

**DEPARTMENT OF ASIAN AND ASIAN AMERICAN STUDIES**  
**Policy on Reappointment, Tenure, and Promotion**  
**College of Liberal Arts**  
**Effective Fall 2026**

***Department Mission Statement:***

The mission of the Department of Asian and Asian American Studies is to enable students to explore Asian societies, histories, and cultures from global and interdisciplinary perspectives; investigate the sociopolitical nature of Asian Pacific immigration and Asian Pacific American experiences in the United States; provide linguistic and cultural training in Asian languages and language-related areas; trace the ways that languages are intrinsic to cultures in Asia and across its various diasporas; and discover the interconnectedness of Asian Studies and Asian Pacific American Studies. Furthermore, the Department will strive to generate interdisciplinary and multilingual curriculum to foster critical thinking, research, reading, and writing and teach students to work effectively in contemporary national and global economies in an increasingly multiethnic, multilingual, multinational, and globalized world.

***Preamble:***

The Department of Asian and Asian American Studies policy on Reappointment, Tenure, and Promotion (RTP) defers to the College of Liberal Arts (CLA) and University RTP policies. The purpose of this policy is to outline additional specificities for the evaluation of faculty members in the department. The mission of CSULB is to enrich the lives of its students and its surrounding community through globally informed, high-impact educational experiences with superior teaching, research, creative activity and action for the public good. Successful candidates for tenure and promotion are expected to meet the minimum requirements in the three areas of evaluation: instructional activities; research, scholarly, and creative activities (RSCA); and university, professional and community service (CLA RTP Policy Section 2.0).

Guided by the University and the CLA RTP Policy (Section 1.3.1), the Department values diversity, equity, inclusion, and accessibility, and recognizes that cultural and identity taxation have the potential to create inequities within all faculty evaluation areas; the department RTP committee should interpret and follow department and CLA policies to minimize those inequities. The department policy should reflect these values and recognize that faculty have diverse strengths and ways of supporting department, college, and university needs and missions (University and CLA RTP Policy Section 1.3.5).

The Department Chair and/or a mutually agreed-upon faculty member with tenure and higher rank are responsible for mentoring candidates for reappointment, tenure, and promotion. Candidates are encouraged to consult other mentors and utilize training and resources offered

by the college, the University, and the California Faculty Association (CFA) (University RTP Policy Section 3.1).

Candidates whose fields of investigation are outside of the expert knowledge of the eligible Department RTP committee members may consult with the Chair to request, subject to the Dean's approval, a faculty member from another CLA department or program to serve on the department RTP committee.

### ***I. Instructional Activities***

The University RTP Policy requires and defines effective teaching as a demonstrated commitment to:

- 1) continuous professional learning;
- 2) thoughtful reflection on and subsequent adaptation of instruction;
- 3) the use of instructional practices that foster student learning and the achievement of course goals (Section 2.1).

Candidates must address these three principles in their narrative and provide supporting evidence in the file. All candidates should follow the CLA RTP Policy (Sections 2.1.1.1 and 2.1.1.2) guidelines for submitting required and optional materials in the Instruction Activities File.

The University and CLA RTP Policies (Section 2.1) provide examples of effective instructional activities. Within the Department, additional instructional activities may include but are not limited to serving on comprehensive exam or thesis committees, designing/coordinating study abroad courses and programs, developing curriculum/courses, and restructuring of programs.

According to CLA RTP Policy (Section 2.1.3.2.), candidates may provide evidence to support their reflection on and adaptation of instruction, including but not limited to instructional materials such as class handouts, lecture notes/slides, descriptions of class activities, and web page printouts. Submitted evidence in languages other than English should be accompanied by a summary or description in English.

### ***II. Research, Scholarly, and Creative Activities (RSCA)***

The College of Liberal Arts requires research, scholarly, and creative activities (RSCA) of all tenured and tenure-track faculty members. In alignment with the University and CLA RTP policies, the Department recognizes and appreciates the diversity of methods, epistemologies, and perspectives represented within the college. The Department of AAAS encompasses a broad range of research fields, including ethnic studies, linguistics, and world language education. The Department values scholarship as a continuum of diverse forms which create,

apply, or expand knowledge or skills benefiting professional, local, state, national, or international communities. RSCA involves the dissemination of products and findings. The value of these products is not determined by their medium, language, or audience. Valuable RSCA is not restricted to professional audiences, English-only contributions, or historically valued publishing mechanisms. All RSCA, however, must be peer reviewed by other experts, practitioners, partners, or reciprocal collaborators. Standards for peer review are determined by the forms of scholarship being undertaken (the scholarship of discovery, the scholarship of integration, the scholarship of application or engagement, and/or the scholarship of teaching and learning; definitions are in Section 2.2 of [University RTP Policy](#)). All candidates are expected to document their scholarly activities and provide proof of peer review following the guidelines and requirements in University RTP (Policy Section 2.2) and CLA RTP (Policy Section 2.2). Candidates may solicit, but are not required, to submit letters of support that document the quality, impact, and relevance of their scholarly activities within or across their fields in their files.

### **Foreign language publications:**

As a department that teaches several Asian languages, we value publications in candidates' languages of expertise as well as in English. Candidates should provide the same information about all foreign language publications that they provide for publications in English and shall include English translations of abstracts and any significant correspondence in their files (e.g., acceptance letters, descriptions of editorial policy, reviewer reports, etc.).

### **RSCA Expectations by Review:**

Per University RTP Policy Section 2.2, "All faculty members are expected to produce quality RSCA achievements that contribute to the advancement, application, or pedagogy of the discipline or interdisciplinary studies."

The Department requires all candidates for tenure and/or promotion to have at least one RSCA product (published or accepted for publication) from the following: a research-based, full-length chapter in a peer-reviewed book or anthology; an article in a peer-reviewed journal; co-authored, edited, or co-edited book or textbook; or a research study or report for a community-based organization or agency. In the case of co-authored or co-edited RSCA, candidates are required to explain and provide documentation of their roles and contributions.

Beyond this requirement, the Department defers to the CLA RTP Policy (Section 2.2.1.1) for types of peer-reviewed RSCA products that meet the expectations for tenure and promotion to Associate Professor and promotion to Full Professor and demonstrate a consistent and sustained record of RSCA.

They include but are not limited to:

- peer-reviewed monographs published by an academic press;

- research-based, full-length essays published or accepted for publication in peer-reviewed journals;
- peer-reviewed collections of essays published or accepted for publication in journals or other media;
- co-authored, edited, or co-edited books;
- chapters in edited books;
- book reviews;
- invited original contributions to encyclopedias, scholarly companions, handbooks;
- awarded external or internal grants;
- unfunded external grant proposals;
- scholarship-related awards;
- scholarship-related professional development activities (e.g., attending grant-writing workshops, scholarly writing institutes, or institutes for other enhanced professional and scholarly development);
- popular publications (e.g., op-eds, podcasts and other media, articles/books published outside of traditional academic venues);
- consultantships with and interviews by major media as well as consultantships with other agencies and/or community organizations which represent recognition of expertise and status in the discipline;
- reports, papers, or studies for agencies or organizations;
- pedagogical materials such as textbooks, online materials, and computer software that advance teaching and learning in the area of expertise and/or explore how people teach and learn in the discipline.

Tenure and Promotion to Associate Professor: Candidates are expected to have a record of RSCA products, including at least one listed in the CLA RTP Policy (Section 2.2.1.1).

Appointment/Promotion to Full Professor: The University and College RTP policies state that RSCA standards for appointment/promotion to Full Professor shall be higher than standards for promotion to Associate Professor. The candidate is expected to have a record of high-quality and ongoing scholarly contributions to the advancement, application, or pedagogy of their discipline or interdisciplinary fields of study; the candidate is responsible for documenting the quality, impact, and extent to which their accomplishments use or expand disciplinary knowledge or skills.

### ***III. Service Contributions***

In alignment with University and CLA RTP (Policies in Section 2.3) and the missions and values of the department, college, and the university, the Department recognizes that high-quality, sustained service contributions are vital to and required of all tenure-track and tenured faculty members. The University RTP Policy, CLA RTP Policy, and Collective Bargaining Agreement also recognize that service activities (such as mentoring, advising, and outreach) that support underserved, first-generation, international, and/or underrepresented students, faculty, and

staff benefit the university and its mission but are often difficult to document in conventional ways. The Department recognizes that faculty may experience a high demand of service workload activities and contributions due to the candidate's marginalized and/or minoritized identities, academic expertise, and professional goals. Candidates and RTP committees are expected to follow the CLA RTP (Policy Section 2.3) guidelines on how to discuss and evaluate files impacted by issues of cultural and identity taxation. Quality and degree of participation shall be considered more important than the number of service activities.

The CLA RTP (Policy Section 2.3.2.1) provides a list of minimum service expectations by rank. The candidate is expected to demonstrate a substantial record of service, which includes: (1) contributions at the department, college, and university levels, and (2) engagement in service to the community and/or the profession. While service across all three institutional levels, along with contributions to the community and profession, is expected, the overall balance between the number and significance of contribution will also be considered. The University and CLA RTP policies provide an expanded range and examples of service work acceptable for reappointment, tenure, and promotion and do not require an exclusive list of service activities for evaluation; however, the Department expects candidates for all levels of promotion to demonstrate active, sustained participation and leadership in faculty governance at the department level due to the distinct academic programs and the importance of program representation on committees, activities, and projects.

For appointment/promotion to Full Professor, the quality and engagement level of the above-mentioned services shall be higher than those stated in the University and CLA policies for promotion from Assistant to Associate Professor.

#### ***IV. Amendments***

Amendments to this policy can be proposed by a faculty member at a department meeting. The proposed amendment must be approved by a majority of the tenure-track and tenured faculty by secret ballot and subsequent approvals by the Faculty Council, the Dean, and the Provost.