

**Report on the Assessment of the Scholarly Output of Dr. Obádélé Bakari Kambon, Candidate for
Promotion to the Rank of Associate Professor in the Institute of African Studies,
College of Humanities, University of Ghana**

In support of Dr. Obádélé Bakari Kambon's application for promotion to the rank of Associate Professor, I received a set of institutional guidelines and forms as well as seventeen samples of the applicant's scholarly work since their last promotion. I have reviewed all seventeen publications and completed, as requested, forms UAB Form 2E and UAB Form 2G.

In assessing the 'exhibits' sent to me, I was looking out for evidence of attributes which might be expected of a candidate for the professoriate at the level of Associate Professor. Such attributes include: strong background in the discipline or 'interdiscipline' in which the candidate is to profess; substantial output that evinces coherence of scholarship; capacity to theorize/create new knowledge; a discernible scholarly identity; a strong critical slant; and capacity to collaborate and to provide scholarly leadership. I set out below why, in my view, Dr Obádélé Bakari Kambon is a stellar candidate for promotion to the rank of Associate Professor.

The interdiscipline of African Studies in which Dr Kambon works is one of those areas in which there has to be, following Lewis Gordon, a teleological suspension of disciplinarity. The African Studies project is precisely one in which forms of expertise traditionally caged within different academic structures have to be decompartmentalized for understanding of the Black heritage and phenomenology to be deepened. The exhibits reviewed show that Dr Kambon is very much at home in African Studies, and that his scholarship draws on linguistics, languages, literature, philosophy, history, the combat arts and sciences, international relations, and spirituality in deepening our understanding of the Pan-Black heritage and experience. Dr Kambon leaves no one in doubt about the depth and breadth of his knowledge. The quality of his scholarship is breath-taking.

It is impressive that between the last promotion and the one under consideration, Dr Kambon has produced seventeen publications, each of which is thoroughly researched and makes very distinct contributions. A golden thread running through many of the publications is originality of conceptualization, of theoretical framing and of execution. From the exhibits, I see a scholar whose commitment to Black scholarship and Black phenomenology can also be read off the original analytic frameworks that are developed from Black and Black-centric cosmologies. I also glean from the exhibits two further qualities. First, Dr. Kambon commands a wide repertoire of academic genres. Second, he is very intentional in the way he incorporates multimodal elements into his writings.

The exhibits show that Dr Kambon has an unmistakable identity as a scholar. While many careers in academia are devoted to articulating a paradigm (*sensu* Thomas Kuhn) or assuming and building on previous scholarship (*sensu* Bakhtin), Dr Kambon's forte would seem to lie in polemicizing robustly with previous scholarship, thus laying solid foundations for paradigm shifts. This very critical slant cuts across areas of his work, from descriptive linguistics through international relations to biographies. As mentioned previously, his work shows him to be a

very original thinker, one whose convictions about the place of Black Africa in the world is reflected in a very stylized mode of writing.

As is to be expected of an academic leader, Dr Kambon has been intentional about mentoring peers and a next generation of scholars of African studies. Some of the exhibits are co-authored with his graduate students or with peers in graduate school. Some other publications arose from international collaborative projects, from which we are able to infer that Dr Kambon has standing internationally.

In view of the above, and cognizant of the institutional guidelines sent to me, I am of the view that Dr Kambon satisfies the criteria for promotion to the rank of Associate Professor in the Institute of African Studies of the University of Ghana. I, unreservedly, recommend that he be promoted.

As possible suggestions for his future scholarly output, Dr. Kambon may well find the following worth considering. First, in terms of the types of scholarship (*sensu* Ernest Boyer) represented in his profile, I was able to glean from the exhibits I assessed degrees of commitment to the scholarship of discovery, scholarship of integration and to the scholarship of engagement. Besides continuing to strengthen these forms of scholarship, it may be worthwhile to also attend to the scholarship of teaching and learning in future research.

Second, it may be worthwhile to diversify further the outlets in which the applicant's stellar research is published. I appreciate the constraints of publishing scholarship on the Black experience that challenges the prevailing Western orthodoxy. I also appreciate the possible ideological commitment to a certain number of Black-centric outlets. It does seem, however, that with the decolonial and southern epistemologies framework gaining traction, a good number of outlets further afield are opening up.

I am grateful to the University of Ghana for the opportunity to be acquainted with the work of Dr Kambon through this assessment exercise.

Thank you.

TABLE 9

UNIVERSITY OF GHANA UAB FORM 2E

SCORE SHEET FOR THE EVALUATION OF RESEARCH AND SCHOLARLY WORKS

NAME OF APPLICANT...Obadele KambonSUBJECT/DISCIPLINE...African Studies.....SPECIALIZATION...Language, literature, drama...

EXHIBIT No.	CONTRIBUTION	SCORE			TOTAL SCORE (20)
		Originality and Contribution to knowledge in the academic discipline (0-5)	Relevance to applicant's own specialization in an academic discipline (0-5)	Quality of Exhibit (0-10)	
1	(C.Au)(Sc)(Dr)(Ap)(Ac) <i>Therapeutic Communication Competencies</i>	3	4	7	14
2	(C.Au)(Sc)(Dr)(Ac) <i>Skhmla Ea: On Love Sublime</i>	3	5	7	15
3	(L) (Sc) (Dr) (Ap) (Ac) The Pro-Indo-Aryan Anti- Black M.K. Gandhi and Ghana's #GandhiMustFall Movement	5	5	9	19
4	(L) (Sc) (Dr) (Ap) (Ac) Serial verb nominalization in Akan	5	5	9	19
5	(L) (Sc) (Dr) (Ap) (Ac)	5	5	9	19

	Afrikan Combat Forms Hidden in Plain Sight				
6	(L) (Sc) (Dr) (Ap) (Ac) Non-African Linguists Be Like, "This is a new way to quote!"	5	5	9	19
7	(L) (Sc) (Dr) (Ap) (Ac) Twiswahili or Kiswahili: A Study of Parallel Proverbs in Akan (Twi) and Kiswahili	5	5	9	19
8	(L) (Sc) (Dr) (Ap) (Ac) What Afrikan Names may (or may not) Tell Us about the State of Pan-Afrikanism. <i>Journal of Black Studies</i> , 50(6), 569-601.	5	5	9	19
9	(L) (Sc) (Dr) (Ap) (Ac) The Dikènga Theory as Evinced Through Content and Function of Akan Ananse Stories and Yorùbá Ìjápá Tales.	5	5	9	19
10	(L) (Sc) (Dr) (Ap) (Ac) Humanities and Sciences as Complementary Aspects of an Afrikan=Black Whole: Evidence from Archeoastronomy	5	5	9	19
11	(L) (Sc) (Dr) (Ap) (Ac) Haiti, Morocco and the AU: A Case Study on Black Pan- Africanism vs. anti-Black continentalism. <i>CODESRIA: Identity, Culture, And Politics</i> 19(1-2), 41-64.	5	5	9	19
12	(L) (Sc) (Dr) (Ap) (Ac)	4	5	9	18

	Editorial Book Critique: The Origin of the Word Amen: Ancient Knowledge the Bible has Never Told				
13	(C.Au) (Sc) (Dr) (Ap) On The Structure of Causatives In Akan. Journal of West African Languages, 47(2), 1-22	5	5	9	19
14	(L) (Sc) (Dr) (Ap) (Ac) Capoeira, Its Value as ICH and the Open School Project: Experiences and Reflections	3	5	7	15
15	(L) (Sc) (Dr) (Ap) (Ac) Politicians, Prostiticians, and The Ghana- United States Military Base Agreement: What happens when you let the united snakkkes into your home? Turning the Tide	3	5	7	15
16	(L) (Sc) (Dr) (Ap) (Ac) T.R.H. Nana Marcus Mosiah Garvey's "Universal Negro", Nana Kwame Nkrumah's "All-African," and the Theory of Intraspecific Aggressive Ideological Mimicry (AIM)	5	5	9	19
17	(L) (Sc) (Dr) (Ap) (Ac) Maat vs. the Statue of Égalité: A Critical Analysis of Ataa Ayi Kwei Armah's Wat Nt Shemsw: The Way of Companions.	4	5	9	18

18					
N					

Comments.....Average of 17.8 out of 20 = 89%.....

This score corresponds to the descriptor for excellence with respect to promotion to the Associate Professorship: 'Recognized as a leading researcher/creative artist in his/her field. Record shows that applicant makes regular and major contributions to scholarship of high quality, demonstrate mentorship and collaboration. High participation in research and conferences in the field.'

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**** For Co-Authorship indicate all your contributions, i.e. Sc, Dr, Ap. or Ac.**
***** Scores 0-5, 5 is the highest, 0-10, 10 is the highest**
****** A well-researched book may be given a score ranging from 1-3 equivalents of refereed journal articles**

TABLE 11

UNIVERSITY OF GHANA UAB FORM 2G

GUIDELINES FOR OVERALL ASSESSMENT OF RESEARCH AND SCHOLARLY WORKS

RECOGNITION/SCORE	PROFESSOR	ASSOCIATE PROFESSOR	SENIOR LECTURER
EXCEPTIONAL/OUTSTANDING 80-100%	Recognized as one of the leading researchers/creative artists in his or her field. Record shows that applicant makes regular, substantial contributions to scholarship of outstanding quality. Offers professional leadership and recognition through awards. Work attracts leading researchers to the University, demonstrate mentorship and collaboration. High participation in research and conferences in the field.	Recognized as a leading researcher/creative artist in his/her field. Record shows that applicant makes regular and major contributions to scholarship of high quality, demonstrate mentorship and collaboration. High participation in research and conferences in the field	Recognized as a leading researcher/creative artist in his/her field. Makes regular contributions to scholarship of high quality
SIGNIFICANT 60-79%	Recognized as a leading researcher/creative artist in his/her field. Is making regular and/or major contributions to scholarship of high quality, demonstrate mentorship and collaboration. Regular participation in research and conferences in the field	Recognized as a leading researcher/creative artist in his/her field. Is making major contributions to scholarship of high quality, demonstrate mentorship and collaboration. Regular participation in research and conferences in the field	Is beginning to be recognized as a contributor to research/creative areas in his/her field. Is making contributions to scholarship of high quality
ADEQUATE 40-59%	Has made a minimal contribution to knowledge production over the past 4 years. Attends few research conferences and seminars. Provides little leadership in research/creative work.	Has made a minimal contribution to knowledge production over the past 4 years. Attends few research conferences and seminars. Provides little leadership in research/creative work.	Has produced minimal research/creative work over past 4 years. Attends few research conferences and seminars. Minimal input to any research/creative work group.
INADEQUATE < 40%	Is not actively involved in research or the production of creative work. Attends few or no research conferences and seminars	Is not actively involved in research or the production of creative work. Attends few or no research conferences and seminars	Is not actively involved in research or the production of creative work. Attends few or no research conferences and seminars
OTHER COMMENTS Please accompanying narrative report.			