

Faculty Guidelines for Retention, Tenure and Promotion in Africana Studies
Effective Date: August 15, 2018

Introduction

Africana Studies is a multi-faceted, multi-dimensional discipline that draws from and contributes to the arts, humanities, and social sciences. As such, it offers a unique opportunity for students to gain an awareness to the vital presence and long-standing historical, economic, political, social and cultural significance of African and African-descended people in the world.

Guideline Introduction for Tenure Track Faculty

These Guidelines establish the range of activities and levels of performance necessary to meet the requirements for positive retention, promotion and tenure decisions and in addition are intended to assist all faculty in maintaining a high level of performance. [In this document “shall” indicates mandatory action and “may” indicates permissive action.]

During the first year of employment in a tenure track position, the probationary faculty member shall write a professional plan for teaching, scholarly and creative activities, and service, not to exceed 500 words for each section. These narratives shall describe the faculty member’s professional goals, areas of interest, resources required and accomplishment(s) that he/she expects to achieve in each of these three areas in order to meet the requirements of these Faculty Guidelines for Retention, Tenure and Promotion.

The professional plan will be reviewed by the Department Chair and the Dean, who will each provide feedback on a timetable determined by the College Dean, with the final draft to be completed prior to May 1. These Developmental Narratives shall be included in the faculty member’s Portfolio that is submitted for retention review during the second year and in each successive review cycle in the tenure-track position. The professional plan may be revised to reflect the changes and professional growth that normally occur during the probationary period.

Mentors

Before the end of the first two weeks of the fall semester, the department Chair shall consult with each newly appointed probationary faculty member concerning appropriate faculty mentors and may designate one or more tenured faculty members as mentors. In the event that the Chair serves as a mentor, at least one additional mentor shall be designated who may be outside of the department. At any time thereafter, the probationary faculty member or mentor may request the department Chair to make a change of assignment. The primary responsibility of the mentor(s) is to provide guidance, advice, and support to the probationary faculty member during the preparation of the professional plan and their RTP portfolios.

I. Teaching and Instructional Activities

A faculty member is expected to be an excellent teacher. Effective teaching is central to the learning process. Evaluation of teaching performance is based on submissions described in sections A. through E (below). At an appropriate place in the portfolio, the candidate shall include that portion of the Developmental Narrative related to teaching activities.

A. Narrative Self-Evaluation

The candidate shall provide a narrative discussing the candidate's teaching philosophy, and the purpose (including student learning outcomes) and requirements (including methods of assessing outcomes) of each course. The narrative shall include self-assessments of the statistical summaries of the student ratings of Perceived Teaching Effectiveness (PTE) and of the written comments on the student opinion forms.

B. Course materials

The candidate shall provide the following course materials:

- A record of the candidate's semester by semester teaching workload for the review period, including any adjustments to the candidate's workloads (e.g. reassigned time)
- Most recent course syllabi (which must include student learning outcomes and methods of assessing those outcomes)
- At least one peer teaching evaluation (this peer must be at same or higher rank of the person being evaluated) over the course of the period under review
- *A representative sample* of assignments & examinations
- *A generous sample* of supporting class materials, such as handouts, lists of films used, lists of guest speakers, technological support material, etc.
- Grade distributions for all courses taught

C. Student Ratings of Perceived Teaching Effectiveness (PTE)

Student surveys of Perceived Teaching Effectiveness (PTE) are mandatory in all courses for probationary faculty and at least two courses per semester for tenured Associate Professors. The PTEs must be conducted using the approved Africana Studies survey provided by the Office of Faculty Affairs, with the exception of courses taught in other disciplines. The candidate shall include all PTE surveyed courses in their portfolio for review. The candidate shall summarize and analyze the statistical summaries of student ratings of instruction and written comments on the student opinion forms as part of the candidate's teaching narrative.

D. Assistance to the Educational Process

Advising, counseling, and mentoring students, including but not limited to: advising students interested in the major/minor in Africana Studies, advising and counseling students planning to apply to graduate and professional school, internship and other forms of employment, writing letters of recommendation for students and advising students on their research for conferences and other scholarly meetings, are considered important components of the teaching process. The candidate shall provide descriptions of the candidate's activities in these areas in the Portfolio narrative.

E. Evaluation of Teaching Performance

Evaluation of teaching is based on items A through D, above, including student Perceived Teaching Effectiveness ratings, but student ratings shall not be used as the sole measure of teaching effectiveness. Patterns of students' responses in different courses over several semesters shall be considered more informative than a result in any individual class.

In evaluating student rating data, the evaluators may consider the number and impact of new preparations, the diversity of courses taught, the characteristics of the classes taught (that is, general education, required versus elective, class size, and so forth) and the grade distributions in the course.

Responses to the Perceived Teaching Effectiveness surveys range from "Strongly Agree" (high) to "Strongly Disagree" (low). When 80% of the responses to these items are "Strongly Agree" and "Agree" and 50% of all of the responses are "Strongly Agree", student assessment of teaching shall merit an "outstanding" rating. When 70% of the responses to these items are "Strongly Agree" and "Agree" and 80% of all the responses are Neutral and above, student assessment of teaching shall merit a "satisfactory" rating. When the responses to these items do not meet the criteria for "satisfactory," student assessment of teaching shall merit an "unsatisfactory" rating. Ratings in all courses for the period under review shall be considered as an aggregate.

The Departmental Personnel Committee (DPC) shall consider other indicators of teaching effectiveness, which may include examples of student learning, attendance at teaching workshops (such as those offered by the Faculty Development Center), preparing students for conference presentations at NCBS or CSUDH student research day, additional peer evaluations (above the requirement of a single peer evaluation), supervision of theses, and other indicators. Evaluators shall assess all indicators of teaching effectiveness submitted by the candidate, using a qualitative scale of "outstanding," "satisfactory," and "unsatisfactory."

The two ratings--the assessment of student Perceived Teaching Effectiveness (PTE) ratings and the peer evaluation of additional teaching materials--shall be combined to constitute the overall rating of teaching effectiveness.

II. Scholarly and Creative Activity

Africana Studies considers scholarly and creative activity an essential responsibility of all faculty. We expect candidates to publish research in peer-reviewed sources and maintain currency in their respective field(s) by regular participation in scholarly conferences, symposia and other creative activities.

A. Documentation of Scholarly and Creative Activities

1. Current *vitae*

The candidate shall provide a current *vitae* in the candidate's Portfolio. Forthcoming or in-press work cited in a faculty member's *vitae* shall be considered for evaluation if documentation is

provided that the work has been accepted (that is, letters from appropriate editors). For in-press books to be considered for evaluation, galley-proofs of the books shall be submitted. Work in progress shall be cited in a faculty member's *vitae* as evidence of continuing scholarly and creative activities (particularly for probationary faculty) but shall be distinguished from work that has been completed or accepted/in press. Only accepted or in-press works will be accepted in fulfillment of the requirements for promotion and tenure.

2. Narrative

The candidate shall provide self-assessments of the candidate's scholarly and creative activities in relation to the standards provided herein. The narrative shall be included in the Portfolio. The nature of the review process for all scholarly and creative activities shall be specified in the narrative. Further, the candidate shall specify the candidate's roles and relative contribution to each collaborative scholarly and creative activity in the candidate's narrative. In addition, future plans regarding scholarly and creative activity shall be addressed.

3. Copies of Work

Complete copies of all work listed in a faculty member's *vitae* and discussed in the narrative shall be included in the Appendix to the Portfolio. Documentation for all "in-press" or "forthcoming" work shall also be included in the Appendix.

B. Indicators of Scholarly and Creative Activity

Scholarly and creative activity shall be divided into three categories:

1. **Category One:** blind reviewed journal articles, scholarly books and monographs, and book chapters and textbooks that involve significant scholarly contributions. Documentation shall include a complete citation, to each of the faculty member's scholarly and creative works; evidence of blind review or editorial policy; a copy of each scholarly or creative work published since the faculty member's appointment; and copies of letters of acceptance for those completed works that are "in press" or otherwise in the process of publication. For works presented in a medium other than print, the copy may be in a form suitable for evaluation as appropriate to the discipline (e.g. photographs, audiotape, video tape, CD-ROM, computer disks, etc.). Work that has been accepted for publication or presentation after a peer-review or jurying process shall be distinguished from work that was not subject to a peer review or jurying process, and documentation of the peer review or jurying process is required. Documentation also should be provided for scholarly and creative work in progress. Care should be taken to distinguish work in progress from that already completed.
2. **Category Two:** textbooks that do not involve significant scholarly contributions, proposals for external grants that are funded, scholarly research notes, response articles in scholarly journals, articles published in other journals, edited books and book chapters and entries in encyclopedias that do not involve significant scholarly contributions. Reviewed performances, curated exhibits, and films may also be included in this category. The organization of a scholarly conference, symposium, or scholarly

dialogue may also be included in this category. To satisfy this category with the organization of a scholarly/creative meeting, a faculty member shall provide evidence of the work undertaken to move from conceptualization and planning to the implementation of the scholarly/creative activity related to the field of Africana Studies. Documentation shall be provided as specified in B.1., above.

3. Category Three: such work as scholarly convention papers, invited guest research talks, peer reviewed contract reports and works commissioned by government and private agencies, articles in magazines and scholarly blogs, feature news articles and book reviews. Documentation shall be provided as specified in B. 1., above.

C. Evaluation of Scholarly and Creative Activity.

1. To be considered "excellent" in scholarly and creative activities during the review period, the candidate is expected to have published three items from category **B-1**, completed three or more activities in category **B-2**, and two or more activities in **B-3**. A single-authored peer reviewed scholarly book meets the requirement in Category **B-1**. The weighting of multiple-authored books shall be based on the faculty member's contributions to writing the books and it is the responsibility of the faculty member to document his or her contribution in the WPAF.
2. To be considered "satisfactory" in scholarly and creative activities during the review period, the candidate is expected to have published two items from category **B-1**, completed two or more activities from category **B-2**, and one or more activities in **B-3**. A single-authored peer reviewed scholarly books meets the requirement in Category **B-1**. The weighting of multiple-authored books shall be based on the faculty member's contributions to writing the books.
3. Scholarly and creative activity that do not meet the criteria specified in III-C 1 and 2 during the review period shall be evaluated as "unsatisfactory."

III. Professional, University and Community Service

Africana Studies views professional University and Community Service activity as an important element in the development of good teacher/scholars. At an appropriate place in the portfolio, the candidate shall include that portion of the Developmental Narrative related to service activities. Africana Studies recognizes that there are many ways of being an active professional.

Africana Studies is a cross and multidimensional discipline that values local and global community interaction, collaboration, and coalition building, and focuses on activities with potential for enhancing further interaction. Valuable connections in the field often center around the faculty member's participation in the activities of local, regional, national and international Africana Studies organizations, African/African American/Pan-African Caucuses within other organizations, and other civic or cultural organizations.

A. Documentation of Service.

It is the responsibility of the candidate to document and describe carefully the candidate's Professional, University and Community Service activity in a narrative.

A complete list of all service activities shall be specified in the candidate's *vitae* included in the candidate's Portfolio. Letters from organizations for which service was provided, copies of awards, and other evidence of service provided shall be included to document service when they are available.

B. Indicators of Service

1. Professional Activity

Some indicators of professional activity include:

- Appearances on panels at professional meetings (see below).
- Offices or positions including committee membership in professional organizations. Service for one year counts as one activity.
- Program planning for local, regional or national professional organizations
- Memberships on editorial boards of professional journals or awards committees for professional organizations
- Reviewing articles for professional journals or books for publishers
- Consulting work or other professional assistance provided to private, public, or non-profit agencies
- Assistance with the accreditation process

The nature of appearances on panels can vary considerably depending upon the candidate's role on the panel (chair, organizer, discussant). Serving as a paper-presenter at a professional meeting generally meets the criteria of IIB.2 under research. Faculty have the option of having conference paper presentations considered under the Research or Service category. The candidate should clearly specify that role, and indicate the intensity of the contribution in order to inform the Personnel Committee of the level of effort that the conference presentation represented.

2. Departmental, College and University Service

Some indicators of Departmental, College and University Service may include the following (note that for multiple year appointments, each year of service counts as one activity):

- Service on Department committees, and offices including service as Department Chair, Academic Advisor
- Service on College and University committees, including Academic Senate, personnel search committees and special committees established by the Dean, Provost or President of the University.
- Advising and Assistance to student groups and clubs

3. Community Activism and Engagement

Founded at the height of student activism and engagement, Africana Studies students and faculty place a high value on activities linking the university to the nearby local communities where it resides. As such, Africana Studies faculty shall be involved in various forms of

community activism and engagement. Some indicators of Community Activism and Engagement may include the following:

- Development of community academic programs
- Community service activity at the international, national, state or local level, including non-profit and non-governmental organizations (NGOs), volunteer service and consultancy work related to the field of Africana Studies.
- Supervising community outreach grant programs to provide essential services to the local community.
- Collaboration with local grassroots organizations to establish internship and service-learning opportunities for students in the surrounding community.

D. Evaluation of Service

1. To be considered "excellent" in service during the review period, the candidate shall provide evidence of at least ten activities between the three categories, and at least five activities that reflect a high degree of involvement and assuming leadership roles.
2. To be considered "satisfactory" in service during the review period, the candidate shall provide evidence of at least five activities between the three categories.
3. Service that does not meet the above criteria shall be considered "unsatisfactory."

IV. Retention, Tenure, and Promotion

A. Criteria for Retention

Retention during the probationary years shall be based on making satisfactory progress toward meeting the criteria as specified by the program's personnel standards.

B. Criteria for Tenure

The candidate normally is considered for tenure after five probationary years, regardless of the rank at which the candidate was appointed. Prior service shall be counted, if it was approved at the time of first appointment.

A positive tenure decision requires that the probationary faculty member has displayed accomplishments, growth, and future potential that meets the expectations specified in the department's faculty guidelines for evaluation.

In order to be granted tenure, the candidate must minimally be rated:

1. Satisfactory in teaching;
2. Satisfactory in scholarly and creative activities, including demonstrating the potential for continuing excellence in scholarly, and creative activities; and
3. Satisfactory in service.
4. Performance at the "unsatisfactory" level in any category does not meet requirements for tenure or promotion.

C. Criteria for Promotion

1. Promotion to Associate Professor

- a. Promotion to Associate Professor is automatic upon the granting of tenure.

2. Promotion to Professor

It is a normal expectation of faculty applying for promotion to Professor that they demonstrate a pattern of teaching, scholarship, and service over the course of their career that is ongoing, progressive, and likely to produce continued results. In order to be granted promotion to professor, the candidate must demonstrate that they meet this criteria. To be minimally qualified for promotion to Professor, the faculty member must demonstrate:

- a. Satisfactory in teaching, scholarly and creative activities, and service.
- b. Excellent in either teaching or scholarly and creative activities, and satisfactory in the remaining category and in service.

V. Criteria for Early Tenure and Promotion

Africana Studies considers early tenure and early promotions to be unusually meritorious. Early tenure and promotion require that probationary faculty meet and exceed personnel standards for tenure and promotion as outlined in the faculty guidelines for evaluation of retention, tenure and promotion.

A. Criteria for Early Tenure

The following are the minimal criteria:

1. Satisfactory ratings or better in teaching, scholarly and creative activities and service.
2. Excellent ratings in teaching and scholarship.

B. Criteria for early promotion to Associate Professor

The following are the minimal criteria:

1. Satisfactory ratings or better in teaching, scholarly and creative activities, and service.
2. Excellent ratings in teaching and scholarship.

C. Early Promotion to Professor

The following are the minimal criteria:

1. Satisfactory ratings or better in teaching, scholarly and creative activities, and service.
2. Excellent ratings in teaching and scholarship.

Approvals:

Anna J. Neal
Department Chair

8/30/18
Date

Michelle L. Lile
Dean

8/30/18
Date

Michael E. Gray
Provost

8/31/18
Date

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