Afro-Ethnic Studies is an interdisciplinary field that draws from and contributes to the humanities, social sciences and the arts. As such, it offers a unique opportunity for students to gain an understanding and awareness of the vital presence and long standing historical, economic, political, social, and psychological significance of African Americans in the United States. Because of its interdisciplinary scope, and the role of African Americans in the fight for Civil Rights for all, the department is central to understanding the role of "minorities'" experiences in the United States. Studies in African American experience include history, culture, art, literature, and contemporary issues that affect education, family, politics, socioeconomic conditions, race, ethnicity and gender. The department endeavors to produce graduates that are prepared to excel in any field that seeks well-rounded individuals with relevant marketable skills.

Because of the interdisciplinary nature of our department, and the paucity of PhD-granting institutions offering doctoral degrees in African American studies, our faculty comes from multiple disciplines, but with strong emphasis in African American areas relevant to their discipline. It is the expectation of the department that the faculty be (1) committed to African American Studies; (2) be engaged in on-going scholarly and creative activities; (3) have great enthusiasm for teaching African American Studies; and (4) be committed to both the discipline and service to the African American and the community at large. Hence, positive retention, tenure and promotion decisions require a distinguished record in teaching, in research and peer-reviewed publication, and in participation in the broader disciplinary community.
II. Department Personnel Committee

a. The department chair shall arrange for the election of a department personnel committee and alternate and shall refer to it all cases for which action is appropriate. The department chair shall ensure that all members of this committee are familiar with their responsibility for evaluating the performance of those to be considered.

b. In selecting members of the department personnel committee, tenured and tenure-track members of the department shall nominate candidates and select committee members through a secret ballot. The selection process shall offer department members a choice. The selection process shall be completed no later than the end of the second week of classes of the fall semester.

c. The department personnel committee shall have at least three members, who shall be from within the department if possible. These members shall have been granted tenure and shall not include the chair of any department. No person shall serve on the department personnel committee when that person will be on any type of leave during the year of service on the committee. If the department does not have at least four tenured faculty other than the chair, it may select one or more tenured faculty for its personnel committee from related disciplines.

If the department does not have enough eligible members to provide a choice for the faculty of the department, that is, at least four tenured faculty other than the chair, it shall select a personnel committee of only three members from a slate of at least four nominees. This slate shall be composed of all eligible department members, except for the chair, and shall include one or more tenured faculty from related disciplines.

d. The department shall elect, at the time of the election of the regular personnel committee, at least one tenured faculty member,
other than the department chair, to serve as alternate(s) for members of the committee. If any regular member of the committee is unable to complete his or her term, the alternate shall serve in his or her place.

e. The department chair shall provide the names of the department personnel committee and alternate(s) to the Faculty Personnel Committee, the Office of Faculty Affairs and Records, and the Dean’s Office within five working days after they are selected.

III. DEPARTMENT PERSONNEL STANDARDS AND UPS 210.000

These Department Personnel Standards shall be consistent with UPS 210.000 and shall be understood as incorporating the requirements of UPS 210.000. These Department Personnel Standards and UPS 210.000 establish the range of activities and levels of performance necessary to meet requirements for positive retention, promotion, and tenure decisions and in addition are intended to assist all faculty in maintaining a high level of performance. [Note: In this document the word 'shall' indicates mandatory action and the word 'may' indicates permissive action.]

IV. DEVELOPMENTAL NARRATIVES

During the first year of employment in a tenure-track position, each probationary faculty member shall write prospective Developmental Narratives for teaching, scholarly and creative activities, and service, not to exceed 500 words each. These narratives shall describe the faculty member's professional goals, areas of interest, resources required, and accomplishments (s)he expects to achieve in each of the three areas in order to meet the requirements of these Department Personnel Standards and UPS 210.000 for retention, tenure, and promotion.

The Developmental Narratives will be reviewed by the department Chair and the Dean, who will each provide feedback on a timetable to be
determined by the college Dean, with a final draft to be completed prior
to May 1. These Developmental Narratives shall be included in the
faculty member's Portfolio that is submitted for retention review during
the second year and in each successive review cycle in the tenure-track
position. The Developmental Narratives may be revised to reflect the
changes and professional growth that normally occur during the
probationary period.

V. MENTORS

Before the end of the first two weeks of the fall semester, the
department Chair shall consult with each newly appointed probationary
faculty member concerning appropriate faculty mentors and shall
designate one or more tenured faculty members as mentors. In the
event that the Chair serves as a mentor, at least one additional mentor
shall be designated. At any time thereafter, the probationary faculty
member or mentor may request the department Chair to make a change
of assignment.

The primary responsibility of the mentor(s) is to provide guidance,
advice, and support to the probationary faculty member during the
preparation of the Developmental Narratives.

VI. EVIDENCE OF PERFORMANCE

A. The Portfolio

1. The Portfolio is the sole basis for RTP evaluations,
recommendations, and actions. It shall be cumulative and
representative of performance, covering the period from the
beginning of probationary service to the first day of the fall
semester of the academic year during which RTP action is to be
taken. In cases where prior service credit was granted, that time
interval shall also be documented in the Portfolio.
2 It is the responsibility of the probationary faculty member to ensure the completeness of his or her Portfolio. Evaluations, recommendations, and rebuttals if any, are added to the Portfolio at the various levels of review.

3 The Portfolio shall include the items listed in UPS 210.000 and shall document the faculty member's performance in teaching, scholarly and creative activity, and service by providing evidence of the kinds described in the sections that follow.

B Evidence of Teaching Performance

Teaching is viewed as the most important factor in the evaluation of faculty members for retention, tenure and promotion. Each faculty member shall establish an environment where learning is central, and provide opportunities for students to learn both within and outside the classroom. Teaching performance is evaluated by using Student Response to Instruction (SRI) opinion questionnaires; analysis of grade distributions; and qualitative evaluation of material provided by the faculty under consideration.

1 Narrative Self-Evaluation

The faculty member shall supply a detailed and thoughtful narrative of not more than 1,000 words discussing his/her teaching philosophy, and the purpose and focus of each course. The self evaluation shall include the faculty member's pedagogical approach and methods, the students' response to instruction, including their ratings and comments on the student opinion form (SRIs), the faculty member's expectations regarding student achievement, including grade distributions, his or her ongoing professional development as a teacher and in the discipline, and reports of peer visitations to classrooms, if any.

The Department refers candidates to the concepts used in the University Mission & Goals to identify high quality teaching. Please
see Appendix I for a useful listing of concepts that faculty might employ in making the case that teaching is of high quality.

2 Course Methods and Materials

The candidate shall supply supporting material, including:

a Representative samples of syllabi, examinations, and assignments

b A generous selection of supporting class materials, such as handouts, lists of films used, cooperative-learning methods used, lists of guest speakers, etc.

3 Student Rating of Instruction Surveys (SRI's)

Student opinions of instruction surveys, acquired using the approved department questionnaire, are mandatory in all classes. The department considers quantitative scores of the opinion questionnaire items as evidence of the candidate's teaching skills. These shall not, however, be used as the sole measure of teaching effectiveness, but patterns of responses in different courses over several semesters shall be considered more informative than an isolated course evaluation.

Responses to the SRI's items range from A (high) to E (low). With respect to the results of the SRI's during the period under review, achieving a combined 70% A and B responses with 80% C or above on Questions 14 and 15 shall be one indicator of good teaching performance. Achieving at least 80% A and B responses on Questions 14 and 15 shall be one indicator of excellent teaching performance. Faculty members may use the additional data from student responses in items 1 - 13 as a further source of feedback regarding student perceptions of teaching performance. In evaluating student rating of instruction data, the evaluators shall consider the faculty member's self-assessment of teaching effectiveness and student comments as important indicators that
may draw attention to particular circumstances that can be taken
into account in interpreting the summaries.

4 Grade Distributions

In the self-evaluation narrative, the candidate shall discuss and
offer context for his/her grade distributions. The memorandum
published each semester by the campus Office of Analytical
Studies, containing summaries of grade distributions, can be quite
useful. The candidate shall comment on significant deviations
from the department statistical norms. The Department
Personnel Committee and the Chair shall evaluate the candidate's
grade distributions principally by comparing them with
Department, College, and University statistical norms.

5 Other Indicators of Teaching Performance

Faculty under review must also submit and discuss in their self-
evaluation narratives other evidence of effective teaching. The
department seeks clear and unambiguous evidence of effective
teaching that consistently accomplishes the learning objectives of
the courses the faculty member teaches and contributes to
students' out-of-classroom learning. Potential indicators of
effectiveness in teaching include, but are not limited to:

a New course proposals
b Innovative teaching projects (e.g., collaborative teaching,
   PowerPoint presentations, new technologies, etc.)
c Audio and video material developed for class use
d Video or audiotapes of class sessions
e Service on students' theses/projects
f Guiding independent study projects, etc.
g Signed letters from students, especially unsolicited letters
h Reports of class visitations by colleagues and others
   Classroom observations by department colleagues may provide
   information regarding teaching effectiveness and interaction
   with students. Written reports of such visits shall address
clarity of presentation, communication with students, student interaction, effective use of classroom time, and appropriateness of presentation methods. Assessment shall be in the context of the level and objectives of the course. Assessments by external evaluators (from outside the department) may also be included.

Evaluators shall include a consideration of these indicators of teaching effectiveness in their assessment of the faculty member’s teaching performance.

C Evidence of Scholarly and Creative Accomplishments

The Department considers scholarly and creative activities second in importance to teaching. Scholarship complements and enriches teaching, and promotes currency in the discipline. Candidates are expected to publish their research in peer-reviewed books and book chapters, and in peer-reviewed journals.

1 Narrative Self-Evaluation

The faculty member shall supply a detailed and thoughtful narrative of not more than 1,000 words discussing his/her scholarly and creative goals and accomplishments in relation to his/her research agenda, methods used, and ultimate goals.

2 Evidence of Scholarly and Creative Accomplishment

Publications are divided into three categories of accomplishment: peer reviewed scholarly and creative publications, non-peer reviewed scholarly and creative publications and other publications and scholarly/creative activities.

a. The first category includes publications subjected to peer-review, including, but not necessarily limited to, journal
articles, book chapters, scholarly books and monographs, and creative publications.

b. The second category includes invited and/or editorially reviewed publications, including, but not limited to, journal articles, book chapters, textbooks, edited books, other scholarly books and monographs; creative publications; grants applied for or awarded; and papers presented at professional conferences.

c. The third category includes such non-peer-reviewed work as articles in magazines, book reviews, and conference monographs.

3. Documentation of scholarly and creative work

a. Documentation of scholarly and creative work is required. This documentation shall include a complete citation, in the style customary to the faculty member's discipline, to each of his or her scholarly and creative works; a copy of each scholarly or creative work published since the faculty member's appointment; and copies of letters of acceptance for those completed works that are "in press" or otherwise in the process of publication. For works presented in a medium other than print, the copy may be in a form suitable for evaluation as appropriate to the discipline (e.g., photographs, audiotape, video tape, CD, etc.) Work that has been accepted for publication or presentation after a peer-review or jurying process shall be distinguished from work that was not subject to a peer review or jurying process. The faculty member shall provide documentation of the peer review or jurying process.

b. Documentation shall also be provided for scholarly and creative work in progress. This documentation may include copies of intramural and extramural grant proposals, grant award letters, abstracts of papers presented at professional meetings, papers currently being reviewed for publication, copies of manuscripts
in preparation, etc. Care should be taken to distinguish work in progress from that already completed.

c. Documentation of the faculty member's contribution to co-authored work is required. Such documentation shall include the written statement of the co-author. Explanations from editors or others may also be appropriate.

d. Scholarly or creative works are considered to have been published when they have been accepted for publication or presentation without further revision.

e. Faculty may further demonstrate their contributions with evidence of professional recognition of their contributions to the discipline. Evidence may include book or article prizes; non-refereed invited papers, exhibits, and performances; comments and replies; book reviews; and citations of the faculty member's published work (for example, from the Social Science, Science, or Humanities and Arts Citation Index).

D Evidence of Professional, University, and Community Service

The Afro-Ethnic Studies Department views professional activities and service as important contributors to the development of good teacher/scholars. As such, it is the third most important activity to be undertaken by a faculty member. The Department recognizes that there are many ways of being an active professional. It is the responsibility of the candidate to carefully document and describe his or her professional activity in the portfolio narrative.

1 Narrative Self-Evaluation

The faculty member shall supply a detailed and thoughtful narrative discussing his/her goals and accomplishments in service to the profession, to the department and university, and to the community.
2 Service to the Profession

Examples include

a. Appearances on panels at professional meetings
b. Offices or positions including committee membership in professional organizations
c. Program planning for local, regional or national professional organizations
d. Memberships on editorial boards of professional journals
e. Reviewing articles for professional journals or books for publishers
f. Assistance with the accreditation process

3 Service to the Department and University

Examples include

a. Service on Department committees and in advisorships and offices
b. Service on College and University committees, including the Academic Senate
c. Assistance to student groups and clubs
d. Development of effective ways of recruiting student majors
e. Developing new applications of technology that increase student learning.
f. Providing support (intellectual, personal, spiritual) to students in pursuit of an education at Cal State Fullerton

4 Service to the Community

Examples include

a. Development of community academic programs
b. Social/political activity at the international, national, state or local level
c. Service as a guest lecturer to local schools, colleges and
organizations

d Consulting work with public and non-profit agencies
e Other professional assistance provided to public or nonprofit agencies
f Published articles and op-ed pieces in periodicals and newspapers
g Providing professional assistance to public or private agencies.

VII Evaluation of Evidence of Performance

A The Department shall evaluate faculty performance in teaching, scholarly/creative activity, and service according to the principles stated in the sections that follow.

B Evaluation of Teaching Performance

The Department shall evaluate teaching performance as described in section VI.B.1-5, above. After considering evidence in each of the areas specified (i.e., narrative self-evaluation, course methods and materials, student rating of instruction surveys, grade distributions, and other indicators of teaching performance, the DPC and the Chair shall each reach overall evaluations of teaching performance as Excellent, Good, or Unacceptable.

C Evaluation of Scholarly and Creative Accompilishments

The Department shall evaluate scholarly and creative accomplishments in all three categories described in section VI.C above.

The Department Personnel Committee and the Chair shall evaluate the quality of the scholarly and creative accomplishments. Judgments of the quality of scholarly and creative accomplishments shall include consideration of the indicators of quality listed in Appendix II, as documented in the portfolio.
Performance that includes high-quality publications in the first category (VI.C.2.a) beyond the number required for an evaluation of Good shall be judged Excellent.

Performance that includes publishing either one high-quality peer-reviewed scholarly book or two high-quality peer-reviewed journal articles from the first category (VI.C.2.a) and at least one additional high-quality work from the second category (VI.C.2.b) shall be judged Good.

Performance that does not achieve the level necessary for a rating of Good shall be judged Unacceptable.

D Evaluation of Professional, University, and Community Service

The Department shall evaluate professional, university, and community service as described in section VI.D above. A record of ongoing service throughout the review period is required.

To receive an evaluation of Excellent, a faculty member must have served in leadership roles. Performance that includes two or more accomplishments, including leadership roles, from the first category (VI.D.2), at least two accomplishments, including leadership roles, from the second category (VI.D.3), and at least one accomplishment from the third (VI.D.4) shall be judged Excellent.

Performance that includes one or more accomplishments from the first category (VI.D.2) and at least two from the second category (VI.D.3) shall be judged Good.

Performance that does not achieve the level necessary for a rating of Good shall be judged Unacceptable.
VIII Standards for Retention, Tenure, and Promotion

A Requirements for Retention

The goal of the RTP process is to produce faculty members who qualify for tenure after their probationary employment. To be retained during the probationary period, a faculty member is required to demonstrate progress toward tenure such that a positive tenure decision is likely. A probationary faculty member is required to show appropriate accomplishments, growth, and promise in each of the three areas of assessment. Moreover, when weaknesses have been identified in earlier review cycles, a probationary faculty member is expected to address these weaknesses explicitly and show appropriate improvement. The decision to retain (reappoint) a probationary faculty member is an affirmation that satisfactory progress is being made toward tenure; therefore, a probationary faculty member shall not be retained if the cumulative progress toward tenure is insufficient to indicate that requirements for tenure appear likely to be met.

B Requirements for Tenure

1 The granting of tenure is the most significant personnel action that the University takes, because it represents an affirmation that the probationary faculty member will be an asset to the University over his or her entire career. Therefore, a positive tenure decision requires that the probationary faculty member has displayed accomplishments, growth and future potential that meet the expectations stated in UPS 210.000 and these Department Personnel Standards.

2 To be recommended for tenure, the faculty member's overall performance in teaching, scholarly and creative activities, and service shall be judged Good or Excellent.
C Requirements for Promotion to Associate Professor

Promotion to Associate Professor is automatic with the granting of tenure.

D Requirements for Promotion to Professor

1 Because the professoriate entails continual growth and reassessment, the University expects that tenured faculty will continue to strive for excellence in all three areas of performance, and that successful faculty members will display accomplishments, growth, and future potential throughout their careers. Therefore, the decision to grant promotion to the rank of Professor shall be based on a record since the previous performance review that indicates sustained vitality and commitment to the standards described in UPS 210.000 and these Department Personnel Standards.

2 To be recommended for promotion to Professor, the faculty member’s performance in teaching must receive an evaluation of Excellent and his/her performance in scholarship/creative activity and service must receive an evaluation of Good or Excellent.

E Requirements for Early Tenure

Early tenure requires that all expectations for the entire probationary period have been met, and that, in addition, performance in teaching and in scholarly and creative activity receive an evaluation of Excellent, with performance in service receiving an evaluation of Good or Excellent.

F Requirements for Early Promotion to Associate Professor

Early promotion to Associate Professor requires that the probationary faculty member has displayed accomplishments, growth, and future potential that strongly indicate that (s)he has met the expectations for tenure stated in UPS 210.000 and these
Departmental Personnel Standards. In addition, performance in teaching and in scholarship and creative activity must receive an evaluation of Excellent, with performance in service receiving an evaluation of Good or Excellent.

G Requirements for Early Promotion to Professor

Early promotion to Professor requires that performance meet the general requirements for promotion to Professor as stated above, and that, in addition, performance in each of the three areas (teaching, scholarship and creative activity, and service) receive an evaluation of Excellent.

IX Form for Student Opinion of Teaching

See attached.

APPENDIX I

CONCEPTS DRAWN FROM THE CALIFORNIA STATE UNIVERSITY, FULLERTON MISSION & GOALS STATEMENT THAT MAY INDICATE HIGH QUALITY TEACHING

Note: As is true for any other claim arising in a personnel evaluation process (i.e., in a portfolio or similar item), candidates must make arguments that their work reaches an indicated standard. Such claims and arguments are most persuasive when accompanied by solid evidence to support them. Thus, for example, where a candidate claims that his or her course embodies the best of current practice, theory, and research, the candidate is best-advised to say clearly what his or her understanding is of best current practice, theory, and research, and how such understanding provides a foundation for work with students. As with all other materials, narratives and evidence, the DPC and the Chair will evaluate the claims and the evidence, and will reach judgments.
Evidence of High Quality in Course Content
- Embodying the best of current practice, theory, and research.
- Enabling students to develop the habit of intellectual inquiry.
- Integrating knowledge with the development of values and professional ethics.
- Preparing students for challenging professions.

Evidence of Integrating Student Learning with Faculty Scholarly Activity

Evidence of Continuing Improvement in Teaching
- Employing collegial assessment of student learning.
- Modifying classes based upon analysis of evidence of student learning.
- Integrating advances in learning technology, including information and communication technologies.

Evidence of Upholding Core Academic Values
- Showing commitment to freedom of thought, inquiry, and speech.
- Attending to issues of culture, ethnicity, and gender.
- Promoting a global perspective.
- Encouraging interdisciplinary learning.

Evidence of Commitment to Student Success
- Ensuring that all students have the opportunity to succeed.
- Showing sensitivity to the needs of the students of varying age, ethnicity, culture, academic experience, and economic circumstances.

Evidence that Teaching Supports the Development of Students' Sense of Community, Citizenship and Involvement
- Enhancing a sense of membership and participation in the campus community.
- Providing students with opportunities for collaborative activities.
- Developing the teamwork, leadership, and citizenship skills necessary for student to make meaningful contributions to society.
- Strengthening students' relationships to their communities.
- Preparing students to contribute productively to society.
APPENDIX II

SUGGESTIONS FOR
PROVIDING EVIDENCE OF HIGH QUALITY SCHOLARSHIP

It is the candidate’s obligation to document the peer review process and the quality of publication outlets. The following are some suggested ways of supplying convincing documentation.

- Showing that the procedures used for review of published work clearly exemplify peer review within the meaning of the categories set out in these standards.
- Showing that acceptance rates for a publication outlet mark the outlet as selective in accepting contributions.
- Showing that peer rankings of the journal mark it as selective or important.
- Showing that reviewers’ comments about a manuscript support a claim that the scholarly contribution is original, important, or noteworthy.
- Showing the capabilities or reputation of members the editorial boards of journals in which the candidate has published.

Some forms of post-publication review of published material also may provide evidence that an item of scholarship is of high quality. These include:

- Showing that citations to an article or other contribution mark it as an important or noteworthy item of scholarship.
- Showing that positive published reviews of books and articles mark them as important or noteworthy.
- Showing that book adoptions for classroom or other professional use mark a contribution as professionally sound and useful.
- Showing that unsolicited letters and other unsolicited evaluations mark an article or other publication as being of high quality.

2-18-04

Official
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Department
Personnel
Standards
Date: 4/8/2005