

DEPARTMENT OF BLACK STUDIES
California State University, Long Beach

Retention, Tenure and Promotion Policies

I. PURPOSE

The purpose of this document is to set forth the Department of Black Studies' expectations and standards for department faculty seeking retention, tenure and promotion. The Department recognizes the necessity of adopting a document that is in accordance with the guidelines detailed in the University and College of Liberal Arts Retention, Tenure and Promotion policies. The Department is the first stage of evaluation in this process and therefore the standards presented here are inspired by the essential mission of the Department, which is both academic and social.

II. DEPARTMENTAL MISSION

The mission of the Department of Black Studies is to provide students with a comprehensive quality education and the opportunity for scholarly and creative activity based on the critical and systematic study of African life, thought and practice in their current and historical unfolding. It is interdisciplinary in its thrust to critically examine and understand the African experience from an Afrocentric perspective, i.e., from a position internal to the culture but with an openness and receptivity to the rich variousness and instructiveness of the total human experience. Thus, Black Studies stresses comparative analysis and holistic thinking as indispensable to the educational enterprise. The program is aimed toward students who desire preparation for advanced study in the discipline itself, as well as preparation for careers in areas which require or prefer multicultural or specific cultural grounding.

The basic goals of the Department are: 1) to study critically and systematically the African experience in the U.S. and internationally; 2) to engage within the discipline the issues of race, class and gender from an interdisciplinary comparative perspective; 3) to contribute continuously and meaningfully to the body of scholarship and creative accomplishments in the discipline; 4) to maintain currency with scholarship and creative activities in the discipline, especially in one's particular specialty or specialties; 5) to sustain a context for the continuing enhancement and maintenance of student learning, especially in the areas of critical thinking, comparative and interdisciplinary analysis, research competence and multicultural grounding; 6) to prepare students for future pursuits in careers and/or graduate studies and to negotiate successfully in an ever-changing national and global context; 7) to cultivate in students an effective understanding and appreciation of human diversity and thus enhance their ability for mutually beneficial exchanges in a multicultural world; and 8) to maintain and advance the core dual emphasis of the discipline—academic excellence and social responsibility—and therefore, to encourage faculty and students to acquire and use knowledge to serve the community, improve the human condition and enhance the human prospect.

In pursuit of these goals, the Black Studies department expects its faculty to embrace the teacher-scholar model as outlined in College and University documents. It is a model defined by excellence, creativity, currency and innovativeness in scholarship and teaching as well as a profound commitment to service.

III. RESPONSIBILITIES

- A. The candidate is responsible for the collection and presentation of evidence relative to the criteria and standards for hiring, retention, tenure and promotion. Candidates should take advantage of Departmental, College and University RTP meetings so they understand the criteria and standards to be used in the Department, College and at the University level of review.
- B. Within the context of the University and College policies, the Department articulates the application of the criteria and standards for RTP so the faculty member may know what is expected of him/her. The Department is responsible for maintaining the open file as specified in the Memorandum of Understanding and for forwarding its contents to the Department Committee and a copy of its contents to the candidate.
- C. The Departmental Chair or designee shall be the primary source of information regarding Department and College RTP documents, procedures and deadlines. The Chair or designee will initiate collegial discussions for candidates about their overall professional development. The Chair or designee will be also responsible for providing guidance over time about faculty performance and for providing mentoring for faculty candidates, as appropriate. Also, the Chair or designee will be responsible for interpreting the Departmental, College and University policies for candidates.
- D. The Department shall elect an RTP Committee annually. It shall consist of at least three full-time tenured faculty. For promotion, the committee shall consist of at least three tenured faculty of higher rank than the candidate. If deemed necessary, the Department may also go outside to select committee members from departments most nearly reflecting the field focus of the faculty being evaluated. The Department chair may or may not serve as a member of the RTP Committee and if on the Committee must not chair it. If the Chair is not a member of the RTP Committee, the Chair may write an independent evaluation of the candidate under RTP review.
- E. The Departmental RTP committee shall have the primary responsibility for evaluating the work of candidates in all areas and making the initial recommendation regarding tenure and promotion. The RTP Committee also has the primary responsibility for communicating the professional standards and practices of the Department to other levels of review outside the Department.

- F. Since the candidate has the primary responsibility for providing the evidence of performance, the candidate may ask the RTP Committee to seek additional means for evaluating the candidate. If they, the candidate with the Committee, determine that these other additional means will augment the basic Department, College and University requirements, such other means must also fall within those allowed by the College, University and Memorandum of Understanding. In this regard, external evaluations of the candidate's activities may be solicited by the Department RTP Committee and/or the candidate in accordance with the Procedure for External Evaluation (PS 86-07).

IV. CRITERIA AND EVALUATION

All candidates will be evaluated within three categories. They are instruction and related activities, scholarly and creative activities, and professional/community service.

A. INSTRUCTION AND RELATED ACTIVITIES

1. To satisfy the requirements of this category, the candidate must submit material to enable evaluation of classroom instruction, advising and supervision of student research and internships, participation in curriculum development, and annual conferences and programs. The Department committee must be able to easily discern from the material submitted an ongoing commitment to excellence in classroom instruction as evidenced by student evaluations, course syllabus and supplemental materials. Classroom observation will also be used in the evaluation process.
2. Evaluations that fall significantly below Department, College and University averages on a consistent basis will generally be harmful to the candidate's application. However, the Department of Black Studies recognizes that student evaluations may be affected by many different factors, including class size, class level and unforeseen developments. Therefore, the RTP committee of this Department is urged to look carefully at the entire record of student evaluations and to weigh carefully any unusual circumstances that might affect a given candidate's record.
3. As faculty move through professorial rank, they should evidence a pattern of growth and development as teachers that can be documented by narrative description, peer review and discussion, and the ongoing development of teaching materials. They are expected to evidence currency in their fields through attendance at discipline-based conferences, interaction with colleagues, and familiarity with major issues and arguments in their respective fields. Currency should also be reflected in the content of class materials, frequent revision of syllabi and formal and informal presentations for students and colleagues.

4. Since the discipline has long endorsed essay exams and research papers as primary vehicles for the evaluation and assessment of student intellectual growth, candidates' teaching materials should show a commitment to these pedagogical tools, particularly at the upper division level.
5. Candidates may enhance their records in ways that include but are not limited to:
 - a. use of candidates' scholarly and creative activities on campus or elsewhere;
 - b. publication of widely adopted textbooks;
 - c. peer-reviewed publications on teaching;
 - d. supervision of peer-reviewed publications by students and joint authorship with them;
 - e. supervision of student research or theses and joint research projects with them;
 - f. written evidence of contribution to previous students' achievement;
 - g. curriculum development;
 - h. innovative approaches to teaching and student learning;
 - i. organization of teaching colloquia and workshops and field trips; and
 - j. advising, mentoring, recruitment and retention activities.

B. SCHOLARLY AND CREATIVE ACTIVITIES

1. This category includes scholarship and creative activities demonstrating intellectual and professional growth over time. The Department RTP committee will be expected to look for excellence in all areas of scholarship and creative accomplishment, but also to differentiate between different kinds of work. The Department has no single research model for candidates in the RTP process and encourages the RTP Committee to pay careful attention to the particular value of the individual candidate's work.
2. The Department of Black Studies expects all candidates in the RTP process to provide a record of research and creative activities which reflect evidence of a meaningful contribution to the discipline and a clear commitment to the academic enterprise.
 - a. In addition, publication of intellectual work should show an ongoing effort to engage in scholarly activities that serve both the discipline and the ongoing pedagogical development of the candidate. This may be demonstrated through peer-reviewed publications, especially in the discipline of Black Studies, such as the *Journal of Black Studies*, the *Western Journal of Black Studies* and the *International Journal of Africana Studies*, but also in discipline-related journals such as the *Journal of Modern African Studies* and the *Journal of African History* and works published in conference proceedings of major discipline-

related organizations such as the National Council for Black Studies, the African Heritage Studies Association and the National Association of African American Studies, presentation of papers at professional meetings, working papers, reports to granting agencies, submitted manuscripts, creative presentations, participation in professional associations, and significant contributions to the editing of journals and electronically published documents in the discipline or unusual contributions using new technology media.

- b. Candidates may enhance records of scholarly and creative activities in ways that include, but are not limited to, the following examples: review of manuscripts for journals and presses, publication of book reviews in academic journals and contributions to the development of new pedagogical tools in the discipline, such as interactive media. Research into pedagogical issues that affect the discipline and/or the editing and publication of course materials that have an impact on the discipline are also acceptable in this category.
- c. Enhancing criteria may also include grants and awards for research in the discipline; participation in the grant process as an evaluator or consultant for major grant-giving agencies; participation on various levels in the publication of professional journals--regional, national or international; significant contributions to publications serving the discipline; research projects directly related to pedagogy in the discipline; consultantships with and interviews by major media which reflect recognition of expertise and status in the discipline; professional recognition for excellence in research or research-related activities in the discipline; and consultant work and applied professional activities in the discipline and/or community.

C. PROFESSIONAL COMMUNITY SERVICE

- 1. All faculty share collegial responsibilities for governance and administrative duties at Departmental, College and University levels. Professional service provided to the community must be directly or indirectly related to the academic expertise of the candidate in order to be considered in the RTP process at the Department level. Consultancies, paid or unpaid, will be evaluated based on: 1) benefit to the discipline and Department; and 2) benefit to the mission of the University.
- 2. Candidates may demonstrate service through active participation on assigned and elected Department committees, service as an elected officer of the Department, service as an appointed or ad hoc committee member in the Department, service on various College and University-wide committees, providing service to the community in capacities that reflect the expertise of the faculty member, e.g., local boards of councils, appointed positions, consultancies.

3. Candidates may enhance the record of professional service through activities which may include participation on committees organized by the Provost or other University officials; contribution to major policy development; authorship or shared authorship of major Department, College or University documents, e.g., program reviews or faculty council by-laws; organizing outreach or mentoring student interns based in the community; sponsoring student groups; participating in innovative, discipline-based programs in learning communities off-campus; exercising organizational responsibilities in professional/academic organizations, community lectures, workshops and leadership in programs of area schools.

V. AMENDMENTS

At its option, the Department's tenured faculty shall meet at least once during the spring semester of each academic year for the purpose of reviewing this document and considering any modification proposals. All amendments shall be passed and added to this document by a simple majority of ballots cast by the tenured and tenure-track faculty. Absent faculty shall be notified by campus mail. All amendments shall be forwarded to the appropriate College and University committees and officers for review and ratification.