

## **AFRICAN AMERICAN STUDIES PROGRAM: Tenure and Promotion Expectations**

Approved by the Advisory Committee 2015

All candidates should consult the Faculty Handbook for policies and procedures bearing on tenure and promotion decisions.

### **EXPECTATIONS FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR**

#### **SCHOLARSHIP:**

Candidates standing for tenure in the African American Studies Program will have completed a substantial body of scholarly work that will make a significant contribution to the field. We expect candidates to have completed a first project. Normally, this would take the form of a published book or a completed book manuscript accepted for publication. In some instances, the first project may take the form of a substantial set of related essays—that are similar in contribution to a book—that have been published in or accepted by appropriate, highly respected peer-reviewed journals. We expect candidates to have begun planning and researching a second project. We expect that candidates will have participated actively in the professional discussions appropriate to their fields, in the form of conferences, symposia, invited lectures, and other venues of scholarly dissemination of ideas.

The African American Studies Program recognizes that interdisciplinary work is by definition work that challenges established disciplinary practices. Where and when appropriate, the Program will especially solicit external evaluations from interdisciplinary scholars. In every case, the Program will assess all external evaluators' comments with appropriate regard for the disciplinary or interdisciplinary approaches they evince.

We recommend that the candidate be in regular communication with his or her mentor regarding the pace, quantity, and quality of the artistic/scholarly record.

#### **TEACHING:**

Candidates standing for tenure in the African American Studies Program will have a record of success and excellence in teaching that will be reflected in the student evaluations of the courses taught, by the quality and imaginativeness of the syllabi, by the candidate's teaching statement, and by other evidence as appropriate, including the Program's solicitation of letters by former students.

#### **COLLEAGUESHIP:**

Candidates standing for tenure in the African American Studies Program will have participated fully in the Program's cultural and intellectual life as well as its administrative processes. We expect that candidates will have been good citizens of the University through participation in the intellectual life

of the community, which includes either having served on University committees, given public lectures, participated in seminars, or other such activities. We also expect evidence of service to the profession through participation in organizations, evaluation of manuscripts, and other such activities.

## EXPECTATIONS FOR PROMOTION TO PROFESSOR

### SCHOLARSHIP:

Candidates standing for promotion to Professor in the African American Studies Program will have continued on a discernible upward trajectory of substantial scholarly work and engagement with their field[s]. We expect candidates to have completed or neared completion of a second project, at least, that will be: a published book, a book manuscript accepted for publication, or a completed book-length manuscript. Alternatively, the candidate may have published several substantial and related scholarly articles—that are similar in contribution to a book—in highly respected peer-reviewed journals. These articles may constitute a set of related scholarly essays, evidence of significant progress towards a second or next book, or a substantial body of work that makes a major contribution to a field or fields.

### TEACHING:

Candidates standing for promotion to Professor in the African American Studies Program will have a record of continued success and excellence in teaching that is at least equivalent to their teaching prior to tenure. This will be assessed by the student evaluations of the courses taught, by the quality and imaginativeness of the syllabi, by the curricular contributions to the program's curriculum, by the candidate's teaching statement, and by other evidence as appropriate.

### COLLEAGUESHIP:

Candidates standing for promotion to Professor in the African American Studies Program will have participated fully in the Program's cultural and intellectual life as well as its administrative processes. We normally expect that candidates will have served in appropriate administrative positions such as Chair or Program Director; equivalent evidence of collegueship may take the form of work on University committees. We continue to expect that they will have been good citizens of the University through participation in the intellectual life of the community. We also expect evidence of even more service to the profession through participation in organizations, evaluation of manuscripts, and other such activities.

**African American Studies Tenure and Promotion Expectations**  
**Addendum Statement on COVID-19**  
**March 2021**

The African American Studies Department recognizes the negative and ongoing impact of COVID-19 on faculty members' scholarship, teaching, and collegueship. We are aware of how the pandemic affects the career trajectories of tenure-track colleagues – especially the impact it may have on the quantity and pace of scholarship, and how it may affect teaching and collegueship.

In order for us to give informed and meaningful consideration to the impact of the pandemic on each case, the African American Studies department plans to do the following six things:

*First, we invite each tenure-track faculty member to submit a statement of how COVID has affected her or his research, teaching, and collegueship. These statements may be submitted at any time, and they may be supplemented prior to each review (2<sup>nd</sup>-year, 5<sup>th</sup>-year, reappointment, and tenure) so that candidates can outline the enduring and more realized impacts of the pandemic on career trajectories.*

Such statements will describe how the candidate's access to a research site or archives might have been derailed, how the candidate's ability to work with collaborators could have been thwarted, how the candidate's conference participation has been affected. These statements may also detail how the pandemic has affected the mechanisms by which scholarship is disseminated: that is, how it has impacted the pace and processes of reviewing and publishing manuscripts by presses, journal editorial boards, and other managers of the scholarly publishing pipeline. These statements will also describe the particular challenges of teaching online or in a hybrid or in-person model, as well as the effects of the pandemic on opportunities for collegueship and service.

***Scholarship***

*Second, the tenured members of the department will redefine the expectations for the quantity and pace of scholarship in tenure and promotion cases.*

Our stated expectations on publication are as follows: "We expect candidates to have completed a first project. Normally, this would take the form of a published book or a completed book manuscript accepted for publication. In some instances, the first project may take the form of a substantial set of related essays—that are similar in contribution to a book—that have been published in or accepted by appropriate, highly respected peer-reviewed journals. We expect candidates to have begun planning and researching a second project."

In COVID-affected cases, we will now expect a published book, a book manuscript accepted for publication, or a book manuscript in a state close enough to completion to be submitted to a press. If the first project does take the form of a substantial set of related essays – similar in

contribution to a book – we will expect that a majority of those essays are published in appropriate, highly respected peer-reviewed journals, and a minority of them are under review or in a state of completion where they will soon be under review by those journals. We expect candidates to have begun planning a second project.

*Third, the tenured members of the department will read the external evaluators' letters with particular attention. Where there are comments about **pace** and **quantity**, we will seek to understand whether the evaluator's expectations are in line with the department's revised statement, which will be the determinant in each case.*

*We will leave it up to candidates for tenure whether or not they wish to include their statements to the external evaluators.*

### **TEACHING**

The pandemic will affect teaching and advising by requiring new course designs and preparations that are suitable for remote teaching, demanding increased student contact in courses and advising across time zones, increasing the emotional labor associated with teaching and advising students through the pandemic.

*Fourth, the tenured members of the department will read the student evaluations, the candidate's syllabi, and other materials through the lens of the candidate's teaching statement, in which the candidate may explain any persistent or uneven assessments of the teaching. We also expect that faculty may elect to teach fewer new courses during this time.*

### **COLLEAGUESHIP / SERVICE**

Many activities that fall in the area of collegueship and service are being transformed by the pandemic's effects on campus life, community engagement, and broader intellectual and professional networks. Candidates should continue to participate in the intellectual life of the Department and the University in whatever ways they can.

*Fifth, the tenured members of the department will consider a wider range of activities and practices as part of the candidate's collegueship and service.*

### **CONCLUSION**

*Finally, the tenured members of the department will treat all tenure and promotion cases according to these revised expectations, whether or not a candidate took the one-year extension to the tenure-clock in 2020, or any other further extension that Academic Affairs may offer.*