

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

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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 focus 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 delineate 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 carried in a variety of ways

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

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 the 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

scholarly ones. Competitive selections as well as presentations receiving disciplinary acknowledgements 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 standards.
6.2.4.6.4. Faculty members who are pursuing tenure in Africana Studies are encouraged to not

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

6.2.4.6.8 Faculty engaged in community outreach can make 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 one book chapter or journal article, with the understanding that the publication of a book by a reputable publisher 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

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