowships.
7. Research papers competitively selected for presentation at scholarly conferences.
8. Book, performance, exhibition and film reviews. A distinction will be made between summary reviews and critical reviews.
9. Curatorial activities

The quality and quantity of research and creative achievement will both be considered in the evaluation.

### **Renewable Term Faculty Progress Review**

Each renewable term faculty member shall participate in an annual progress review supervised by Committee A and the Director. The review is designed to enhance teaching, to evaluate a faculty member's progress, and to assist him/her in developing the qualifications and materials necessary for an affirmative term renewal decision. In the event that a leave of absence will prevent a renewable term faculty member from complying with the customary schedule, it shall be the faculty member's responsibility to consult in advance with Committee A and obtain approval from the dean and the provost regarding an alternative schedule for undergoing review.

### **Reappointment and Non-Reappointment**

A renewable term faculty appointment must be renewed annually to remain in effect. The renewal decision shall be accomplished by the same procedures employed for tenure-track faculty in their probationary period. In keeping with the policy of the University and College of Arts and Sciences, annual faculty evaluations for renewable term faculty use the criteria already stated in the areas of teaching, service and (where applicable) research/creative achievement.

Ranked renewable term faculty members (Assistant Professors, Associate Professors and Professors) who will not be reappointed to a subsequent year or term must be notified by the Senior Vice President and Provost by the same deadlines as tenure-track faculty members as specified in Section 3.5.5.b of the *Norman Campus Faculty members Handbook*.

Non-ranked renewable term faculty members (Instructors and Lecturers) who will not be reappointed to a subsequent year or term must be notified by the department and dean no later than March 1 of the final year of the appointment.

### **Promotion**

Ranked renewable term faculty members shall be eligible for promotion. Promotion procedures shall be those applicable to all faculty members as specified in the University of Oklahoma *Faculty Handbook* section 3.1. Non-ranked renewable term faculty members who were hired without a national search shall participate in a national search for promotion to a ranked renewable term faculty position. Evaluation for renewal and promotion will be based upon the following criteria, which clarify standards of performance and sources of information:

### **Criteria for Renewal, Promotion, and Merit Pay Increases**

#### **1. Renewal**

- a. Positive contribution to the effectiveness of the program's teaching effort.
- b. Sustained productive involvement in research/creative activity (where applicable).
- c. Participation in professional and University service.

- d. Professional stature comparable to peer faculty at peer institutions.
2. Promotion to Lecturer

To be considered eligible for promotion to the rank of Lecturer, a candidate must have completed a doctoral degree (or, in exceptional cases, another terminal degree) in a field appropriately related to the programs and needs of AFAM. The candidate must additionally have demonstrated substantial growth during the time in rank and must have reached an acceptable level of competence in all areas of faculty responsibility, consistent with the faculty member's distribution of effort.
3. Promotion to Assistant Professor

University policy requires that ranked renewable term faculty members be hired through a national search. Promotion from Instructor or Lecturer to Assistant Professor without a national search would require approval from the Senior Vice President and Provost as an exception to policy. To be considered eligible for promotion to Assistant Professor, a candidate must have completed a doctoral degree (or, in exceptional cases, another terminal degree) in a field appropriately related to the programs and needs of AFAM. The candidate must additionally have reached a level of competence in all areas of faculty responsibility: teaching, service and (where applicable) research that would make him/her competitive in a national search.
4. Promotion to Associate Professor

To be considered eligible for promotion from Assistant Professor to the rank of Associate Professor, a candidate must have demonstrated substantial professional growth during the time in rank and must have reached the level of competence appropriate to the rank in all areas of faculty members responsibility: teaching, service and (where applicable) research as judged by the standards of peer institutions and the faculty members member's discipline. The candidate also must demonstrate the achievement of national professional recognition in teaching or research, consistent with the nature of the faculty member's distribution of effort. It is expected that the candidate will show promise of continuing to develop as a teacher and a scholar.
5. Promotion to Professor

To be considered eligible for promotion from Associate Professor to the rank of Professor, a candidate must have demonstrated substantial professional growth during the time in rank and must have reached a level of competence appropriate to the rank in all areas of faculty members responsibility (teaching, service and (where applicable) research as judged by the standards of peer institutions and the faculty members member's discipline. The candidate also must demonstrate the continuation of national professional recognition as a teacher and scholar. It is expected that the candidate will demonstrate promise for continued contribution as a teacher and a scholar and in service activities that will enhance the reputation of the unit and the university. Further, it is expected that the candidate will

evidence the ability to mentor other faculty members and students in their teaching, service and (where applicable) research.

4. Merit Pay Increases

- a. The primary criteria for merit pay increases are the same as for tenure and promotion; that is, quality of contributions to teaching, service, and (where applicable) research.
- b. Evaluation of the quality of contributions in teaching, research, and service are made on the basis of contributions during the three immediately preceding calendar years.



Arts & Sciences

FEB 21 2006

Dean's Office

*The University of Oklahoma*

OFFICE OF THE SENIOR VICE PRESIDENT AND PROVOST

**TO:** Jeanette Davidson, Chair, African and American Studies  
**FROM:** Nancy L. Mergler, Senior Vice President and Provost  
**DATE:** February 17, 2006  
**SUBJECT:** Revised AFAM Faculty Policies

I am pleased to approve your revised faculty appointments procedures as transmitted to this office on February 15, 2006.

Periodic revision of these procedures is an arduous but important task. I extend thanks to everyone in the department who contributed to the process.

NLM:mrg

Cc: Paul B. Bell, Dean



**The University of Oklahoma**  
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TO: Nancy L. Mergler  
Senior Vice President and Provost

FROM: Paul B. Bell, Jr.  
Dean

DATE: November 17, 2005

SUBJ: African and African American Studies Program Revised Guidelines

I have reviewed the attached revised guidelines for the African and African American Studies Program, as approved by a vote of the faculty. I am forwarding the guidelines to you with the recommendation that they be approved. Please feel free to contact me should you have any questions.

PBB:so

Attachment

cc: Kelly Damphousse  
Jeanette Davidson