

AFRICAN AMERICAN STUDIES PROGRAM
STATEMENT OF
STANDARDS AND PROCESSES FOR EVALUATION

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Chapter 1: Introduction

I. Function of this Document:

The African American Studies program acknowledges and endorses the general criteria and hierarchy of criteria for faculty evaluation established in the Faculty Code. This document is designed to clarify the program's standards, norms, and processes. African American Studies is an interdisciplinary area of study, therefore all references in this document to African American Studies as a discipline should be understood as referencing this interdisciplinary field. Our goal is to ensure the highest caliber of teaching and ensure fairness in the evaluation process. It is to these ends that the following statement of evaluation standards has been adopted.

II. Relationship of Faculty to Student Constituencies:

The African American Studies program has identified four major student constituencies: minors; students taking additional courses beyond the introductory level; students taking single courses to fulfill a university core requirement; and persons involved in co-curricular activities sponsored by the program. Faculty evaluations should recognize individual contributions to these diverse constituencies.

III. Area of Teaching Specialty:

Within the program faculty members will have assignment for particular courses in the African American Studies curriculum requirements. That assignment should be regarded as a priority in scheduling courses. Any evaluation should consider the contributions of the faculty or staff member to his/her area(s) of responsibility to the African American Studies program.

Chapter 2: Statement of Program Evaluation Standards

I. Teaching

The African American Studies program recognizes excellent teaching as the fundamental goal to which all of its teachers aspire. We affirm that diversity in teaching serves the program, the discipline, and the university.

A. Evidence of Teaching Effectiveness

We find the following to be useful indicators of teaching effectiveness:

1. Course Design

- a. Outlines, syllabi, and objectives should be prepared for each course and available for students and colleagues.
- b. Course objectives should be explicitly grounded in goals of the discipline or disciplines in question.
- c. Examinations, assignments, and projects should overtly lead to the fulfillment of course goals.
- d. Course content should be appropriate for coordination with university and program goals and objectives.

2. Teaching Performance

Excellence in teaching performance should include a demonstrated ability and flexibility in different teaching modalities as appropriate to area of specialty: classroom, non-traditional classroom, and tutoring. Excellence in teaching performance includes appropriate adaptation to varying levels of student achievement and careful evaluation of student work. (See Chapter 4 for more details).

3. Student Intellectual Growth

Consistent with the philosophy of a small liberal arts institution, the program places a premium on working individually with students and involving them in the discipline. Examples of teaching effectiveness in this area include research management, advising senior thesis projects, student participation at conferences and in the life of their communities, original student investigations, and other student projects appropriate to the field and supervised by the faculty member.

4. Curricular-related Encounters

Inherent in the philosophy of the program is a commitment to applying African American Studies' theoretical and critical insights, informed by the program's interdisciplinary focus, outside of the classroom. For African American Studies, work outside the traditional classroom and in the community is an important feature of academic citizenship, as such African American Studies faculty are usually expected to make use of their expertise as scholar/teachers beyond their assigned classrooms. The program recognizes and values such work, especially where it contributes to the goal of social justice shared in common with African American Studies. Work in these non-traditional settings often enhances a faculty member's overall skills and abilities in ways that other types of preparation cannot.

Demonstrated and reported ability in teaching in venues which are co-curricular and/or extra-curricular is included as evidence of teaching excellence. For example, these activities may involve mentoring students, tutoring as part of the Center for Writing, Learning, and Teaching, sponsoring student organizations, non-traditional teaching as in the Race and Pedagogy work with Community Partners, and supervising conference participation. Evidence of curricular-related encounters outside the classroom may include student letters, evaluations, conference programs, newspaper or journal articles, and/or letters from colleagues with first hand knowledge of the faculty member's work

5. Student Evaluations

Student evaluations which indicate a consistent pattern of excellence from the standpoint of challenging goals, demands for rigor, organization, availability of professor, and the clarity of presentation shall be viewed as evidence of teaching effectiveness.

B. Assessment of Teaching Effectiveness

The program views assessment by evaluation committee members as the most reliable means of assessing teaching effectiveness. A program of ongoing in-class observation will be implemented with multiple visits by multiple members of the evaluation committee. In addition, the program may consult letters containing observations of the teaching performance in the classroom. Colleagues will also review student evaluations and other teaching-related materials in the file prepared by the candidate. These materials may include: outlines, syllabi, objectives, assignments, examinations, websites, observation of teaching performance written by colleagues from outside the program, self-evaluations, and reports of curricular-related materials. A list of all submitted material must be included in the file.

II. Professional and Scholarly Development

Professional and scholarly development strengthens understanding of the history of the discipline and maintains a faculty member's currency with new developments in theory, methodology, and application. Program faculty are expected to demonstrate expertise and currency in those areas of the discipline in which they regularly teach, and they are expected to articulate a coherent theme that organizes their professional development activities. A faculty

member with greater professional experience, however, should typically be engaged in a program of scholarship which demonstrates increasingly sophisticated mastery of teaching and/or research emphasis area(s).

A. Evidence of Professional and Scholarly Development

Many scholarly activities demonstrate expertise and currency in the discipline. Specific applications of standards are contained in Chapter 3 of this document. Such evidence may include:

1. Original Scholarship

The program affirms that the production of scholarship is the primary evidence of professional development.

Premiums will be placed on work that has been favorably endorsed by professionals within the discipline. For example, the following activities provide evidence of external recognition of a faculty member's professional contribution: publication (including monographs, book chapters, textbooks, handbooks, journal articles, anthologies, as editor or contributor), journal editing, and refereed convention papers.

2. Leadership through the development and or directing and coordinating of programs for the professional development of peers and others.

3. Participation at Professional Meetings

The program believes that professional development relies on continuous contact with colleagues in the discipline. Attendance at professional meetings is expected of all faculty members to promote disciplinary currency. The expectation is, on average, one meeting per year. Participation could include:

- a. Invited papers: These are special opportunities for faculty to share particular insights with colleagues.
- b. Presentation of papers, or other forms of participation in conference sessions as appropriate to the discipline, which explore scholarly topics at regional or national conferences.
- c. Workshop and seminar sponsorship: At these extended sessions faculty are engaged in teaching new techniques or content areas to peers.
- d. Workshop and seminar participation and application: In such sessions, faculty learn new materials which may lead to curriculum modifications or alterations in instructional practices.

4. Other evidence of significant professional and scholarly development may include:
 - a. Direction of team or student research projects, where there is evidence of new scholarship on the part of the faculty member;
 - b. Community activities, where there is evidence of scholarly expertise on the part of the faculty member;
 - c. Research conducted for new course proposals, curricular review, or a new area of teaching responsibility;
 - d. Service to professional organizations.

B. Assessment of Professional and Scholarly Development

The program views assessment by evaluation committee members as the most reliable means of assessing professional and scholarly development. A variety of materials may be useful for evaluating professional and scholarly development and should be included in the candidate's file. These materials may include: monographs, essays, other publications, including book reviews, certificates of program participation, project proposals, websites, video tapes, portfolios, syllabi; lesson plans, correspondence, outside letters and community responses.

III. Student Advising

The African American Studies program affirms that faculty have an important role to play in advising students about academic and career choices. Because the program does not offer a major, faculty are not formally assigned advisees, however, advising takes place both through formal assignments and through informal contact with students in curricular or co-curricular environments. Additionally, the unique position of African American Studies results in faculty facing special demands for critical, if informal, advising of students.

While more specific statements of advisor and advisee responsibilities are articulated in the University Advisor's Manual, we find the following to be useful guidelines for evaluation of advising:

A. Evidence of Effective Student Advising

Effectiveness in student advising may be demonstrated by exhibiting an understanding of academic processes, an understanding of career options, maintenance of adequate advising records, and availability for student consultation.

1. Understanding of Academic Processes

Faculty should possess a thorough knowledge of university and program programs, goals, and philosophies. This knowledge should result in consistent student progress through university and program graduation requirements.

2. Understanding of Student Services Program

Faculty should demonstrate knowledge of career, counseling, skill development, graduate school, and academic advising programs available on campus. This knowledge should reflect an understanding that all faculty are not competent to counsel in all areas and should result in appropriate referral within or outside of the program.

3. Maintenance of Records

The program requires advisors to maintain accurate and useful records of advisee's academic progress.

4. Consultation

All faculty and teaching staff are expected to be available for student conferences at reasonable times.

B. Assessment of Effective Student Advising

The program views assessment by evaluation committee members as the most reliable indicator of advising effectiveness. Faculty members may provide materials relevant for such assessment. This material may include number of advisees, availability for student conferences, student correspondence, and statements regarding helpfulness and guidance.

IV. University and Program Services

The African American Studies program recognizes that a program is strengthened by the degree of ownership felt by the people who participate in it. The program, thus, encourages participation by faculty and teaching staff in service activities that enhance their professional performance. We recognize, however, that each individual need not participate in all areas of university service.

A. Evidence of Service

University service shall be exhibited by consistent contributions to the program and university. Many activities indicate service to the university: successful handling of program assignments (regular and ad hoc); participation in and contribution to the development of African American Studies' programs, curriculum, policies, etc.; service on university committees and/or Faculty Senate; participation in university programs (organizing guest lectures, presenting to university groups, advising campus organizations, participating in Admission programs, participating in the university's efforts to engage its surrounding communities, etc.).

B. Assessment of Program and University Service

The program considers assessment by evaluation committee members as the most reliable source of evidence of university and program service. Faculty and teaching staff should document their performance in program and university service.

V. Community Service

For African American Studies, community service is an important feature of academic citizenship, and as such African American Studies faculty are typically expected to be engaged in community service that makes use of their expertise as scholar/teachers. The program recognizes that relevant community service is related to professional qualifications and expertise. Such service is a highly valued feature of the program. Where this service contributes to the goal of social justice shared in common with African American Studies the program recommends that it be considered as community service in the evaluation process. In addition we encourage that evaluation should include considerations of situations where such service enhances a faculty member's overall skills and abilities, and where it reflects positively upon the university and/or program.

A. Evidence of Community Service

Community service should reflect the insight offered by the discipline's theoretical and critical methods. Many activities indicate excellence in community service, including but not limited to: organizing or participating in community education programs, serving as judge or critic for a performance or contest in the community, and serving in a capacity in which knowledge or skill is clearly associated with the academic discipline (e.g. acting as an advisor or a discussion leader in response to the showing of particular films by a community organization). Consulting may also be recognized as community service.

B. Assessment of Community Service

The most reliable vehicle for evaluating community service will be an one or any combination of the following; records demonstrating contributions to community activities, letters from community representatives, and evidence of the outcomes of service activities.

Chapter 3: Application of Evaluation Standards/Additional Evaluation Standards For Program Director

African American Studies expects its entire faculty to meet or exceed the standards outlined in the Faculty Code Chapter III. However, in addition to the basic criteria for evaluating its tenure-line faculty, the program applies additional criteria for the evaluation of its Program Director. The definitions of these two categories and the specific criteria for evaluating each follow:

I. Definitions

A. Tenure-Line Faculty

Tenure-Line faculty members are those appointed to the ranks of assistant professor, associate professor, or professor, who are eligible for reappointment and promotion to higher rank, and ordinarily are eligible for tenure consideration. A tenured appointment is continuous unless terminated for reasons specified in Chapter V of the Faculty Code. Within the category of Tenure-Line Faculty, there is the special case of Teacher/Administrator, outlined below.

B. Program Director

The Director of African American Studies is a tenure-line faculty member appointed by the Dean of the University after consultation with the program faculty. In all reviews, the director assignment should be evaluated since it is an important component of this faculty member's responsibilities.

II. Standards

A. Tenure-line Faculty (General)

As outlined by the Faculty Code, Chapter III, tenure-line faculty are subject to on-going evaluation within the program and periodic evaluation by the university. The program expects career tenure-line faculty to demonstrate excellence in all of the areas of evaluation specified in Chapter 2 of this document. In evaluating faculty for tenure and/or promotion, the program will follow the process specified in the Faculty Code.

The African American Studies Program is committed to interdisciplinary education, to contributing to student learning across the university curriculum, and to promoting holistic academic citizenship which includes service to the community. As part of these commitments African American Studies appoints a faculty member to an advisory position in the Center for Writing Learning and Teaching. Additionally, African American Studies acknowledges that faculty in the program (especially faculty of color), face unique demands for service, advising, and mentoring.

Given the features outlined above, the African American Studies program recognizes that, in many cases, the work of the faculty creates a model of academic life that intertwines teaching, professional development, and service, with a unique emphasis on community service.

Through such community service, African American Studies faculty model civic scholarship, grounded in the unique contributions that embodied academic scholarship can make among previously marginalized groups.

B. Program Director

The Director of African American Studies should satisfy each evaluation criterion—teaching excellence, professional and scholarly development, student advising, university and community service—at the same level of quality expected of his/her colleagues.

a. Administrative Responsibilities

The Program Director fulfills a variety of roles. These include:

- 1) Serving as a representative of the program to the university administration and to the community, especially communities of color.
- 2) Facilitating goal-setting and planning by initiating and furthering long-range programs, plans, and goals for the program; listening to and encouraging ideas to improve the program; and coordinating meetings to develop and/or review program goals.
- 3) Furthering professional growth of faculty members by encouraging use of effective teaching methods and materials; encouraging faculty research and publication; encouraging faculty participation in professional meetings; maintaining morale and reducing conflicts among the faculty; and being a sound role model as teacher, scholar, and professional.
- 4) Managing program personnel matters, such as recruiting, recommending, and evaluating faculty; assigning courses and program duties to faculty; encouraging; and selecting, managing, and evaluating clerical staff.
- 5) Managing space, facilities, and equipment including allocation of such resources; encouraging safety in use of space, facilities, and equipment; and making arrangements for repair and upkeep.
- 6) Managing the performance of routine office activities, such as preparation of reports, scheduling events, correspondence, purchasing of supplies, maintenance of student and other records, and up-dating catalog and admission materials.
- 7) Disseminating information regarding program and university matters to all program colleagues.

- 8) Managing the academic program by facilitating planning and review of curricular and co-curricular programs and course content; encouraging participation in interdisciplinary teaching and University Core; recruiting and working to retain students; supervising the advisement of students on academic and/or program matters; and encouraging and supporting desirable program student activities.
- 9) Proposing and administering program budgets.

b. Standards for Evaluation

The Program Director should be evaluated based upon his/her ability to facilitate the effective management of the above responsibilities. While the Program Director has overall responsibilities for the above, this officer is not expected to perform all the duties involved, but to see to it that such duties are carried out. It is important that evaluations consider the director's ability to formulate goals and set priorities, organize projects, delegate responsibility, complete tasks in a timely manner, facilitate communication among program members and between the program and its various constituencies, and represent the program well in interactions with the University Community and professional colleagues in the discipline.

c. Assessment of Effectiveness

Assessment by peers within the program is the primary source of evaluation of the effectiveness of the Program Director. Because the range of the Director's duties may involve colleagues from across the campus, it is the burden of the Director to document his or her effectiveness. Appropriate evidence for the evaluation include letters from non-faculty members, from other directors and program chairs with whom she or he has worked, from community leaders, and from other administrators who have worked directly with her or him.

Chapter 4: Evaluation Processes and Procedures

I. Process For Evaluation

A. Faculty

Program evaluation of faculty will be on-going and coordinated with university evaluations as specified in the Faculty Code, Chapter III. The Head Officer will evaluate teaching effectiveness, professional growth, student advising, and university and community service during the first year and second year reviews. Tenure line faculty will evaluate faculty in subsequent reviews. The evaluation committee for each faculty member will be appointed by the Dean in consultation with the faculty member in question.

1. Obtaining Evidence of Teaching Effectiveness

- a. A program of ongoing in-class observation will be implemented with multiple visits by multiple members of the evaluation committee.
- b. Student evaluations, using standard university evaluation forms, will be administered as mandated in the Faculty Code. Generally, this means formal course evaluation in years one and two and every third year thereafter for assistant professors, associate professors, and in every fifth year for full professors. Faculty being considered for tenure must have formal course evaluations administered in all courses during the four semesters prior to the tenure decision.

2. Obtaining Evidence for Other Evaluation Categories

Each faculty member shall keep records regarding their professional and scholarly activity, student advising, and university and community service.

3. For university evaluations specified in the Faculty Code, Chapter III, the program will use the following procedure:

- a. The individual being evaluated will prepare a file, as described in the annual memo to faculty from the Professional Standards Committees. This file is due to the program director (or an evaluation coordinator chosen to conduct the director's evaluation) prior to (usually one month) the evaluation due date published by the Professional Standards Committee.
- b. The file will be available in the program office for two weeks, during which time all faculty who are participating in the evaluation will review the file and draft evaluation letters.
- c. Tenure line program faculty who are participating in the evaluation

will submit letters to the program director (or evaluation coordinator in the case of a director's evaluation) one week prior to the published PSC deadline.

- d. Tenure line program faculty participating in the evaluation, excluding the member being evaluated, will then meet to discuss the case.
- e. The Head Officer will then write a summary of the committee's deliberation and recommendations, and include in that summary lists of the names of those persons who participated in program deliberations and the names of those persons who submitted letters to the program. This summary, program letters, and the individual's evaluation file will then be forwarded to the Faculty Advancement Committee. A copy of the summary will be made available to the person being evaluated.

II. Grievance Process

Should a faculty member have a grievance regarding program evaluation or reappointment, the faculty member shall follow procedures specified in the Faculty Code (Chapter III, Sections 6, 7, and 8 and Chapter VI).