

# Comparative RACE & ETHNIC — Studies —

## By-Laws

March 4, 2017 / Final Version by Policy Committee, with final edits by Max

### I. Core Principles

*Written by committee chaired by Dr. Claire Sanders, spring-summer 2016*

#### ***Our Mission***

To educate students, faculty, staff, and the larger community to critically examine racial and ethnic identities, experiences, and issues as an essential step in becoming ethical citizens and leaders in today's global community.

#### ***Our Vision***

To be an academic and community-oriented program committed to intercultural understanding, advocacy, and action.

#### ***Our Core Values***

The CRES community values respect, inclusiveness, creative expression, dialogue, engagement, inquiry, and academic excellence.

### II. Structure

#### ***Administrative and Physical Homes***

*New language by Max Krochmal, January 2017*

The CRES academic program at TCU was approved by University Council in November, 2016, as an interdisciplinary Program housed administratively in AddRan College of Liberal Arts but also including faculty, staff, and students from across campus. Throughout the approval process, CRES proposed that it aimed to impact the entire university, fulfilling TCU's strategic plan and giving new life to interdisciplinarity. In accordance with this broad objective, CRES is now physically housed in Rees-Jones Hall, next door to Women and Gender Studies, and in a position to reach students from all colleges and majors. CRES may move its administrative, budgetary, and physical homes as the Provost and Deans explore the possibility of creating a new college or division for interdisciplinary programs.

#### ***Coalition Principle & Collaboration with Other Programs***

*From CRES program proposal approved fall 2016, with slight modifications by Max Krochmal*

CRES represents a collaboration among faculty, staff, and students in African-American and Africana Studies (AAAS), Latina/o Studies (LTNO), Area/Global Studies (Asian Studies, Middle East Studies, and British & Post-Colonial Studies), Jewish Studies, Urban Studies, Women and Gender Studies, the Center for Public Education, Discovering Global Citizenship QEP, and Cultural, Community, and International Services. Approved courses in each of these programs that examine race and ethnicity may also qualify for CRES credit.

Reflecting this broad and diverse participation, CRES employs a coalitional model of governance in which each of the separate, preexisting programs maintains autonomy and self-governance. Most of the above remain wholly independent programs, but they have agreed to support CRES and to work in collaboration with CRES when possible.

Although CRES engages with race and ethnicity worldwide, across geographic space, and in an intersectional manner, its primary focus remains within the United States. Accordingly, the existing minor programs in AAAS and LTNO represent particularly important partners within the governance structure of CRES. The formation of CRES allows all three programs to collaborate closely and to share resources and ideas. In the event that additional minor programs in Native American Studies and Asian American Studies may be proposed, CRES hopes that participating faculty and staff in the new programs will consider joining this intimate partnership as well.

CRES will consider future proposals for affiliation from other programs using the same coalition governance principle. CRES may also collaborate with future co-curricular Centers, interdisciplinary Research Institutes, community engagement projects, faculty development programs, core curriculum initiatives, etc., as they develop and if they cohere with the CRES mission and capacity.

### **III. Governance**

*By Max Krochmal except where noted, January 2017*

CRES is governed by its core members, both faculty and staff. Many core members will also be members of affiliated programs, but joining CRES is not automatic or required of them.

#### **Meetings and Voting**

CRES honors diversity and inclusion and will strive to ensure equity in all of its governance structure and procedures. Meetings will work toward consensus while encouraging all members to actively participate, voice dissent and disagreements, and openly discuss and attempt to work through differences of opinion, experience, and perspective. CRES acknowledges that its members come from diverse backgrounds and training and that the best way to engage with difference is to recognize it, candidly engage with it, and move forward together. Doing so does not require consensus among all parties but rather a recognition of how to best serve all members' often diverging interests.

With these overarching values and principles in mind, CRES meetings will be conducted using Robert's Rules of Order. Meetings and voting will be conducted in the following manner:

- Advance notice of meetings and agenda items to be sent electronically to all Core members at least three working days prior to each meeting
- All motions requiring a vote must be shared in advance of the vote either at a previous in-person meeting or electronically at least three days prior to the vote
- Core members may approve motions through electronic voting with at least three working days to vote
- A simple majority vote of Core members participating in the vote will carry all motions except to amend these bylaws (see section V).
- Proxy ballots may be submitted to the Director electronically prior to in-person meetings.
- Two members of the Executive Committee elected from within its ranks will work with the Director to supervise all voting.
- Quorum will be 25% of Core members participating in any in-person or electronic vote.

#### **Individual Affiliation Policy**

*Approved by CRES Policy Committee in December 2016*

All TCU faculty, staff, and students are eligible to affiliate with CRES. Faculty and staff may do so as core, associated, or supporting members. Students may do so by enrolling in a CRES program of study (major, minor, emphasis, or graduate certificate). The criteria for faculty/staff affiliation are as follows:

##### **Core Members**

Core members are full voting members of the program (with one exception—see below). A core member is a TCU faculty or staff member who:

1. Serves on a CRES standing committee; AND
2. Attends Core faculty and staff meetings and other event and programs sponsored by CRES; AND
3. Fulfills at least one of the following criteria, EITHER
  - a. Regularly teaches or has taught at least one CRES-prefix or CRES-attribute courses within the past three years (faculty); OR
  - b. Makes diversity and inclusion regarding race/ethnicity part of his/her/their regular on-the-clock work duties (faculty or staff); OR
  - c. Cannot fulfill requirements 3(a) or 3(b) due to other work duties but is granted an exception by the Executive Committee.

### **Associated Members**

Associated members are not voting members of the program but may attend any CRES meeting. They are not required to serve on committees. An associated member is a TCU faculty or staff member who:

1. Attends events and other programs sponsored by CRES when possible; AND
2. Fulfills at least one of the following criteria, EITHER
  - a. Has secured approval for a CRES-attribute course by the Curriculum Committee and plans to teach that course at least once every three years (faculty); OR
  - b. Has taught a CRES-prefix course (faculty); OR
  - c. Regularly commits off-the-clock volunteer time to the program (faculty or staff).

### **Supporting Members**

A supporting member is a TCU faculty or staff member who does not regularly teach CRES-attribute courses nor work on race/ethnicity on a daily basis, and does not wish to vote or serve on committees, but is supportive of the goals of CRES and wishes to be allied with the program. Supporting members are expected to attend at least one CRES event or program per semester.

### **Students**

Students who are enrolled in the CRES Major, Minor, Emphasis, or Graduate Certificate programs may attend CRES meetings and serve on committees, but they are not permitted to vote in formal elections, referenda, etc.

### **Appointment Procedure**

During each spring semester, each faculty, staff, or student interested in contributing to CRES in the subsequent academic year will be asked to declare his/her/their desired status via an online survey. Those wishing to join the Core will indicate willingness to be involved in the decision-

making processes of the program and will renew their status annually. Those who join as Associated or Supporting members will remain in their respective statuses in perpetuity, provided they continue to meet the minimum requirements for each category. Each summer, the Director will review all members to verify that the requirements have been met and will contact individual faculty or staff members if there are any questions about future status. The Director will also send letters acknowledging this service to each individual involved in the program.

### **Exception to Core Member Voting Rights**

All Core members (faculty and staff) may vote on program policies, priorities, and other routine actions, including the selection of the Director and Associate Director, but only Core faculty members are permitted to vote on the hiring, tenure, and promotion of future faculty appointed wholly or partially in CRES. The Associate Director, occupying an academic-staff position, may vote on faculty hiring decisions but not on tenure and promotion. All CRES affiliates (Core, Associated, and Supporting) will be invited to provide input on the hiring of CRES faculty and staff.

### **Core Membership Meetings**

The Core members will meet at least once during each fall and spring semester. Notice of the days and times of these meetings must be provided to all Core and Associated members via email at least one week prior to taking place. The Director will schedule these meetings in consultation with the Executive Committee. All members may submit items for inclusion on the agenda.

### **Standing Committees**

Core members serve on one or more standing committees and/or ad hoc committees. Each CRES Standing Committee shall elect its chair or co-chairs on a triannual basis. The Standing Committees and their duties are as follows:

### **Executive Committee**

The Executive Committee is responsible for overseeing the governance of the program, including, but not limited to: supervising the nomination of the program Director; evaluating the Director; engaging in strategic planning; developing and overseeing the budget and fundraising efforts in partnership with University Advancement; assisting the Director in determining program needs, priorities, policies, and procedures for the hiring, supervision, and evaluation of staff; and scheduling regular and special meetings of Core, Associated, and Supporting members.

The Executive Committee is comprised at a minimum of the Director (chair), the Associate Director, the Director(s) of AAAS, the Director(s) of LTNO, the directors of any other formally affiliated programs, and the chair or co-chairs of each CRES Standing Committee—or a designated representative from each of these bodies. Each of these positions except for the Associate Director are elected by their appropriate constituencies, with the Dean of the supervising unit approving and formally appointing program directors following the recommendations of each respective faculty. Additionally, the Core members will elect three members-at-large serving on staggered three-year terms.

Additionally, the Executive Committee must include diverse membership in terms of race/ethnicity, gender, and other social identities, college and disciplinary affiliation, and employment status (including both faculty and staff of varied rank). The Director, in consultation with the above enumerated members of the committee, may appoint additional members to achieve diversity of college/discipline, social identities, and employment status. The Executive Committee may also appoint additional members who have technical expertise that assists it in its duties.

The Executive Committee will meet at least three times during each of the fall and spring semesters and will report on its actions at meetings of the Core membership.

In between meetings, a Cabinet Sub-Committee comprised of the Director, Associate Director, and three additional members elected among the ranks of the Executive Committee may meet as needed or consult by email or phone in order to make quick decisions on behalf of the program. The Cabinet membership shall reflect the diversity of the program.

### **Curriculum Committee**

This group is responsible for developing and maintaining CRES programs of study, soliciting and vetting courses and contributing faculty for those programs, scheduling and securing faculty to teach CRES-prefix core courses, interfacing with the registrar and the university's director of assessment, facilitating the inclusion of CRES courses in the TCU Core Curriculum, overseeing the implementation of the assessment plan, and offering proposed revisions to the programs when necessary.

### **Publicity, Programming, and Outreach Committee (PPO)**

This group is responsible for promoting CRES to students and other on- and off-campus constituencies. This includes but is not limited to hosting co-curricular events and community-engaged learning opportunities, promoting the programs of study and CRES-prefix and CRES-attribute courses during each enrollment and registration period, alumni relations, and other general advertising and public relations activities.

### **Research and Creative Activity Committee**

This group is responsible for promoting the research and creative activity of CRES-affiliated faculty, staff, and students. This includes sponsoring and managing co-curricular research and creative symposia featuring TCU and external speakers, offering competitive internal grants and awards to encourage research and creative activity among CRES affiliates and others at TCU, seeking intra- and extramural funding for research and creative activity, and facilitating the active participation of CRES-affiliated faculty, staff, and students in external Ethnic Studies and related scholarly conferences.

### **Advisory Board**

CRES will form an advisory board that will allow it to solicit input from supporters of the program from selected campus administrators from other units and from members of the wider Fort Worth and surrounding community. This body will not have any authority in governance but will make recommendations to CRES leadership and will help facilitate outreach across the university and the larger community. Members of the Board may include academic deans, unit

heads in Student Affairs, and community members such as elected officials, business and non-profit leaders, engaged alumni and donors, and others who wish to advocate for and support CRES. The board should include a diverse membership in terms of social identities, occupations, and type of connection to the university.

## **IV. Director and Staff**

*Mostly new language by Max Krochmal with inspiration from WGST, January 2017*

While the core faculty and staff represent the supreme authority in governing CRES, and the Executive Committee oversees its operations, a Director and Associate Director manage the program on a daily basis and serve as its public face.

### **Director**

#### **Duties & Responsibilities**

The Director is responsible for Program vision, leadership and organization; curriculum management; student advising and recruitment; and management of budget, curriculum, functional committees, and communication. Typical specific duties would include:

- Working with the Executive Committee and Advisory Board on strategic planning and governance, including the scheduling and facilitating of Core and affiliated faculty and staff meetings and developing procedures for hiring additional faculty and staff
- Developing and overseeing the budget
- Developing relationships and acting as a liaison with partners both inside and outside the University, including work with University Advancement
- Hiring, supervising, and mentoring CRES graduate assistants and undergraduate work-study staff
- Teaching CRES courses as appropriate and developing and running a CRES community-engaged learning program
- In coordination with the Curriculum Committee and the registrar's office, managing the process for courses seeking CRES approval, scheduling and staffing courses, including the hiring of adjuncts.
- In coordination with the Publicity, Programming, and Outreach Committee, developing and executing programming, managing recruitment outreach for students and academic advisors, and managing communications for the program online and in print
- In coordination with the Research and Creative Activity Committee, managing symposia and workshops, facilitating internal and external grant-seeking and the awarding of program grants to CRES affiliates, and encouraging participation of CRES-affiliated faculty, staff, and students in scholarly conferences
- Advising undergraduate and graduate students in course selection
- Appointing members to, and managing the work of, committees, as needed
- Supervision of the Associate Director, including chairing the search committee and managing the hiring process and day-to-day supervision and assignment of tasks

#### **Appointment**

Appointment of the CRES Director is for a term of three years for up to two consecutive terms. The Director is nominated by an election among the Core Members and then formally appointed by the Dean overseeing the program. Ordinarily, the appointment process will begin early in the fall semester of the final year of the current Director's term and be completed by the middle of

the term. The first election will occur in Spring 2017 for immediate appointment to a three year term beginning on June 1, 2017, and expiring on May 30, 2020.

Only non-contingent faculty members (including tenure/tenure-track, instructors, and professors of professional practice) are eligible to serve as the CRES Director. Candidates may be nominated or self-nominate. Each candidate will provide a statement about her/his interest in serving as Director and the goals or objectives she/he has for the program. He/she will also provide a current vita. These items will be presented to the Core Members, which may also solicit the input of Associated Members, Supporting Members, and students before holding the election. The Core Members will vote electronically using Robert's Rules and then make their recommendation in writing to the supervising Dean, who will then make the appointment and request its ratification from the Provost. The newly-elected Director will spend the spring semester learning the position from the outgoing Director.

The Dean may remove a Director for cause at any time during the appointment. The Dean, in consultation with the Executive Committee, may extend a Director's term, or appoint an interim Director, for up to one academic year without the formal process described above. In the event that a Director goes on a scheduled academic leave during the three-year term, the Core Members will elect an interim Director with approval by the Dean. The permanent Director's term will not be extended beyond its scheduled termination date.

The supervising Dean will determine the Director's compensation in accordance with the policies and procedures of the relevant college or unit. Following one or two terms as Director, the occupant will return to the program faculty.

### ***Associate Director***

The Associate Director shall be an instructional staff position. The Associate Director will assist the Director with all of the responsibilities listed above and will serve as the primary administrative staff person for the program. Specific duties include:

- Teaching one course per semester and helping to manage the full range of administrative, financial, fundraising, research, educational, and outreach activities of the program.
- Supporting the mission of CRES by cultivating a network of scholars, students and leaders on and off campus.
- Serving as an ambassador for CRES to students and to other internal and external constituencies in order to raise the academic profile and prestige of the program and to extend its impact throughout the TCU and Fort Worth communities through co-curricular programming and community engagement.

The Director, in consultation with the Executive Committee, will appoint the Search Committee to fill this position when it becomes vacant. Every effort will be made to hire candidates from historically underrepresented backgrounds. The Director and members of the Executive Committee will be responsible for conducting annual performance reviews and will provide training, guidance, and mentoring for the Associate Director.

### ***Additional Staff***

The Director may hire and work with additional staff as needed to administer the program. This includes but is not limited to future administrative and financial services staff positions, graduate fellowships, part-time employees (including students), and undergraduate work-studies. The Director will serve as the supervisor of all staff with assistance from the Associate Director.

In the future, CRES may also hire individuals in academic faculty positions. The Executive Committee will revisit these bylaws to describe the nature of the relationship between rank and instructional faculty housed in CRES and the Director and Core members of the program, to determine criteria for tenure and promotion in the program, and to resolve other possible issues related to structure, governance, and supervision.

## **V. Ratification and Amendment**

These bylaws will be submitted to the Core members for approval by electronic vote during the spring semester of 2017. A representative of the interim Policy Committee organized in fall 2016 will send out an email with a link to the bylaws and a ratification ballot. Core members who affiliated via the online individual affiliation survey prior to the sending of that notification email will be eligible to vote. Members will have two weeks to cast their ballots. A simple majority of the voting members is required for approval.

In the future, the Executive Committee may prepare suggested revisions to these bylaws and authorize a referendum by a simple majority vote of the committee and then a simple majority vote of the Core membership at a regular, in-person meeting. Approval of the proposed amendments will follow the same procedure outlined above but will require a three-fourths supermajority of the electronically voting Core members.