

DEPARTMENT OF ASIAN AND ASIAN AMERICAN STUDIES

***Reappointment, Tenure and Promotion Policy
College of Liberal Arts***

This policy articulates the mission of the Department of Asian and Asian American Studies as it relates to defining standards for the successful reappointment, tenure and promotion of its faculty. The Department recognizes that the faculty must be evaluated in accordance with requirements detailed in the University and College Reappointment, Tenure and Promotion (RTP) policies. Governed by the University and College RTP policies, the Department RTP policy specifies below additional requirements and department expectations to ensure faculty success.

I. 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; (4) provide linguistic and cultural training in Asian languages and language-related areas; (5) teach students to work effectively in multicultural settings; and (6) teach students to work effectively in contemporary national and global economies and the changing world order. The Department faculty will strive to enhance students' understanding of Asian civilizations, Asian languages and language-related areas, and Asian Pacific American experiences in the United States, so that they may work effectively in a multiethnic, multicultural, and globalized society.

II. RESPONSIBILITIES

1. The Department Chair or his/her designee shall also provide candidates for reappointment, tenure, and promotion with: (1) a copy of the Department Mission Statement; (2) copies of the University and College of Liberal Arts RTP policies; (3) a copy of the Department RTP Policy which states the criteria and standards to be used in the evaluation of candidates.
2. The University RTP Policy identifies the Department Chair as having the responsibility for providing mentoring for candidates for reappointment, tenure, and promotion. In accordance with the College of Liberal Arts RTP policy, department-based mentoring can be performed by the Chair or a mutually agreed-upon tenured faculty designee, provided that the mentor is higher-ranked than the mentee. Mentoring is designed to assist the candidates with their ongoing professional development as excellent teacher-scholars.
3. The Department RTP Committee shall consist of at least three tenured members of the Department faculty who receive the votes of a majority of the tenured/tenure-track members through a secret ballot. The Department RTP Committee members shall be of higher rank than the candidate. In all cases of RTP review, candidates whose fields of investigation are outside of the expert knowledge of the Department's tenured faculty members may consult with the Chair to add, subject to the Dean's approval, one or two faculty from outside the Department who are experts in the candidates' fields of investigation. These outside members must be part of the secret ballot election for the candidate's RTP Committee.

III. CRITERIA FOR EVALUATION

A. Instruction and Instructionally Related Activities

1. Teaching Effectiveness

In the RTP process, the Department values most highly the following four indicators of teaching effectiveness: (1) effective instructional strategies; (2) effective assessment techniques; (3) active engagement; and (4) efforts to develop as a teacher. The candidates must address these four indicators in their narrative and provide convincing evidence as follows:

(1). Effective Instructional Strategies should be evidenced by, but not limited to, the following examples:

- A statement of instructional philosophy and practice that provides the context necessary for understanding and interpreting the candidate's instructional goals, materials, and accomplishments.
- Course syllabi that adhere to Academic Senate [syllabus policy](#).
- Representative instructional materials (e.g., sample lectures, handouts, etc.).
- Student course evaluation statistical summaries. Assessment of the [data](#) on the student evaluations will be considered relative to: (1) course levels; and (2) [data](#) for comparable courses in the Department.
- The candidate's teaching philosophy and practice.

(2). Effective use of assessment techniques should be evidenced by, but not limited to, the following examples:

- Assessment materials (e.g., sample tests and assignments).
- Assessment of student learning outcomes as stated in the course **syllabi**.

(3). Active engagement **could** be demonstrated by, but not limited to, the following examples:

- Supervision of undergraduate students' independent research projects.
- Supervision of undergraduate and/or graduate student research assistants.
- Serving on M.A. thesis committees.
- Student mentoring (graduate school admissions, careers, the Partners for Success Program, student organizations, etc.).
- Advising students in an official, departmentally-recognized capacity.
- Supervision of student teachers.

(4). Efforts to develop as a teacher **could** be demonstrated by, but not limited to, the following examples:

- Course development, revision and updating.
- Instructionally-related workshop attendance.
- Reading books and literature on teaching.
- Consultations with instructional experts.

2. Peer Observation of Instruction

Peer observation of instruction is a required part of the Department evaluative process for candidates for reappointment, tenure and promotion. For probationary faculty, the

Department should perform an annual classroom observation. Evaluation will be conducted in accordance with the criteria specified under 2.1.4 Peer Observation of Instruction, College of Liberal Arts Reappointment, Tenure, and Promotion Policies and Procedures.

B. Research, Scholarly, and Creative Activities (RSCA)

The Department of Asian and Asian American Studies values and encourages the use of faculty members' academic knowledge and expertise in the interest of the public good, which is understood as the Scholarship of Engagement. In compliance with the University and College RTP policies, the Department requires research, scholarly, and creative activities (RSCA) of all faculty members. The Department recognizes and values the diversity of fields represented by its different degree programs and their respective faculty's contributions to the Department's mission through the Scholarship of Engagement.

Quality and peer-review are the central criteria for successful research, scholarly and creative **activities**. **The Department recognizes** the unique and diverse nature of each candidate's academic discipline and field-specific criteria for what is defined as research, scholarly and creative activities. Department expectations for **reappointment**, promotion and tenure may include, but not limited to, the following:

1. Several peer-reviewed publications, products and/or creative works. In addition to those specified in the College RTP policy, **these** can include:
 - a. Book chapters and journal articles invited by well-known scholars.
 - b. Published peer-reviewed conference proceedings.
 - c. Juried and published conference papers.
 - d. Edited book collections published by peer-reviewed press.
2. External grants that include **a** peer-review process by academic scholars or expert practitioners (competitive or invited).
3. Single-authored or co-authored books or textbooks published by an academic (peer-reviewed) press.
4. **Development of computer-aided instructional material, software and CDs.**
5. **Articles published in magazines or newspapers.**

In case of co-authored or co-edited publications, the candidates should explain the nature and extent of their contributions to such publications in their RTP narrative or PDS.

C. Service

1. The Department follows University RTP policy that states: "High-quality service contributions and activities are necessary to ensure and enhance the quality of programs and activities at the university, in the community, and in the profession" (PS09-10. 2.3).

2. Candidates for tenure and promotion to Associate Professor are expected to participate in faculty governance in the Department and College. Candidates for promotion to Professor are expected to participate in faculty governance in the Department, College, and University. Due to the distinct academic programs and the importance of program representation on committees, candidates for all levels of promotion are required to demonstrate active, sustained **participation in** faculty governance at the Department level.

3. Candidates may enhance their record of achievement through active participation in other programs and activities at the University, in the community, and in the profession.

Active participation may include, **but is not limited to**, the following:

- The authorship of committee documents and reports, and/or chairing a committee.
- Execution of **significant responsibilities**, tasks, or initiatives (such as sponsoring student groups, participating in educational equity programs, and/or efforts to improve retention and graduation rates).
- **Leadership and/or organizational** responsibilities in professional academic organizations.
- Active participation, **directly related to the candidate's area of expertise/discipline**, in the programs of area schools, community organizations, or cultural organizations (such as the presentation of talks or workshops and committee leadership).
- Outreach activities in obtaining external grants and/or contracts to support such community programs.

IV. AMENDMENTS

Amendments to this policy can be proposed by a faculty member at a Department meeting. Amendments are made by a majority of the ballots cast in a secret vote by the tenured/probationary faculty. The amended policy must also be approved by the College Faculty Council, the Dean, and the Povost.

(9-15-2011)