

COLLEGE OF ETHNIC STUDIES

Department of Africana Studies

CRITERIA FOR RETENTION, TENURE AND PROMOTION

Approved by the Office of Faculty Affairs &
Professional Development on October 26, 2020

The Retention, Tenure and Promotion (RTP) Committee of the Department of Africana Studies will use the following criteria that meet the department's standards of excellence. These criteria are in conformity with San Francisco State University's RTP and post-tenure review policies.

Preamble & Mission Statement

The mission of Africana Studies is to advance academic excellence, social responsibility and cultural grounding. Africana Studies focuses on the study of people of African descent from a core paradigm, which seeks human liberation. As a discipline, Africana Studies draws its philosophical and intellectual foundation from African culture. The Department of Africana Studies at San Francisco State University is devoted to the scholarly examination of the scientific, social, cultural, artistic, economic, political, historical, health, human, technological, and spiritual forces that impact the lives of people of African descent. Key to Africana Studies is how our curricular strategies can foster liberatory understanding, knowledge and ethos that can be used to improve and transform conditions in Black communities across the African Diaspora.

In joining the Department of Africana Studies, individuals commit themselves to educating students about the African experience in America and the Diaspora while supporting the overall mission of the university—the encouragement of learning and the pursuit of academic excellence, the education of the whole person, and the promotion of equity in racial and social justice. As faculty members engage in our research, teaching, advising, and service responsibilities, they are encouraged to keep this mission in mind and consider how it informs their work in these areas. To that end, it is necessary that we establish departmental standards on scholarship that reflect both our (inter)disciplinary identity and our role as community-engaged social justice scholars. Using the three standard categories of evaluation—teaching/advising, Professional Achievement and growth, and service to campus and community—we apply the following as guidelines.

Documentation: The candidate should prepare a complete CV; a narrative account of activities also called a “self-statement” for each of the three criteria below and supplementary information. Please see Faculty Affairs and Senate Policy for additional

details on necessary documentation. The Africana Studies Department will provide examples of successful files for candidates to review in the department chairs office.

Educational Background: Africana Studies is a multidimensional department with a rigorous intellectual paradigm centered in African philosophy with a "community is the classroom" intellectual and activist thrust.

General Criteria: The university and program criteria for retention, tenure and/or promotion are (a) teaching effectiveness, (b) professional achievement and growth and (c) contribution to campus and community. Candidates will be evaluated based on these criteria.

Early Tenure Review: Tenure Track Faculty can apply for early tenure with approval from the RTP committee and Department Chair.

TEACHING EFFECTIVENESS

The Department of Africana Studies criteria for retention, tenure and promotion is consistent with broader San Francisco State University retention and tenure policy related to teaching effectiveness. Teaching effectiveness is evaluated through a multiple assessment process including but not limited to (1) peer observations of classroom teaching, (2) student anonymous quantitative and qualitative evaluations, (3) examination of syllabi and related course materials, (4) evaluation of the candidates teaching statement provided in the WPAF.

Effective teaching is demonstrated in the classroom and/or community, when faculty join with students to develop knowledge and skills through classroom experiences, research, creative activities and community service. The department also considers external and internal grants and consequent course buy outs as an important but not necessary component to maintain an active research profile. Therefore, candidates who are successful in buying out their time will not be penalized for teaching fewer courses than a standard load. Teaching effectiveness will be demonstrated through the following criteria.

Course materials: syllabi, examinations, learning objectives, reading lists, bibliographies, evidence of course organization.

Student evaluations: Faculty seeking retention, tenure and promotion should submit teaching evaluations to students in all classes taught each semester. The RTP committee regards these surveys as essential to the performance review. Scores below 1.5 the College or Department mean are considered "exceptional"; Scores between 1.5 and 2.0 at the College or Department mean are considered "effective." Scores higher than 2.0 the College or Department mean are considered "need for improvement". (*The lowest of the three scores should be used.)

Signed and written comments and letters from students: Letters and notes are reviewed and considered but we recognize that they usually represent a small sample of student opinions.

Peer class evaluations: The faculty being reviewed will include peer evaluations from senior members of the department and can also get peer reviewed by faculty outside the department in consultation with the RTP committee and department chair. These evaluations are important for assessing the level of instructor preparations, pedagogy, and presentation of ideas. One peer evaluation per year is required; two are encouraged.

Curricular innovations: Curricular and/or programmatic innovations in the discipline of Black/Africana Performing Arts, communication, performance, history and literature, across disciplines, or for the benefit of general education, shall qualify as elements of teaching effectiveness. Such activities may include the development of original academic programs, new courses or course content, new disciplinary and/or pedagogical approaches. Innovative forms of development of new areas of instructional expertise may also be considered in this category, as well as creative work developed for student performance on campus.

PROFESSIONAL ACHIEVEMENT AND GROWTH

Candidates for retention, tenure and/or promotion are expected to publish on intellectual topics relevant to the African-centered thrust of Africana Studies and in ways that link scholarship, creativity/artistry, and activism. The department requires at least **one** or a combination of the following professional development criteria to be met for the purposes of tenure and/or promotion to Associate Professor:

Scholarly activity is classified as follows:

Type 1: Monographs and Co-authored Books

Type 2: Edited Volumes and Anthologies, Peer-reviewed Journal Articles, Peer-review Book Chapters

Type 3: Public Intellectual Works and Creative works: Productions in art, literature, or theater.

Type 4: Grants or fellowships that equal or exceed 200k and are granted by locally, regionally, or nationally recognized organizations/foundations. The grants or fellowships must focus on issues relevant to the Africana Studies mission.

Type 5: Book Reviews, Conference Presentations, Policy Papers, Reports (Community-Related), and Curricular innovation,

The Department of Africana Studies counts multi-authored works and sole-authored works as equal in value.

In evaluating the quality of published scholarship, the presence of peer review is of highest importance. Also important is the significance of the work to questions pertaining to Africana Studies or other disciplines. For works that are outside of the disciplinary boundaries of Africana Studies, it is expected that the work deal substantively with the Black African Diaspora experience.

Insofar as peer review and significance are the important features of published scholarship, there will be no distinction made between print and web-based scholarly journals. Self-published books do not count towards tenure and promotion in the Africana Studies department.

Given the interdisciplinary nature of Africana Studies, interdisciplinary work is valued as equal to work done in one exact discipline.

The RTP committee is the best judge of the quality of works published, and the RTP committee on behalf of the Dept will assess the quality of works in reviews and the Rank and Tenure process.

For the sake of reviews and the Rank and Tenure process, completed publications for which there is final written acceptance are considered equal to published publications.

Habit of Scholarship

It is expected that members of the department sustain a habit of scholarship that follows a normal pattern of “published,” “forthcoming,” “under review,” and “in progress.” Department members are expected to have different items in different phases of this pattern (although it is not required that each phase have an element).

Standards for Retention, Tenure and Promotion of Rank

In terms of Professional Achievement and Growth, candidates for retention, tenure and/or promotion of rank to Associate Professor must fulfill one or a combination of the following publication strategies in accordance to the descriptions given in the section “Professional Achievement and Growth”:

Book Strategy	At least one Item from Type 1, and at least 5 Items from Type 5
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Article/Book Chapter Strategy	At least 3 items from Type 2, and at least 5 Items from Type 5
Public Intellectual and Creative works Strategy	At least 2 items from Type 3, and at least 5 Items from Type 5
Grant Strategy	At least two Items from Type 4, and at least 5 Items from Type 5

Letter of Expectations

In the first semester of hire, the RTP Committee will arrange a meeting with each candidate to establish practices in the field, research goals of the candidate, and the Department of Africana Studies RTP criteria. The candidate and the RTP Committee will complete a brief (1-2 pages) written statement to document this conversation. This document of expectations should be reviewed annually, and amended if necessary, at the end of each academic year. The document, which becomes a part of the candidate's file, shall serve as an interpretation of the more general criteria listed here, as well as a template for the faculty member at various stages of the retention, tenure and promotion process.

Criteria for Public Intellectual and Creative Research

*Creative activity may be regarded as being equivalent to scholarly efforts and publication. Examples may include cultural arts, events, retrospectives, drama or dance therapy, art therapy, arts education, cinema, media, virtual media performance, African Diasporic Literature, journalism, criticism; or other technological innovation that has an impact the profession.

Other Public Intellectual and Creative Work

Examples of activities in the realm of Public Research and Creative Activity include the following:

- Productions in art, literature, or performance/theater
- Technological innovation
- Social media innovations and intellectual contributions
- Writing grant proposals and achieving the status of Principal, or Coprincipal, or Co-investigator and success in obtaining funding for research and other research and creative activities
- Cross-disciplinary investigations, literature reviews, performing arts
- Writing for non-specialists in publications such as books intended for the general public.

It is expected that members of the department sustain a habit of creative production that follows a normal pattern of “produced,” “contracted,” and “in progress.”

Standards for Retention, Tenure & Promotion of Rank

1. Levels of productivity may vary by the size/ scope of each artistic production. By the time of review for tenure and promotion, the candidate must have a minimum of 2 completed creative works to display and discuss what could be considered a comprehensive body of work.
2. Candidate should provide a standard written self-evaluation for each creative production to provide a framework for the size and scope of the project. This may include but is not limited to: whether the project is original material or a reproduction, length of time dedicated to completion, number of producers/ cast members/ designers/ artists etc. involved, if the production received funding and how much, the venue secured or publication medium for project, a program or other time stamped record of release for completed project, and a reference list of professional reviews of the work at the time of release if available.
3. Collaboration and participation with professional organizations such as, Regional Theatre, (LORT), Community Theatre, Educational theatre, International Theatre, will be considered as a guide for candidates' engagement in their field and community impact.

Creative works, can include: Devised work (theatre, ensemble movement works created communally, choreographic works, theatrical design, plays and musical theatre direction, playwriting, technical production, and production management, children's theatre, Narrative theatre, and multi-cultural theatre, black performance and theatre adaption. These activities should be peer reviewed or reviewed by critics or peers or external colleagues (should production be professional; or academic or outside of the Bay Area). These activities are considered reputable if they receive external recognition, at a professional level, e.g., through selection for presentation, performance or publication by a recognized professional theatre or organization or venue, or if the candidate's involvement in the production is deemed imperative to the candidate's professional work, or professional development work.

Performance at a professional level in recognized public venues or theatrical productions. The RTP committee will recognize the value of a range of such recognized public venues, both domestically and internationally, from those that exist in the mainstream and have professional artists and performers, to those that are more grass-roots, or community organizations, and are often centered in underserved, underrepresented communities where resources are scarce, or totally lacking.

Full Professor Evaluation

In evaluating faculty members for promotion of rank to (Full) Professor, judgment will be made based on their body of work since becoming Associate Professor. Work counted in

consideration of tenure and/or promotion of rank to Associate Professor will not be considered. In terms of Professional and Achievement and Growth, candidates for promotion of rank to Full Professor must fulfill one of the strategies or a combination described above for promotion of rank to Associate Professor. The candidate need not use the same strategy that was used for promotion of rank to Associate Professor

Candidates that seek promotion to Full Professor are expected to achieve at least **one** or a combination of the following professional development criteria:

- Publish one scholarly book or co-edited volume in a major press since achieving the designation of Associate Professor.
- Productions in Art, Creative Works, Literature, or Theater equal or greater to the productivity expected for Tenure and Promotion to Associate Professor.
- Publish five additional peer-reviewed journal articles or book chapters in major academic journals or with reputable presses since achieving the designation of Associate Professor. Co-authored work is welcomed and will be weighted by the RTP Committee based on the documentation provided by the candidate.
- Secure three major grants or fellowships since achieving the designation of Associate Professor that equal or exceed 300k and are granted by locally, regionally, or nationally recognized organizations/foundations. The grants or fellowships must focus on issues relevant to the Africana Studies mission.
- Other contributions such those listed above will be considered. The final determination of professional achievement will be based on the RTP committee evaluation of the above factors in alignment with University RTP policy and procedure.

The Department of Africana Studies encourages publishers and peer reviewed journals that adhere to the highest standards of Africana scholarship including (but not limited to): the *Association of Black Psychologists Journal of Black Psychology*; *The Association of Black Anthropologist Journal*, *Transforming Anthropology*; *The Journal of African Civilizations*; *The Journal for Pan African Studies*; *The International Journal of Africana Studies: Black Women, Gender, and Families*; *The Journal of Negro Education*; *Souls*; *Callaloo*; *Black Scholar*; *The Journal of Black Studies*; *The Western Journal of Black Studies*, *African American Research Perspectives*; *College Language Association CLA Journal: Africa World Press*; *Third World Press*; *Black Classics Press*, and similar types of presses that originate in the future.

The Department of Africana Studies takes a holistic approach to weighing the balance and entire body of work of an individual faculty member, given their unique commitments and strengths in all areas of professional achievement or growth.

In all aforementioned areas, evidence of impact can be in the form of grants and other competitively awarded funding; recognition of professional achievements in the form of awards and honors; and/or the review of work in professional journals or other relevant venues, or in evidence gathered and evaluated by the RTP Committee itself.

External Reviewers: External Letters of Review may be utilized to demonstrate appropriate levels of Professional Achievement and Growth. Reviews, or external letters, are meant to focus only on professional work for creative works and productions, and thus not teaching effectiveness or service. The candidate will work in consultation with the Department Chair and the RTP Chair & committee to identify potential reviewers for approval by the RTP Committee and will follow these Guidelines for the process, which are as follows:

I. Candidates may propose up to four outside reviewers. The department, in consultation with the RTP Committee, may add up to four additional outside reviewers. The candidate and the RTP Committee will discuss the list of up to eight possible reviewers to arrive at a final list of eight to ten potential reviewers. If the first round of invitations does not result in three or more willing reviewers, the RTP Committee and the candidate shall agree upon an ideal number of reviewers and the list of potential reviewers may be revisited. During this stage of the process all parties have the right to veto suggested reviewers while maintaining a balance between the two lists. If there is substantial disagreement, the Department Chair can select and rank reviewers from the final list trying to maintain a balance between the candidate's list and the RTP Committee's list. Other guidelines include:

- Reviewers shall not have been the candidate's graduate thesis/dissertation chair or committee member.
- Reviewers shall not be close colleagues within SFSU.
- Academic reviewers shall be from CSU comparable institutions or higher and hold a higher rank than the candidate being reviewed.
- The Department of Africana Studies acknowledges the collaborative nature of professional performance, event production & organizing such as for conferences, seminars, and festivals. As such, for the evaluation of professional work, the candidate and RTP Committee may identify a list of established professionals with whom the candidate may have collaborated and can evaluate the quality, value and uniqueness of the candidate's professional work and contributions to the field.
- In cases where a list includes both academic and professional reviewers, the candidate and RTP Committee will work collaboratively to insure a balance between both groups of reviewers.
- Invitations to reviewer should be sent out no later than May before the fall semester in which the candidate's file is due.

- Candidates shall provide to the RTP Committee the following materials to be sent to reviewers by June 1 before the fall semester in which the candidate's file is due:
 - Personal statement
 - Current CV
 - Evidence of creative works, articles, or book chapters from the candidate's professional work of her/his own choosing that is representative of the review period, or a selection of similarly significant work agreed upon by the committee and the candidate after consultation.
- The Department Chair (or designee, typically the Chair of the RPT Committee) will begin the invitation process, track the process of securing the external reviews, answer questions from the reviewers, receive review letters, and place letters in the candidate's WPAF.
- Reviewers will be asked to include a description of their relationship to the candidate and potential conflicts of interest they might have in doing the review.
- Reviewers will be informed that candidates have access to their letters.

The RTP committee is the judge of the quality of works—creative or otherwise—and the RTP committee on behalf of the Dept will assess the quality of works in reviews and the Rank and Tenure process considering contributions to the campus and community.

CONTRIBUTIONS TO THE CAMPUS AND COMMUNITY

Contributions in this area are broadly defined as service to university life at a program/department, college, and/or university level, and service to professional and civic communities at the city, state, national, and/or international levels.

Campus Service—The RTP committee expects that all probationary faculty will provide service to the program/department. Candidates for tenure and/or promotion to Associate Professor should also have experience on college level committees and candidates for Full Professor should have, in addition, served on a university-wide committee, or the Academic Senate, and/or university-wide or college-wide special groups (for example the Cesar Chavez Institute or the Social Innovation and Urban Opportunity Lab Soullab.co). Candidates that demonstrate active participation in campus service at appropriate levels will be tenured and or promoted. **Contributions to the campus may include, but are not limited to the following:**

Africana Studies department committees,
College of Ethnic Studies committees
University-wide committees

University-supported Research centers/programs (MRISP, RIMI, CCI, WMC)
Black History month leadership
Black Faculty, Staff, Association
Advising: undergraduate and MA thesis advising
Program development
Sponsorship of student organizations
Non-instructional activities and projects

There should be evidence that supports contributions in this area. Assessment of the contributions to the campus should contain descriptions and the nature and extent of the work, committee documents, student and colleague letters, and project reports.

Community Service—The RTP committee expects emphasis to be placed on those activities, which directly use the academic expertise of the candidate. Community service comprises of service other than those provided to the program, college, or university. The community to which this service is directed must be related to the candidate's intellectual purpose. Effective service is determined by its relevance to the field of Africana Studies and to the responsibility and time consumed in such activities. Candidates for tenure and/or promotion to associate professor should be active participants in work of importance and relevance to their field of expertise. Candidates for full professor should demonstrate leadership in work of importance and relevance to their field of expertise. Candidates are required to document their involvement in community service and address community service in their narratives. Contributions this area should benefit both the community (first and foremost), as well as the campus, by way of SFSU faculty involvement. Relevant activities may include but are not limited to the items below.

- Grassroots organizing and community activism
- Professional services and consultations rendered to community organizations, advocacy organizations, NGOs, and public or private sector agencies.
- Membership on boards of relevant organizations and/or agencies.
- Contributions to the media including newspapers, radio and TV.
- Workshops and talks geared toward community groups and/or educational institutions.
- Committee participation and offices held in professional societies.
- Serving on editorial boards of academic presses and/or journals –
Reviewing manuscripts for professional journals or presses.
- Reviewing grant proposals and serving on grant review panels.
- Reviewing conference papers and panel proposals.
- Facilitating international exchanges and sponsoring visiting scholars from abroad.
- Holding office in professional or community organizations connected to the candidate's field,
- Coordinating/Producing a convention, Festival, Seminar, Conference
- Utilizing faculty expertise to serve the community at the city, state, national, international level.