

Approved by Academic Affairs  
Fall, 2025

## DEPARTMENT OF AFRICANA STUDIES

California State University, Long Beach

### ***Reappointment, Tenure and Promotion Policy (RTP)***

### **POLICY EFFECTIVE FALL 2025**

#### **I. PURPOSE**

The purpose of this document is to set forth the Department of Africana Studies' expectations and standards for department faculty seeking reappointment, 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 Art's Reappointment, Tenure and Promotion Policy (RTP). 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 Africana 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, Africana 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 Africana 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, reappointment, tenure, and/or promotion. Candidates should take advantage of Departmental, College and University RTP meetings so they understand the criteria and standards to be used at the department, college and university levels 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 them. 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 with 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. The candidate's participation in the mentoring process is also highly recommended. 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 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 Policy for External Evaluation of Research, Scholarly, and Creative Activities .

#### **IV. CRITERIA AND EVALUATION**

All candidates will be evaluated within three categories. They are instruction and instructionally-related activities, research, scholarly and creative activities (RSCA), and service contribution. Successful candidates for tenure and promotion must meet minimum requirements for all three categories listed below. In evaluating candidates who have joint appointments, department members of the candidate's RTP committee should refer to Academic Senate Policy Statement 94-11, section VI. [3.2]. Moreover, candidates with joint appointments are expected to have research, scholarly and/or creative activities integrated with and centered in the disciplinary foundations of Africana Studies. Candidates must prepare a narrative in accordance with the CLA RTP document that clearly explains work accomplished as detailed on the Professional Data Sheet.

##### **A. Instruction and Instructionally-Related Activities**

1. To satisfy the requirements of this category, candidates must submit material to enable evaluation of classroom instruction, advising and supervision of student research and internships, participation in curriculum development, and instructionally related 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 may also be used in the evaluation process. A faculty member undergoing review may request that the RTP committee arrange a classroom visit from a tenured member of the departmental faculty. The visit will be arranged by mutual consent between the candidate and the faculty member, with at least five instructional days' notice or otherwise as specified in the Collective Bargaining Agreement. The faculty member's report can be included in the RTP file, at the candidate's discretion, as evidence of teaching effectiveness.

2. Student evaluations that fall significantly below Department and College averages on a consistent basis will generally be harmful to the candidate's application for reappointment, tenure and promotion. However, the Department of Africana 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.

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.

For reappointment, the candidate must be, at a minimum, a satisfactory teacher with the potential for improvement. For tenure and promotion, the candidate must demonstrate effective teaching, productive scholarship evidenced by publications and quality service. And for promotion to full professorship, the candidate must demonstrate a sustained record of excellent performance in instruction and instruction-related activities, research and scholarship or creative activities and high-quality service.

3. 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.
4. In addition to teaching evaluations, candidates' evaluation areas may 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. supervision of peer-reviewed publications by students;
  - d. supervision of student research or theses and joint research projects with them;
  - e. written evidence of contribution to previous students' achievement;
  - f. curriculum development;
  - g. innovative approaches to teaching and student learning;
  - h. organization of teaching colloquia and workshops and field trips; and
  - i. advising, mentoring, recruitment and reappointment activities.

As per CLA policy, faculty must identify any instructional activities for which they receive assigned time by including a Workload Assignment Form and, if applicable, an Academic Advisor Report in their file.

## B. Research, Scholarly and Creative Activities (RSCA)

1. This category includes research, 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. However, the candidate's work must demonstrate a clear well-defined, ongoing agenda of research and scholarly or creative activities.
2. The Department of Africana Studies expects all candidates in the RTP process to provide a record of research and creative activities which reflects evidence of a

meaningful contribution to the discipline as indicated below.

- a. Publications 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 journal articles, especially in the discipline of Africana 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*, the *Journal of African History* and *Black Perspectives*.
- b. Other peer-reviewed publications (e.g., books, book chapters, proceedings of major discipline-related organizations such as the National Council for Black Studies, The Diopian Institute for Scholar Advancement/Cheikh Anta Diop International Conference, the African Heritage Studies Association, the African Literature Association and the National Association of African American Studies).
- c. Funded major external research grants or cooperative agreements.
- d. Edited books and journals.
- e. Technical reports and program evaluation reports.
- f. Policy/ Amicus briefs.
- g. Scholarship-related awards
- h. Consultantships with and interviews by major media as well as consultantships with other agencies which represent recognition of expertise and status in the discipline.

These demonstrations may be supplemented by:

- i. Non-peer reviewed publications (e.g., book chapters, book reviews, editorials, etc.)
- j. Conference presentations (oral and poster presentation)
- k. Manuscripts and/or external grant proposals currently in the peer review process.
- l. Unfunded major external grant proposals.
- m. Minor external research grants.
- n. Internal grants rewarded.
- o. Scholarship-related professional development activities ( e.g., attending grant-writing workshops, scholarly writing institutes or institutes for other enhanced professional and scholarly development.

Candidates must disclose and describe any scholarly or creative activities for which they receive reassigned time or additional compensation.

## C. Service

All faculty are required to make high-quality and sustained service to the Department, College and University, as well as to the profession and the community. It is the responsibility of every tenure-track and tenured faculty member to engage in service, and to do so in a way that leads to equitable contributions that minimize cultural and identity taxation, as defined in the College of Liberal Arts RTP Policy, Section 1.3.1. Expectations of quality and degree of service vary by rank of the faculty

member.

1. Candidates may demonstrate service by:
  - a. participation in faculty governance on various levels
  - b. advising student organizations
  - c. participation in academic and professional organizations
  - d. participation on editorial boards
  - e. serving on dissertation and thesis committees
  - f. participation in discipline-related service to the community (e.g., mentorships, consultantships, providing lectures, seminars, workshops, classes, etc.)
  - g. participation on community boards and councils
  - h. participation in university community outreach programs
  - i. judging research competitions
  - j. service-related awards
2. The evaluation of the quality of a candidate's service contributions will be based on the following factors:
  - a. the nature of the service (e.g., leadership, membership, etc.)
  - b. frequency of the activity
  - c. number of different activities
  - d. length of service
3. In addition, candidates who experience cultural and identity taxation may choose to describe this in their narratives, detailing how their service obligations may have exceeded typical expectations due to their marginalized and/or minoritized identities. This can be described in terms of the impact their work has had on their department, college, university, community and/or discipline.

Some examples of work associated with cultural and identity taxation include, but are not limited to advising, counselling, mentoring and advocating for marginalized and/or minoritized students and student organizations, serving on campus committees and thesis or comprehensive exam committees, mentoring junior colleagues, defending scholarship on marginalized and/or minoritized communities, and giving public lectures on diversity. Review committees should recognize that faculty experience various forms of cultural and identity taxation, resulting in intense service work, on and off campus and that this kind and quality of service is highly beneficial to marginalized and/or minoritized students and is essential to the mission of the university.

In addition, according to American Sociological Association research, student evaluations of teaching often reflect gender and racial biases, resulting in women and people of color being systematically disadvantaged in the review process. Therefore, RTP Committees are urged to carefully review the entire record of student evaluations and to weigh any potential biases and unique circumstances that might affect a given candidate's record.

In their narratives candidates must disclose and describe whenever activities include reassigned time or compensation, including details about the expectations or goals of the service activity.

## **V. Amendments**

The Department's tenured and probationary faculty shall meet at its discretion for the purpose of reviewing this policy and considering any modification proposals. All amendments shall be passed and added to this policy by a simple majority of ballots cast by the tenured and probationary faculty. All amendments must be approved by the Faculty Council, the Dean, and the Provost.