

**CRITERIA FOR EVALUATION OF AFRICANA STUDIES PROGRAM MEMBERS  
APPLYING FOR TENURE AND PROMOTION**

Written By:

Africana Studies Program Faculty

Donnetrice Allison, Chair

Patricia Reid-Merritt, Distinguished Professor

Stockton University

August 22, 2021

## **Preamble**

The Africana Studies Program was founded in 1983 as a topical concentration that later became a certificate program. In 1998, it was officially listed in the college bulletin as an interdisciplinary minor and remained as such for more than two decades. Given that the Africana Studies Program was one of the most active minor programs at the University, recognized on a national level due to the scholarship and community activism produced by its contributing faculty, the program became a major as of 2019. This document was developed in the summer of 2021, during the program's infancy, as a guide for new faculty who will help to guide and shape the future of the program.

The Africana Studies Program Standards outlines the requirements for candidates seeking tenure and/or promotion. It is understood that these guidelines can be amended or modified depending on demands, changes or new expectations from the Program. The individual faculty plan will be created by new faculty in consultation with senior faculty. It is important that new faculty in a new program have clear, attainable goals that meet the expectations of the university, school and program.

## **University Standards**

According to University Standards, faculty seeking tenure and promotion will be evaluated on their achievements in teaching, scholarly and creative activity, and service, based on the following criteria.

### **6.1 Teaching**

6.1.1 Performance in teaching carries the greatest weight in the evaluation of faculty. All aspects of teaching, including preceptorial teaching, will be evaluated in order to gain a clear understanding of each faculty member's performance.

### **6.2 Scholarly and Creative Activity**

6.2.1 The teacher-scholar model recognizes that a serious and continuing commitment to scholarship or creative activity enriches teaching and is the foundation of sustained excellence within the classroom.

6.2.2 Publications and creative work in support of reappointment and tenure are those achieved during the applicant's probationary period.

6.2.3 The University recognizes a wide variety of scholarly vehicles: disciplinary or interdisciplinary research, pedagogical research, applied research, integrative scholarship, artistic or creative activity, and grant

acquisition. Scholarly or creative activities may take many forms and use different vehicles to communicate with the broader academic community.

### 6.3 University and Community Service

- 6.3.1 The faculty role includes contributions to the achievement of the University's mission through effective participation in governance activities, including leadership roles at the Program, School, or University-wide levels. These contributions may require the capacity to work collaboratively with other members of the University community, including activities related to alumni and the University Foundation.
- 6.3.2 Faculty may also contribute in broader arenas such as local, State regional or national organizations and disciplinary associations or their activities. In addition, faculty may contribute to the University's public mission through service to our community, region, state or nation.
- 6.3.3 Normally the University expects probationary faculty to serve the University and community in selected activities, while faculty who are tenured and/or of senior rank would be expected to have more substantial records in this area, as demonstrated by achievements in leadership on campus, to their disciplines, and professional organizations.
- 6.3.4 Evaluation of achievements in this area focuses on the significance of participation, the impact of service, the scope of responsibilities, and the effectiveness of participation. Clear goals, adequate preparation and appropriate methods of providing service, significant results of the service, and reflection on the contribution and its use to improve the quality of future service are all aspects of documenting achievement in campus and community service.

## **School Standards**

The School of Arts and Humanities have adopted the University standards as a desirable set of School Standards for the Arts & Humanities faculty.

## **Program Standards**

It is our goal to make our standards as clear and concise as possible so as to ensure that faculty entering the Africana Studies Program at Stockton University have the greatest chance for success. As stated above, new faculty are assessed based on their ability to demonstrated excellence in three areas: teaching, scholarship and service.

### Teaching

6.1.1 Teaching excellence is characterized by:

6.1.1.1 A thorough and current command of the subject matter, teaching techniques, and methodologies of the disciplines one teaches.

6.1.1.2 Sound course design and delivery in all teaching assignments—whether program or General Studies, introductory or advanced offerings—as evident in clear learning goals and expectations, content reflecting the best available scholarship or artistic practices, and teaching techniques aimed at student learning.

6.1.2.3. Ability to organize course material and to communicate this information effectively. The development of a comprehensive syllabus for each course taught, including expectations, grading, and attendance policies and the timely provision of copies to students.

- 6.1.2.4 Excellence in teaching also entails respect for students as members of the Stockton academic community, the effective response to student questions, and the timely evaluation of and feedback to students.

Given that the Africana Studies is a new BA Program, it is important that new faculty demonstrate their ability to contribute to the growth of the program. One of the most important ways to do so is by capturing student interest in the classroom. It is also important that new Africana Studies faculty demonstrate their understanding of the principles of teaching from an Afrocentric perspective. New faculty must not only have a strong command of their specific course material, but also of the field of Africana Studies. And they must be able to clearly impart that knowledge to students.

### Scholarly Activity

The University expects new faculty to demonstrate scholarly excellence in the following ways:

- 6.2.4.6.1 Books should be published by reputable academic or trade presses and reviewed in appropriate journals.
- 6.2.4.6.2 Articles, essays, and creative writing should be published in appropriate scholarly journals, whether print or electronic. Some assessment should be made as to the quality of the journal in which the piece appears, in particular, its scholarly reputation and whether or not the journal or proceedings are peer reviewed.

Standard 6.2.4.6.2 does not apply as strictly to faculty candidates in Africana Studies. Given that Africana Studies is a relatively young discipline (just over 50 years), there are fewer established journals. There are, however, several new and innovative journals that are still growing their reputation and we encourage Africana Studies faculty to submit their work to those journals.

- 6.2.4.6.3 Scholarly and creative activity that involves students as co-presenters, co-participants, or co-authors.
- 6.2.4.6.4 A presentation should be evaluated on the quality of its content and on the prestige of the meeting where it was delivered. Qualitative judgments are best made when copies of presentations are made available. National and regional meetings should rank higher than local meetings in most instances. Scholarly presentations should be ranked more highly than non-

scholarly ones. Competitive selections as well as presentations receiving disciplinary acknowledgement for excellence should be noted. In most disciplines a record of scholarship based on presentations alone will not be evaluated as highly as one including refereed publications.

Again, Africana Studies faculty will have more flexibility with regard to university standard 6.2.4.6.4. Faculty members who are pursuing tenure in Africana Studies are encouraged to not only participate in the national and international conferences most recognized within the discipline, but they are also encouraged to present for new and innovative scholarly and creative organizations representing the discipline.

6.2.4.6.5 Other forms of scholarly or creative activity that may appear in emerging scholarly or artistic media may be included as well, provided that comparable standards of peer review can be applied to them.

6.2.4.6.6 Professional activities undertaken as a practitioner or consultant are considered scholarly activity when they go beyond the routine application of knowledge to the creation of new knowledge and the development of new standards for practice. Such qualities distinguish between scholarship and professional service. Those making the judgments regarding the standards for applied research necessarily involve more than clients and include academic peers familiar with the area of practice under consideration.

For Africana Studies scholars, this may include conducting workshops and presentations for various organizations wishing to educate their clientele on Africana history and culture.

6.2.4.6.7 Grants or monetary awards that are funded or reviewed as fundable from governmental or non-governmental organizations are considered examples of scholarship if those grants and awards are subject to external peer review.

6.2.4.6.8 Faculty engaged in community outreach can make a difference in the communities and beyond by defining or resolving relevant social problems or issues, by facilitating organizational development, by improving existing practices or programs, and by enriching the cultural life of the community. Scholarship may take the form of widely disseminating the knowledge gained in community-based projects in appropriate professional venues in order to share its significance with those who do not benefit directly from the project.

Faculty of the Stockton University Africana Studies Program have a strong record of scholarly excellence through the publication of numerous books, book chapters, journal articles and presentations that uplift the field. New faculty members to the program are expected to contribute to the program's reputation through regular attendance and presentations at regional, national and international conferences; and through the publication of at least three book chapters or journal articles, with the understanding that the publication of a book by a reputable publisher in time for the tenure and promotion application would fully meet the criteria for scholarly excellence.

#### Service

6.1.1 Evidence of effectiveness in University or community service may include such items as:

6.1.1.1 One or more instances when one has used one's professional skills or knowledge for the benefit of the University, or of a non-University group or individual.

6.1.1.2 Contributions to professional organizations that are focused on service or professional responsibility as opposed to scholarship, research, or artistic/creative work. For example, an officership or service on a professional board may be more appropriately listed here, whereas editing a special issue of a journal may be more appropriately listed under the section on scholarship.

6.1.1.3 General civic or community activities to which one has contributed one's professional skills or a significant amount of time, talent, energy, and involvement beyond that which might be expected by the usual citizen or member.

Faculty of the Stockton University Africana Studies Program also have a strong record of service to the university and local community, as moving beyond the walls of the classroom to serve the

larger African diasporic community has been a foundation of the discipline from the start. Faculty pursuing tenure in the Africana Studies Program are expected to contribute to the organization and execution of both on campus and community-based programming. They are also encouraged to initiate new programming.

At the program level, new faculty are expected to contribute to program development by regularly meeting with senior faculty and offering new ideas for curriculum and pedagogy. At the university-level, new Africana Studies faculty are expected to be visible and participate in university-wide initiatives. Similarly, new faculty will also be called upon to represent the program at the school level through school-wide initiatives and open house events.