

**The Attached Departmental Guidelines for the  
Department of**

**Africana Studies**

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**at**

**The Metropolitan State University of Denver  
are submitted for Approval for the Period**

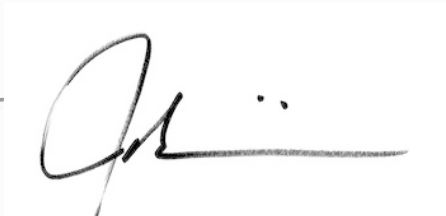
**August 1, \_2023\_ through July 31, \_2024\_**

**Approvals:**

Department Chair DOUGLAS MPONDI

Date 01-24-2023

Dean



Date 01-24-2023

Provost



Date May 16, 2023



## COLLEGE OF LETTERS, ARTS AND SCIENCES

### **DEFINING FACULTY WORK: VALUES AND GUIDING PRINCIPLES**

Faculty work comprises many intersecting roles, chief among them instructor, scholar, and engaged campus & community partner. These roles have been a foundational standard for decades in higher education. However, as faculty respond to the changing needs and expectations of students, colleagues, and others, the nature of these roles has changed and continues to develop.

The College of Letters, Arts and Sciences (CLAS) is a large academic unit that houses the foundation of human knowledge (arts, humanities, and sciences). Furthermore, we value the diversity within our programs and the contributions of each department. As such, it is essential that we establish guiding principles and values that align with and recognize the many ways faculty meet obligations and expectations tied to their roles.

The process for evaluation and review continues to be established, upheld, and governed by the Faculty Employment Handbook. As stated in this handbook, and in accordance with AAUP Guidelines, departments establish discipline-specific standards for teaching; research, scholarship, creative work; and service. Those discipline-specific standards are the fundamental tools used for our peer review and evaluation process.

The guiding principles and values listed below are intended to provide an overarching and aspirational view for faculty work in CLAS. Departments should view their own standards through the lens of these shared values as they continue to develop and enhance their specific quantitative and qualitative disciplinary expectations for faculty work standards.

### **Teaching & Pedagogy**

Faculty in the CLAS deeply value teaching as an essential and deeply valued act, encompassing a significant aspect of their professional identity. CLAS faculty provide the foundation of human knowledge through the arts, humanities, and sciences. Faculty engage students in the learning process through pedagogy that provides a fundamental disciplinary knowledge. Additionally, they often demonstrate connection points and applicability of concepts through an interdisciplinary lens and reframe concepts for contemporary audiences through equity-minded and inclusive practices.

As experts in their respective fields, faculty are evaluated on the effectiveness and impact of their teaching through quantitative and qualitative measures. While those measures are department- and discipline-specific, CLAS faculty strive to include, but are not limited to, several of the following goals and principles in their teaching:

- Well-designed courses that clearly align learning outcomes for the course, degree, program, and general studies category/course outcomes where appropriate;
- Conveying their disciplinary expertise in an engaged teaching style, bringing enthusiasm for knowledge and intellectual inquiry to the learning environment. This is a faculty member's most effective approach to attracting and retaining students to the discipline and institution;

- Clear linkages between content, relevance, application, and practice;
- Intentional alignment between assignments, activities, and experiences to the learning outcomes and purpose of the course;
- Use of proven and effective teaching practices (High-Impact Practices as one example) when appropriate and effective;
- Developing and enhancing students' ability to demonstrate intellectual competencies and essential skills within and across disciplinary boundaries;
- Broadening disciplinary foci to include diverse perspectives, historically minoritized voices, anti-racist practices, and/or addressing the absence of marginalized populations within historically homogenized primary sources and/or fields;
- Modernizing and enhancing pedagogy with a focus on inclusive and equity-centered practices; use of new and accessible technology; high-quality low- and no-cost options for student materials (OER as one example); and intentionally designed educational experiences as it pertains to course delivery and modality;
- Effective academic guidance and mentorship in the form of availability through regular, consistent office hours and additional connection opportunities (e.g. hallway conversations, before and after class, separate appointments, etc.). Students are then provided an opportunity not only to discuss topics specific to a class, but also major/career aspirations, course recommendations, and post-graduation pathways. This work complements the work of our institution's professional advisors, with each department and/or discipline making determinations on implementation.

The teaching narrative portion of the Promotion, Retention, Tenure, and Post-Tenure review should move beyond the quantitative listing of courses taught, students enrolled, and SRI scores. These metrics, used broadly, can point to overarching themes and trends, but should not necessarily be used as the only indicator of effective teaching.

The narrative presents the opportunity for faculty to reflect on their teaching and report successes; highlight any modification or innovation in their classroom; describe the application of interdisciplinary approaches and connection points for students; or detail enhancements of current materials, experimentation with new approaches, and any tangible impacts the course might have had on the students, including aspects of DEI pedagogy and practice in these areas.

### **Research, Scholarship, & Creative Work**

The creation, acquisition, and dissemination of new knowledge is a hallmark of higher education. CLAS faculty are actively involved in creating new knowledge within their fields, integrating existing knowledge to share with new audiences, and applying disciplinary knowledge and expertise to address contemporary problems. Within a college as large and diverse as CLAS, scholarly and disciplinary impact is vast and constantly developing. The products, venues, and vehicles for distribution of research, scholarship, and creative work vary widely across CLAS.

Despite these necessary distinctions, the overarching foci and scope of research, scholarship, and creative work (RSCW) in CLAS includes **one or more** of the following assumptions:

- Meaningful and recognized intellectual and/or artistic contributions to or across disciplines, typically involving a method of peer review and/or peer recognition through traditional publishing, invitations to prestigious venues, impactful disciplinary gatherings, or new and emerging modalities;
- Development, creation, or establishment of new trends or discoveries within or across disciplines (cross-, multi-, and interdisciplinary), recognized by peers and/or external

audiences for its impact, consequence, and potential to alter, enhance, support, or refute traditional or established assumptions within or across disciplines;

- Interconnectedness between RSCW and the content and/or practice of teaching. This includes, but is not limited to, using RSCW to inform course content, pedagogy, undergraduate research, and attract students to the discipline;
- Demonstrable impact of community-engaged scholarship that improves, enhances, or creates mutually beneficial outcomes for the public good (which may also intersect faculty work in their service category);
- Contributions that elevate the public and intellectual reputation of the institution, college, or department and aligns with the mission, vision, and principles of the institution, college, or department.

The RSCW narrative portion of the Promotion, Retention, Tenure, and Post-Tenure review is an opportunity to provide context for RSCW, not solely list activities. If we are to understand and value our colleagues work through peer review, it is important for the narrative to address the impact of work on a variety of audiences, including those outside MSU Denver; acknowledge academic work that may be forging new trends or ways of thought in our disciplines; recognize promising new mediums and modalities for the distribution of RSCW; and provide overarching reasons why the work is important and worthy of recognition.

## Service

Service to the institution and profession is an essential facet of faculty work, it is expected of individuals in faculty roles, and much of service supports the academic institution's foundation of faculty governance. At its most basic level, it ensures that the governance and operational aspects of running an institution are in place and the academy continues to function and thrive. At a more meaningful level, service is how we give back to our students, our colleagues, and our disciplines. Furthermore, building networks, partnerships, and community is a foundational part of faculty work that takes time, care, and reciprocity. Building networks and partnerships through attending and organizing events as well as contributing to a network's communications helps actualize the university and college mission.

For service to be a consequential endeavor, the responsibilities should align with a faculty member's interests and passions whenever possible. It is important to acknowledge that service is not always visible, nor is it always tied to committees. When making service assignments, department chairs should assure that the work is equally distributed and truly valued in the evaluation process.

Service is recognized and evaluated as a **collection** of the following factors:

- **Time Commitment.** Estimate a proportion of time spent in conjunction with the service percentage expectation in a faculty member's workload. This can then be broken down into hours per week, weeks per semester, etc. Acknowledging that most academic work is cyclical, there will be weeks when time commitment for service is great, and weeks when it is far less.
- **Scope.** The nature of faculty governance and service lends itself to hierarchies among work that divides into groups: university, college, department/program; curriculum, policy, events; national, state, local; etc. Department guidelines should address scope of work when assessing service commitments and obligations.

- **Outcome & Impact.** Consider the product or outcome generated from the work and the impact on its intended recipients. Department guidelines should acknowledge impact through the lens of their disciplinary values, purpose, and common good.
- **Role.** Serving as a chair or leader of a committee, project, or engagement effort will typically increase the impact (and sometimes time commitment) of the service obligation for the faculty member. Defining roles on committees and in other service is an important element in establishing efficient, equitable, and meaningful service expectations.
- **Special Project or Task Force.** Serving on an ad-hoc group to solve long-standing or immediate issues beyond the typical role of a service commitment (committee, professional organization, community engagement group) typically increases the impact (and sometimes time commitment) of the service obligation.
- **Student Guidance and Mentorship (non-academic).** CLAS acknowledges that women, faculty of color, LGBTQIA+ faculty, and other historically minoritized faculty groups often find themselves with increased time commitments serving students that identify with them. This work often falls under the category of "Invisible Service." Due to a need for service across the institution, a faculty member's entire service component cannot be exclusively dedicated to this type of service. It is, however, an important part of faculty work and should be acknowledged in a manner that best suits the different departments and disciplines in CLAS.

The Service narrative portion of the Promotion, Retention, Tenure, and Post-Tenure review is an opportunity to provide context for faculty work, as well as how it aligns with a faculty member's overall/future career trajectory and passions. If we are to understand and value our colleagues' work through peer review, it is important for the narrative to address the complex and varied intersection of service commitments. This will be presented as a collection of service work that can be both quantified and qualified, culminating as an impactful and meaningful part of the faculty portfolio.

**Department of Africana Studies  
College of Letters, Arts, and Sciences  
Metropolitan State University of Denver  
EVALUATION GUIDELINES FOR RETENTION, TENURE AND PROMOTION OF  
TENURE-TRACK FACULTY (2023-2024)**

**Introduction**

In keeping with Section V of the Metropolitan State University of Denver *Handbook for Professional Personnel (Handbook)*, the tenure-track faculty of the Department of Africana Studies (AAS) will be evaluated in three areas of performance: teaching, scholarly activities and service. The following guidelines are designed to be both cumulative and holistic, providing a framework for what an individual faculty member must accomplish in order to achieve tenure. In that regard, it is important to note that the “Meets Standards” designation is sufficient to achieve tenure.

The individual candidate for tenure will provide evidence for such an evaluation via an electronic portfolio on Digital Measures. The materials contained in such a portfolio will include: an annotated CV; a 3-8 page narrative essay; all previous review letters; all student ratings of instruction (SRIs); a formative peer observation; reassigned time evaluations and reports (if applicable); additional materials for review (including syllabi, scholarly and/or creative work, recommendation letters, etc.); and if necessary, materials addressing a previous year’s review. The levels of review for the tenure candidate include: the AAS RTP committee; the department chair; the School of Letters, Arts and Sciences (LAS) RTP Committee; the Dean of LAS; the University RTP Committee; the Provost; the President; and the Board of Trustees. If the faculty member and department chair disagree on the rating(s), both parties should adhere to the procedure outlined in Chapter V, section F of the *Handbook*.

To clarify expectations, the College of Letters, Arts and Sciences has established a set of General Standards of Performance for all faculty members within the College. Compliance with CLAS General Standards is a prerequisite to a satisfactory performance rating on faculty evaluations. These standards are found at: <https://msudenver.edu/las/policies/faculty/>  
And are:

**General Standards of Performance for Faculty**

**College of Letters, Arts and Sciences**

University policies are in the Handbook for Personnel, the catalog and on the policy website. College policies are under the purview of the Dean in consultation with the academic department Chairs. Departmental policies are established by the Chair in consultation with the Dean and their Faculty. The General Standards of Performance for the Faculty in the College of Letters, Arts and Sciences are:

1. Timely performance of responsibilities and other responsibilities as specified in the faculty member’s contract, the Handbook, and in accordance with the academic and

procedural calendars including submission of grades by the deadline established by the Registrar.

2. Adherence to accepted standards of professional conduct as established by the Handbook and AAUP.
3. Faculty are expected to be available by email or phone during their contractual period which for full time faculty is August 1 through May 30<sup>th</sup>, excluding when the campus is closed.
4. Faculty shall be responsible for the conduct of assigned classes and submitting grades by the University deadline; shall provide the chair with timely notice in the event that they cannot conduct a class (or classes); and, pursuant to written departmental policy, shall arrange, when possible, for instruction to be provided when they cannot be present — either by a substitute or by class assignment.
5. During the first week of class faculty shall present to all students attending class a syllabus containing the course description, their grading criteria, CLAS syllabus policies and special notices required by law or institutional policy.
6. Faculty shall, as established by departmental policies, adopt such procedures as necessary to assure that adequate and accurate records of student performance are maintained.
7. Full-time faculty shall establish, post, and keep a minimum of 5 office hours weekly during each academic term of the regular academic year.
8. The normal teaching load for full-time faculty is 24 semester credit hours per academic year.
9. In addition to teaching their classes, full-time faculty members shall prepare for classes, evaluate students' performance, confer with and advise students. Tenure-line faculty will participate in committee work, scholarly activities, service and other appropriate professional activities. Full-time faculty are expected to devote an average of at least 40 hours per week during the contract year to meeting their teaching and other obligations.
10. Faculty shall keep syllabi and student records for all classes for one calendar year after the end of the semester in which the course was taught.
11. Faculty shall respond to emails in a timely manner as established by their departmental policies.

**Note on the narrative:** the tenure candidate should write a narrative that clearly explains their role as a faculty member in a multidisciplinary department such as AAS. Although listed as three separate areas of evaluation, teaching, scholarly activities and service often interact and inform one another quite tangibly. When possible, this interplay should be discussed in the portfolio narrative, as well as the ways in which the faculty member has grown along the path to tenure.

### **Departmental Overview**

The 40-plus years history of AAS dates back to 1969, with the groundbreaking work of Dr. Wilton Flemon and legendary Professor Rachel B. Noel. AAS offers a major, a major with elementary education licensure, a major with secondary social studies licensure, and a minor. Furthermore, we provide a range of courses that provide students with an engaging curriculum that addresses various dimensions of the global African experience. Our graduates not only receive a solid foundation of knowledge about the contributions of peoples of African descent throughout history, but also, a critical lens with which to confront the challenges facing

contemporary Black communities worldwide. In addition to offering a degree program, AAS offers several courses that satisfy the University's General Studies and Multicultural requirements. Students also have opportunities to get involved with the community at large through internships. In the best tradition of the field, members of the AAS faculty place top priority on providing a rewarding educational experience to all students.

### **Departmental Goals**

1. Offer a high-quality interdisciplinary field of study with an African, African American or Caribbean focus, leading to a Bachelor's degree or minor in Africana Studies
2. Challenge distortions about Africa and Blacks worldwide through courses that highlight their rich heritage, achievements and cultural contributions to human civilization
3. Provide students with the skills, sensitivities, and knowledge that will enable them to function more intelligently in a diverse society
4. Develop and produce scholars committed to academic excellence and social responsibility in the United States who are prepared to build bridges with other cultural groups in the global space
5. Enhance (through traditional, hybrid and fully online courses, study abroad, domestic field experiences, internships, and annual conferences) Metropolitan State University of Denver's mission of fostering diversity and mutual respect inside as well as outside the campus community
6. Develop linkages with the community at large in an effort to provide opportunities for faculty and students to contribute professionally and personally to its betterment
7. Organize a variety of co-curricular activities on and off-campus that support the aforementioned departmental goals

### **1. Evaluation Standards for Teaching**

Teaching is the act of creating and maintaining an environment that enhances opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post-baccalaureate careers or further educational opportunities.

Effective teachers display knowledge of Africana Studies in the relevant learning environment (classroom, online, hybrid, field work, internship supervision, etc.), which typically includes the skills, competencies, and knowledge in the field of AAS for which the faculty member has received advanced education, training, or experience.

**Guideline to achieve tenure:** in the narrative, the tenure candidate must explain her or his approach to teaching from among the following aspects of teaching: how scholarly activities and knowledge are integrated; how courses are designed; how material is utilized to facilitate student learning; and how assessment results are used to improve courses. The faculty member also discusses student advising, linking it with her or his courses, scholarly activities and professional service, as appropriate. A critical issue in terms of advising in AAS is that faculty often engage in informal advising with non-majors or minors. The tenure candidate should note the significance and depth of such "invisible" advising in the portfolio. The tenure candidate should reflect on her or his growth in teaching throughout the probationary period.



The faculty member will compile SRIs using the approved form for all academic year classes with five or more students. Whenever possible, narrative student assessments should be taken into account as well, and especially when there are less than five students. Although only a single formative peer observation is required for evaluation for tenure, the department encourages at least one summative peer observation by a colleague (or colleagues) outside the AFS department during each year of the probationary period.

**Needs Improvement: This rating simply means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating.**

There is no demonstration that courses are regularly updated with new information, as consistent with the field. Little attention is given to instructional design and delivery to facilitate student learning, nor is there demonstrated use of assessment to improve the course. If teaching general studies courses, the faculty member either has not designed the course consistent with AAS and University expectations or has not done the assessment required by the general studies program. Classes are not evaluated using SRIs or 50% of SRIs remain below 0.5 of the prefix average. The tenure candidate lacks summative peer observation or the observation does not demonstrate sound pedagogy to support student learning. Finally, the faculty member does not maintain regular office hours and makes multiple mistakes when advising students.

**Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.**

Each course is kept current through review of instructional resources and the regular addition of new materials, as appropriate. The narrative describes how courses are designed and delivered using multiple approaches to facilitate student learning. Expectations for student learning and performance are clearly communicated in syllabi and the tenure candidate uses student learning objectives/outcomes to facilitate student learning and assessment.

(AAS faculty shall present to all students attending class, within five calendar days of the first day the class meets, a course description, grading criteria, and special notices required by law or institutional policy. Faculty shall maintain test results, grades on other assignments, and a record of final grades for at least one year after the end of a class, or, if necessary longer than a year if a grievance or complaint about the class or instructor is in progress. Faculty should also maintain records relating to any factor considered in grading for at least one year. For example, if the instructor requires that a student attend 90% of the classes in order to achieve a grade of B or better, then the instructor should keep attendance records for at least one year. Faculty should maintain records relating to incompletes until at least the third week of the semester after the incomplete is finished or becomes an automatic F.)

Furthermore, the faculty member uses professional expertise along with course and/or program assessment results to improve courses. The department demands the most of

its students; therefore, the tenure candidate must demonstrate that her or his teaching is rigorous, but fair. AAS places a premium on challenging students to think critically by interrogating texts closely and developing command of prose style by including substantive writing assignments in course syllabi.

For any general studies courses taught, the tenure candidate designed her or his course in accordance with the official course syllabus, meeting AAS and University expectations, including those for writing and student learning outcomes. Assessment of general studies courses complies with departmental and University requirements. SRIs are comparable to same-level courses (lower or upper division) within the prefix. Tenure candidate's SRIs are within 0.5 or above the prefix average for same-level courses at least 75% of the time. If SRIs are below this benchmark, the faculty member has shown a trend of improvement toward the prefix average for same-level courses and the narrative addresses work toward improving student ratings of instruction through shifting instructional content and/or design and/or delivery and incorporating feedback from student commentary. The candidate's summative peer observation addresses strong pedagogy to facilitate student learning.

Additionally, the faculty member thoroughly and accurately advises students, using professional knowledge and contacts when possible. The faculty member must have maintained familiarity with requirements for the AAS major and minor. She or he must have established, posted and kept a minimum of five office hours weekly during each academic term of the regular academic year, provided assistance to students seeking employment, or worked with students in discipline-related activities such as student organizations, conferences, or fieldtrips. This rating can also be attained by helping students with some of the more complex advising tasks such as analyzing Degree Works reports or making Degree Exception adjustments.

## **2. Evaluation Standards for Scholarly Activities**

Scholarly and creative activities are disciplinary, interdisciplinary or multidisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring puzzles.

**Guideline to achieve tenure:** the tenure candidate must demonstrate in the narrative and annotated CV that she or he has made one or more major contributions to the interdisciplinary field of Africana Studies that has been peer reviewed or accepted by a jury. Specifically, during the probationary period the tenure candidate has had a disciplinary or pedagogical or creative work accepted in a peer-review publication or the disciplinary equivalent. In addition to works accepted by scholarly presses, the candidate may have scholarly work accepted by journals such as *African American Research Perspectives*, *Journal of Black Studies*, *Journal of Pan African Studies*, *Black Arts Quarterly*, *Black Scholar*, *Calabash*, *Harvard Journal of African American Public Policy*, *International Journal of Africana Studies*, *Journal of African History*, *Journal of African American History*, *Journal of Black Psychology*, *Journal of Southern History*, *New Dawn: Journal of Black Canadian Studies*, *North Star: A Journal of African American Religious History*, *Presence Africaine* and *Souls*. Furthermore, the tenure candidate in the visual and performing

arts may have her or his work accepted by a jury panel such as the “Visualizing the Black Condition” exhibition in conjunction with the 2012 National Conference of Black Political Scientists or “The Fire Every Time” exhibition in conjunction with the “The Fire Every Time: Reframing Black Power Across the Twentieth Century and Beyond” conference at the College of Charleston.

**Needs Improvement: This rating simply means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating.**

During the probationary period, the faculty member does not produce work that is accepted through peer review or jury review at a regional, national or international level.

**Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.**

During the probationary period the tenure candidate has had a disciplinary or pedagogical or creative work accepted in a peer-review publication or the disciplinary equivalent. AAS is an interdisciplinary and multidisciplinary department. Therefore, the tenure candidate who does work in the creative and performing arts has had her or his creative works accepted into a regional, national or international juried exhibition or performance. Additionally, the candidate has had multiple presentations of scholarly or creative work accepted after review for presentation at professional meetings such as those of the African Heritage Studies Association, African Studies Association, Association for the Study of African American Life and History, National Association of Ethnic Studies, or National Council for Black Studies. Other possible scholarly activities would include writing grants to outside agencies, or upgrading training and education, certification or licenses relative to work assignments. The department values scholarly activity that supports classroom instruction and curricular development.

### **3. Evaluation Standards for Service**

Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the program, department, school, or University level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations (African Studies Association, National Council for Black Studies, Association for the Study of African American Life and History, etc.), nonprofit organizations (Blair-Caldwell African American Research Library, National Association for the Advancement of Colored People, Urban League, etc.), or government agencies.

**Guideline to achieve tenure:** the tenure candidate must demonstrate in the narrative that she or he has participated in shared governance at MSU Denver, and used expertise in AAS or professional expertise to make an unpaid contribution to professional organizations or the community outside of the University. In AAS, this last point is of critical importance. By its very nature, AAS is a department whose mission is

inextricably bound to community service, both on and off campus.

**Needs Improvement: This rating simply means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating.**

The faculty member has not made ongoing significant contributions at the departmental, University or community level.

**Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.**

**Meets standards:** the tenure candidate must demonstrate significant contributions to shared governance in the department, college or University or within their disciplinary organization; or likewise, contributions using her or his disciplinary expertise to the community outside of the University. These contributions must be ongoing and make a significant difference. These contributions often, but not exclusively, take the form of significant committee work.

## **EVALUATION GUIDELINES FOR POST-TENURE REVIEW (PTR) AND PROMOTION TO PROFESSOR (2023-2024)**

### **Introduction**

In keeping with Section V of the Metropolitan State University of Denver *Handbook for Professional Personnel (Handbook)*, approved by the Board of Trustees on June 1, 2011, the tenured faculty of the Department of Africana Studies (AAS) will be evaluated in three areas of performance: teaching, scholarly activities and service. The following guidelines are designed to be both cumulative and holistic, providing a framework for what an individual faculty member must accomplish in order to achieve successful Post-Tenure Review (PTR) or promotion to full professor. The “Meets Standards” designation is sufficient to achieve promotion to full professor.

The individual PTR or full professor candidate will provide evidence for such an evaluation via an electronic portfolio on Digital Measures. The materials contained in the portfolio will include: an annotated CV; a 3-8 page narrative essay; all previous review letters; all student ratings of instruction (SRIs); a formative peer observation; reassigned time evaluations and reports (if applicable); additional materials for review (including syllabi, scholarly and/or creative work, recommendation letters, etc.); and if necessary, materials addressing a previous year’s review. The levels of review for the PTR candidate include: the AAS PTR committee; the department chair; the School of Letters, Arts and Sciences (LAS) PTR Committee; the Dean of LAS; the University PTR Committee; the Provost; the President; and the Board of Trustees. If the faculty member and department chair disagree on the rating(s), both parties should adhere to the procedure outlined in Chapter V, section F of the *Handbook*.

To clarify expectations, the College of Letters, Arts and Sciences has established a set of General Standards of Performance for all faculty members within the College. Compliance with CLAS General Standards is a prerequisite to a satisfactory performance rating on faculty evaluations.

These standards are listed above on page 2 and found at:

<https://msudenver.edu/las/policies/faculty/>

**Note on the narrative:** the PTR or full professor candidate should write a narrative that clearly explains her or his role as a faculty member in a multidisciplinary department such as AAS. Although listed as three separate areas of evaluation, teaching, scholarly activities and service often interact and inform one another quite tangibly. When possible, this interplay should be discussed in the portfolio narrative, as well as the ways in which the faculty member has grown in her or his post-tenure path.

### **Departmental Overview**

The 40-plus years history of AAS dates back to 1969, with the groundbreaking work of Dr. Wilton Flemon and legendary Professor Rachel B. Noel. AAS offers a major, a major with elementary education licensure, a major with secondary social studies licensure, and a minor. Furthermore, we provide a range of courses that provide students with an engaging curriculum that addresses various dimensions of the global African experience. Our graduates not only receive a solid foundation of knowledge about the contributions of peoples of African descent throughout history, but also, a critical lens with which to confront the challenges facing contemporary Black communities worldwide. In addition to offering a degree program, AAS offers several courses that satisfy the University's General Studies and Multicultural requirements. Students also have opportunities to get involved with the community at large through internships. In the best tradition of the field, members of the AAS faculty place top priority on providing a rewarding educational experience to all students.

### **Departmental Goals**

1. Offer a high-quality interdisciplinary field of study with an African, African American or Caribbean focus, leading to a Bachelor's degree or minor in Africana Studies
2. Challenge distortions about Africa and Blacks worldwide through courses that highlight their rich heritage, achievements and cultural contributions to human civilization
3. Provide students with the skills, sensitivities, and knowledge that will enable them to function more intelligently in a diverse society
4. Develop and produce scholars committed to academic excellence and social responsibility in the United States who are prepared to build bridges with other cultural groups in the global space
5. Enhance (through traditional, hybrid and fully online courses, study abroad, domestic field experiences, internships, and annual conferences) Metropolitan State University of Denver's mission of fostering diversity and mutual respect inside as well as outside the campus community
6. Develop linkages with the community at large in an effort to provide opportunities for faculty and students to contribute professionally and personally to its betterment
7. Organize a variety of co-curricular activities on and off-campus that support the aforementioned departmental goals

### **1. Evaluation Standards for Teaching**

Teaching is the act of creating and maintaining an environment that enhances opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post-baccalaureate careers or further educational opportunities.

Effective teachers display knowledge of Africana Studies in the relevant learning environment (classroom, online, hybrid, field work, internship supervision, etc.), which typically includes the skills, competencies, and knowledge in the field of AAS for which the faculty member has received advanced education, training, or experience.

**Guideline for successful PTR or promotion to full professor:** in the narrative, the PTR or full professor candidate must explain her or his approach to teaching in the multi-disciplinary field of Africana Studies from among the following aspects of teaching: how scholarly activities and knowledge are integrated; how courses are designed; how material is utilized to facilitate student learning; and how assessment results are used to improve courses. The faculty member also discusses student advising, linking it with her or his courses, scholarly activities and professional service, as appropriate. A critical issue in terms of advising in AAS is that faculty often engage in informal advising with non-majors or minors. The PTR or full professor candidate should note the significance and depth of such “invisible” advising in the portfolio. The candidate should reflect on her or his growth in teaching throughout the period under review.

The faculty member will compile SRIs using the approved form for all academic year classes with five or more students. Whenever possible, narrative student assessments should be taken into account as well, and especially when there are less than five students. Although only a single formative peer observation is required for evaluation for tenure, the department encourages at least one summative peer observation by a colleague (or colleagues) outside the AFS department during each year of the probationary period.

**Needs Improvement: This rating simply means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating.**

There is no demonstration that courses are regularly updated with new information, as consistent with the field. Little attention is given to instructional design and delivery to facilitate student learning, nor is there demonstrated use of assessment to improve the course. If teaching general studies courses, the faculty member either has not designed the course consistent with AAS and University expectations or has not done the assessment required by the general studies program. Classes are not evaluated using SRIs or the pattern of SRIs remains substantially below the prefix average. The PTR or full professor candidate lacks summative peer observation or the observation does not demonstrate sound pedagogy to support student learning. Finally, the faculty member does not maintain regular office hours and makes multiple mistakes when advising students.

**Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.**

Each course is kept current through review of instructional resources and the regular addition of new materials, as appropriate. The narrative describes how courses are designed and delivered using multiple approaches to facilitate student learning. Expectations for student learning and performance are clearly communicated in syllabi and the PTR or full professor candidate explicitly uses student learning objectives/outcomes to facilitate student learning and assessment.

(AAS faculty shall present to all students attending class, within five calendar days of the first day the class meets, a course description, grading criteria, and special notices required by law or institutional policy. Faculty shall maintain test results, grades on other assignments, and a record of final grades for at least one year after the end of a class, or, if necessary longer than a year if a grievance or complaint about the class or instructor is in progress. Faculty should also maintain records relating to any factor considered in grading for at least one year. For example, if the instructor requires that a student attend 90% of the classes in order to achieve a grade of B or better, then the instructor should keep attendance records for at least one year. Faculty should maintain records relating to incompletes until at least the third week of the semester after the incomplete is finished or becomes an automatic F.)

Furthermore, the faculty member uses professional expertise along with course and/or program assessment results to improve courses. The department demands the most of its students; therefore, the PTR or full professor candidate must demonstrate that her or his teaching is rigorous, but fair. This is an important point given that some individuals—fortunately, a steadily declining number—continue to question the validity of Africana Studies as an academic discipline. AAS places a premium on challenging students to think critically by interrogating texts closely and developing command of prose style by including substantive writing assignments in course syllabi.

For any general studies courses taught, the PTR or full professor candidate designed her or his course in accordance with the official course syllabus, meeting AAS and University expectations, including those for writing and student learning outcomes. Assessment of general studies courses complies with departmental and University requirements. SRIs are comparable to same-level courses (lower or upper division) within the prefix. The candidate's SRIs are **above** the prefix average for same-level courses at least 75% of the time. The candidate's summative peer observation addresses strong pedagogy to facilitate student learning.

Additionally, the faculty member thoroughly and accurately advises students, using professional knowledge and contacts when possible. The faculty member must have maintained familiarity with requirements for the AAS major and minor. She or he must have established, posted and kept a minimum of five office hours weekly during each academic term of the regular academic year, provided assistance to students seeking employment, or worked with students in discipline-related activities such as student organizations, conferences, or fieldtrips. This rating can also be attained by helping students with some of the more complex advising tasks such as analyzing Degree Works or making Degree Exceptions.

## **2. Evaluation Standards for Scholarly Activities**

Scholarly and creative activities are disciplinary, interdisciplinary or multidisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring puzzles.

**Guideline for successful PTR or promotion to full professor:** the PTR or full professor candidate must demonstrate in the narrative and annotated CV that she or he has made one or more major contributions to the interdisciplinary field of AAS that has been peer reviewed or accepted by a jury. Specifically, during the probationary period the PTR or full professor

candidate has had a disciplinary or pedagogical or creative work accepted in a peer-review publication or the disciplinary equivalent. In addition to works accepted by scholarly presses, the candidate may have scholarly work accepted by journals such as *African American Research Perspectives*, *Journal of Black Studies*, *Journal of Pan African Studies*, *Black Arts Quarterly*, *Black Scholar*, *Calabash*, *Harvard Journal of African American Public Policy*, *International Journal of Africana Studies*, *Journal of African History*, *Journal of African American History*, *Journal of Black Psychology*, *Journal of Southern History*, *New Dawn: Journal of Black Canadian Studies*, *North Star: A Journal of African American Religious History Presence Africaine* and *Souls*. Furthermore, a PTR or full professor candidate in the visual and performing arts may have her or his work accepted by a jury panel such as the “Visualizing the Black Condition” exhibition in conjunction with the 2012 National Conference of Black Political Scientists or “The Fire Every Time” exhibition in conjunction with the “The Fire Every Time: Reframing Black Power Across the Twentieth Century and Beyond” conference at the College of Charleston.

**Needs Improvement: This rating simply means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating.** During the probationary period, the faculty member does not produce work that is accepted through peer review or jury review at a regional, national or international level.

**Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.**

During the probationary period the PTR or full professor candidate has had a disciplinary or pedagogical or creative work accepted in a peer-review publication or the disciplinary equivalent (see above). AAS is an interdisciplinary and multidisciplinary department. Therefore, the PTR or full professor candidate who does work in the creative and performing arts has had her or his creative works accepted into a regional, national or international juried exhibition or performance (see above). Additionally, the candidate has had presentations of scholarly or creative work accepted after review for presentation at professional meetings such as those of the African Heritage Studies Association, African Studies Association, Association for the Study of African American Life and History, National Association of Ethnic Studies, or National Council for Black Studies. Other possible scholarly activities would include writing grants to outside agencies, or upgrading training and education, certification or licenses relative to work assignments. The department values scholarly activity that supports classroom instruction and curricular development.

### **3. Evaluation Standards for Service**

Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the program, department, school, or University level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations (African Studies Association, National Council for Black Studies, Association for the Study of African American Life and History, etc.), nonprofit organizations (Blair-Caldwell African



American Research Library, National Association for the Advancement of Colored People, Urban League, etc.), or government agencies.

**Guideline for successful PTR or promotion to full professor:** the PTR or full professor candidate must demonstrate in the narrative that she or he has participated in shared governance at MSU Denver; whenever possible, that contribution should be in a leadership role. The candidate should also demonstrate the use of expertise in AAS to make an unpaid contribution to professional organizations or the community outside of the University. In AAS, this last point is of critical importance. By its very nature, AAS is a department whose mission is inextricably bound to community service, both on and off campus.

**Needs Improvement: This rating simply means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating.**

The faculty member has not made ongoing significant contributions at the departmental, University or community level.

**Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.**

**Meets standards:** the PTR or full professor candidate must demonstrate significant contributions to shared governance in the department, college or University or within their disciplinary organization; or likewise, contributions using her or his disciplinary expertise to the community outside of the University. These contributions must be ongoing and make a significant difference. These contributions often, but not exclusively, take the form of significant committee work.

## **EVALUATION GUIDELINES FOR CATEGORY II AND CATEGORY III FACULTY (2023-2024)**

### **Introduction**

Category II and Category III faculty (referred to as Affiliate) are subject to the norms and expectations of academic freedom befitting an institution of higher education. Furthermore, they serve as contingent faculty appointed for defined terms. Category II faculty are hired most often to teach full-time under contracts of a duration from between one and three years; Affiliate faculty are hired to teach on a per-credit-hour basis for specific classes, as needed, usually on a semester-by-semester basis. Category II faculty and Affiliate faculty are eligible for reappointment at the discretion of the Dean and Department Chair, respectively. Decisions to reappoint are based upon the needs of the department or program and also take into consideration the candidate’s qualifications and performance. Performance evaluation, therefore, is done in part to support reappointment decisions and in part to foster improvement for both Category II and Affiliate faculty members.

To clarify expectations, the College of Letters, Arts and Sciences has established a set of General Standards of Performance for all faculty members within the College. Compliance with CLAS General Standards is a prerequisite to a satisfactory performance rating on faculty evaluations. These standards are listed above on page 2 and found at:

<https://msudenver.edu/las/policies/faculty/>

### **Evaluation:**

#### **Category II Faculty**

1. Student Ratings of Instruction: Student Ratings of Instruction (SRIs) for courses taught by Category II faculty will be administered consistent with the practice for tenure-line faculty as outlined in Handbook for Professional Personnel Chapter V.
2. Performance measures in addition to SRIs are warranted to ensure that reappointment decisions are based on multiple appropriate sources of reliable data. They should be included in the one page narrative statement.
3. Peer Observations:
  - (i) Peer Observations may be used for either formative or summative purposes. Only Formative Peer Observations **must** be included in Portfolios; Summative Peer Observations **may** be included as an additional artifact if the Category II AAS faculty member chooses to do so.
    - (a) All Category II AAS faculty will be observed, at a minimum, once in the first year of their employment as a Category II faculty member.
    - (b) Additionally, any Category II AAS faculty member who wishes to seek promotion to Senior Lecturer or a Multi-Year contract must have a Formative Peer Observation conducted within two years of said consideration.
    - (c) All Summative Peer Observations of Category II faculty will be conducted by a trained Peer Observer.
  - ii. In those cases where Category II faculty have reduced teaching-load agreements that specify duties in Scholarly Activities or Service (see Handbook for Professional Personnel Chapter V for definitions of Scholarly Activities and Service, and Chapter IV for conditions of such agreements), evaluations should encompass work in those areas of performance.
  - iii. Any Category II faculty member who wishes to be re-appointed will undergo a review by submitting a Portfolio to the Department Chair. Portfolios will include the following:
    - (1) Cover Sheet
      - (a.) Published by the Office of the Provost; and
      - (b.) Used to record recommendations for/against re-appointment, promotion, or multi-year contracts.
    - (2) Narrative
      - (a.) Is a one-page statement describing how the faculty member has met expectations for assigned duties/responsibilities;
      - (b.) Presents a reflective self-assessment, highlights accomplishments, and indicates plans for the future;
      - (c.) Should present one's best case to disciplinary colleagues and administrative levels of review; and
      - (d.) **If seeking promotion to Senior Lecturer or Multi-Year**

Contract, should be noted in the first paragraph of the statement.

- (3) Annotated *Curriculum Vitae* (see Chapter V for definition of “Annotated *Curriculum Vitae*) for a minimum of the past 6 years
- (4) Student Ratings of Instruction per B.1. above
- (5) Peer Observations as delineated above in B.2.a.i.
- (6) Other documents that demonstrate reassigned time service on behalf of AAS, such as community engagement activities or approved committee work)
- iv. Portfolios will be submitted using the same tool or format as Category I faculty and in accordance with the Academic Calendar.
- v. Reappointment Recommendations
  - (1) The Department Chair will evaluate the Portfolio and write a letter – not to exceed two pages – recommending retention or non-retention to the Dean;
  - (2) The Dean will evaluate the Portfolio and the Department Chair’s recommendation, and determine if the Category II faculty member should be reappointed.
  - (3) If either the Department Chair or the Dean recommends non-retention, the Portfolio and recommendations will be submitted to the Provost for a final decision regarding retention. All letters and decisions will become part of the Category II faculty member’s Portfolio and will be submitted in accordance with the Academic Calendar.
    - a. Following the first year of employment, subsequent observation(s) may be required if there are indications that they are needed. Such indications may be, but are not limited to, low SRI scores, student comments on SRIs, or student comments or concerns brought to the Chair’s attention.

**Needs improvement: this rating simply means the faculty member has not accomplished all of the necessary activities to attain the “meets standards” rating. Minimum requirements and/or standards for content expertise have not been met:**

Courses do not follow the official course syllabus and/or the faculty member does not adhere to University policies regarding ADA accommodations. No demonstration that courses are regularly updated with new information, as consistent with the interdisciplinary and multidisciplinary field of Africana Studies. Little attention is given to instructional design and delivery to facilitate student learning or use of assessment to improve the course. If teaching General Studies courses, faculty member has not designed the course consistent with AAS and University expectations or has not done the assessment required by the General Studies Program. Classes are not evaluated using SRI’s or SRI’s remain substantially (more than 0.5) below the prefix average in 75% of classes taught. The faculty member lacks formative peer observation or the observation does not demonstrate sound pedagogy to support student learning.

**Meets standards: this performance level demonstrates the minimum required accomplishments for a faculty member**

**Meets standards:** Courses follow the official course syllabus and the faculty member adheres to University policies regarding ADA accommodations. Each course is kept current through review of instructional resources and the regular addition of new materials, as appropriate. Narrative

describes how courses are designed and delivered using multiple approaches to facilitate student learning. Expectations for student learning and performance are clearly communicated in syllabi and the faculty member uses student learning objectives/outcomes to facilitate student learning and assessment. The faculty member uses professional expertise along with course and/or program assessment results to improve courses. For any General Studies courses taught, the faculty member designed her or his course in accordance with the official course syllabus meeting, departmental and university expectations including the writing and student learning outcome expectations. Assessment of General Studies courses comply with AAS and University requirements. SRI's are compared to same level courses (lower or upper division) within the prefix. The SRI's in 75% of the courses are within 0.5 or above the prefix average. If below this, they have shown a trend of improvement toward the prefix average for same level courses and the narrative addresses work toward improving student ratings of instruction through shifting instructional content and/or design and/or delivery and incorporating feedback from student commentary. Formative peer observation addresses strong pedagogy to facilitate student learning. The faculty member thoroughly and accurately advises students, using professional knowledge and contacts when possible.

**Promotion: the Lecturer must satisfy the conditions for promotion to Senior Lecturer** established in chapter IV of the *Handbook*.

1. The faculty member will make a request for promotion to the Department Chair and submit a portfolio as described above for comprehensive review and will have taught three different courses and implemented pedagogical innovations.
2. The Department Chair will submit the recommendation for or against promotion to the dean;
3. The Dean will submit a recommendation for or against promotion to the Provost; and
4. The Provost will approve or disapprove the recommendation for promotion.

**Affiliate (Category III) Faculty** (see Introduction on page 2)

1. Student Ratings of Instruction: Student Ratings of Instruction (SRIs) for courses taught by Category III faculty will be administered consistent with the practice for tenure-line faculty as outlined in *Handbook for Professional Personnel* Chapter V.
2. Performance measures in addition to SRIs are warranted to ensure that reappointment decisions are based on multiple appropriate sources of reliable data. The faculty member should submit all course syllabi and any other materials the department requests.
3. Peer Observations:
  - (4) Peer Observations may be used for either summative or formative purposes. Only Formative Peer Observations **must** be included in evaluations.
  - (5) All Category III faculty in AAS will be observed, at a minimum, once in the first semester of their employment as a faculty member.
  - (6) Following the first year of employment, subsequent observation(s) may be required if there are indications that they are needed. Such indications may be, but are not limited to, low SRI scores, student comments on SRIs, or student comments or concerns brought to the Chair's attention.

**EVALUATION GUIDELINES FOR EMERITUS PROFESSOR STATUS (2023-2024)**

1. Eligibility

- a. All faculty in the Department of Africana Studies who have completed ten years or more of full-time service at the University shall be eligible at the time of their retirement for an emeritus title equivalent to their highest professional rank.
- b. Faculty who participate in the transitional retirement program or who continue to teach full-time at the University after retirement are considered to be members of the faculty and therefore are not yet eligible for emeritus status.

## 2. Selection

- a. A department chair or any faculty member of the Africana Studies department may nominate faculty for emeritus status. The nomination should be substantiated in terms of length of service, excellence in teaching, and other contributions to the University.
- b. The nomination must be endorsed by a majority of the tenured members of the Africana Studies department and by the dean, who then will forward the recommendation to the Provost.

The benefits for an Emeritus Faculty member are clearly detailed and outlined in the *Handbook for Professional Personnel*