

PROMOTION AND TENURE FACTORS IN THE
DEPARTMENT OF AFRICANA STUDIES

[Drafted and adopted by the
Department Personnel Committee,
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Criteria for tenure and promotion were established by the Personnel Committee of the Department of Africana Studies. In the absence of a Promotion and Tenure Committee (P& T), Promotion and Tenure decisions are made by the Chair in consultation with the tenured faculty in accordance with the AAUP contract. Each candidate for tenure and/or promotion is evaluated on her/his record of achievement in terms of: Scholarly and Creative Excellence; Teaching Effectiveness and Instructional Competence; and Relevant Service. Factors related to these criteria are delineated below.

Promotion and Tenure Factors
Department of Africana Studies

Criteria	Evaluative Factors	As Evidenced by	
Scholarly and Creative Excellence and Achievement	Record of Discipline Related Research and Publication	Books and monographs by reputable presses; articles published in refereed journals; and chapters in edited volumes published by university presses	
		Chapters in edited volumes, non-refereed journals, and encyclopedic entries	
		Edited volumes	
		Papers and creative performances presented at scholarly and professional meetings	
		Creative productions (film, fiction, poetry, plays, etc.)	
		Research grants and fellowships	
		Research reports and policy studies	
		Translation of other scholarly and creative works	
		Quality of Research and publications	Quality and standing of journals and presses published in
			Evaluations rendered in book reviews and review essays
	Citations found in the works of other scholars		
	Awards		
	Evaluations by external references/referees		

		Evaluations by departmental colleagues and/or tenured adjunct faculty
	Scholarly Potential and Contribution to the Intellectual Climate of the Department	Research and creative works in progress
		Grand submission and fellowship applications
		Assessment by external references
		Assessments by departmental colleagues and/or tenured adjunct faculty
<i>Teaching Effectiveness and Instructional Competence</i>	Teaching Skills	Student Evaluations
		Unsolicited student assessment
		Assessments by colleagues
		Course syllabi
		Awards
	Responsiveness	Availability to meet students and advising activities
		Independent studies and internships supervised
		Student evaluations
		Assessments by colleagues
	Competence in light of Departmental needs	Number and type of courses taught
		Assessments by colleagues
		Efforts to retrain or upgrade skills
		Development of new courses, programs and approaches
		Number and quality of Masters and Ph.D. students trained
<i>Service</i>	Department Service	Membership on and contribution to work of committees
		Departmental offices held
		Assistance to colleagues
		Teaching of required or core courses and general willingness to service Department's course needs
		Support for graduate students
	Service to the Field	Organizing and/or coordinating scholarly conferences
		Participation in scholarly and creative meetings and conferences
		Participation in the governance of professional associations and service on association committees
		Book reviews
		Editorship of professional journals
		Refereeing for journals and for grant-giving agencies
		External examining for faculty, programs, dissertations
		Evaluating manuscripts for university and commercial presses
	Service to the University	Membership on and contribution to work of

		College and University committees
		College and University offices held
		Participation in College and University programs
	Public Service	Participation in public forums
		Non-compensated or nominally compensated consulting
		Expert testimony
		Other non-compensated professional services to the community

Candidates for tenure and promotion are evaluated in terms of their overall contribution and promise with respect to these factors. Outstanding achievements or promise with respect to some may offset weaknesses with respect to others. However, all candidates must at a minimum provide evidence of (1) substantial scholarly and (where appropriate) creative achievement (2) substantial teaching competence; and (3) considerable service.