

DEPARTMENT OF ASIAN AND ASIAN AMERICAN STUDIES

Departmental Expectations for Retention, Tenure and Promotion

The following articulates the mission of the Department of Asian and Asian American Studies as it relates to defining standards for the successful retention, tenure and promotion -of its faculty. We recognize that academic personnel must be evaluated in accordance with requirements detailed in the University and College Retention, Tenure and Promotion documents. Thus we will be guided by those requirements and augment them with the following specific provisions and department expectations for faculty 'success.

MISSION STATEMENT

The mission of the Department of Asian and Asian American Studies is to: (1) enable students to explore Asian civilizations from an interdisciplinary perspective; (2) investigate the nature of Asian Pacific immigration and the Asian Pacific American experiences in the United States; (3) encourage students to integrate Asian Studies and Asian Pacific American Studies; and (4) provide linguistic and cultural training in Asian languages and language-related areas.

RESONSIBILITIES

1. . The Department shall provide candidates for retention, tenure and promotion with: (1) deadlines for submission of materials; (2) a copy of the Departmental Mission Statement; (3) a copy of the Department RTP Policy which articulates the criteria and standards to be used in the evaluation of candidates, *including any enhancing criteria specific to certain disciplines represented in AAAS*. The candidates shall also receive departmental guidelines for supporting and mentoring candidates in the development and completion of their Action Plan.
2. The Department Chair will meet with candidates for retention, tenure and promotion and assist them in constructing a two- to five-year Action Plan with regard to the major evaluation criteria.
3. The Action Plan will be reviewed and updated annually.
4. The Chair may assign probational faculty a mentor from among the regular or associate faculty as appropriate. However, the candidate has sole responsibility to successfully carry out the Action Plan.

CRITERIA AND EVALUATION

1. Classroom visitation and observation will be a required part of the evaluative process for candidates for retention, tenure and promotion. This evaluation will be conducted according to the criteria specified under IV. **Criteria and Evaluation [A. 1. a. (3) Peer Classroom Evaluation]** in **College of Liberal Arts Retention, Tenure, and Promotion Policies and Procedures**.
2. External evaluations of the candidate's activities may be solicited by the Department RTP Committee and/or the candidate in accordance with the Procedure for External Evaluation (PS 86-07).
3. The Department will evaluate standardized teaching evaluations within the context of the specific discipline of the candidate, mode and level of instruction, grading practices and academic standards. Further, the Department recognizes that the terms "Instruction" and "Instructionally Related Activities" do not always equate with teaching "effectiveness" *per se*.
4. Candidates for retention, tenure and promotion must demonstrate that "Instructionally Related Activities" and "Scholarly and Creative Activities" (as defined in the University document) are consistent with their Action Plan.
5. Candidates' "Scholarly and Creative Activities" and "Instructionally Related Activities" should be conducive to enhancing their teaching effectiveness and scholarship as related to the instructional and research missions of the Department and CSULB.
6. In view of the diversity of disciplines represented within the Department of Asian and Asian American Studies, the following enhancing criteria will be added in evaluating candidates for retention, tenure and promotion in addition to those essential criteria enumerated in the University and College documents:
 - a. Faculty in Asian and Asian American Studies should demonstrate specific kinds of involvement with community and student organizations and activities, or community-based research.
 - b. Faculty teaching in the language and language-related areas should demonstrate subject matter competency and familiarity with second language acquisition theories.

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