

## **Introduction**

Asian Pacific Studies provides in-depth and critical understanding of the sociocultural, political, and historical dimensions of the Asian and Pacific regions and Asian American and Pacific Islander communities in the United States, as well as the transnational linkages that connect them.

### **Introduction to Guidelines for Tenure Track Faculty**

The Asian Pacific Studies Department will utilize the following terms and guidelines as parameters when evaluating faculty members for reappointment, tenure and promotion (RTP). These criteria reflect the general orientation stated in the University RTP policy.

The Asian Pacific Studies Department will evaluate faculty members with regard to the following three areas: teaching, scholarship, and service. A well-balanced portfolio in all three categories is required throughout the reappointment, tenure, and promotion process. The faculty member must demonstrate satisfactory performance in all three areas of evaluation.

**Professional Plan:** In the first year of employment in a tenure-track position, the probationary faculty member shall write a professional plan for teaching, scholarship and service, adhering to the Policy for Reappointment, Tenure and Promotion Procedures. This plan and any subsequent revisions are among the bases of review throughout the probationary period. The faculty member should refer to [AAPS012.001](#) for details regarding the review process.

## **Standards for Reappointment**

For tenure-track faculty, the basic standard for reappointment is whether adequate progress is being made toward tenure. The standards for reappointment serve as basic guidelines that should lead to successful tenure and promotion in the course of six (6) years. The annual review should be considered as contributing to faculty success. While consultative and supportive, the reviews should assess strengths and weaknesses in faculty performance.

### **I. Teaching Standards for Reappointment**

The Asian Pacific Studies Department highly values teaching. Evidence of effectiveness in teaching should be evaluated as an indication of progress toward tenure and/or promotion. The evidence should document that reasonable progress is being made toward completing the teaching standards for tenure and promotion (see the “[Teaching Standards for Tenure and/or Promotion](#)” section). Demonstration of satisfactory progress must be evidence-based and provide reviewers with sufficient information and discussion of progress and corrective action, if needed, to make a valid assessment.

Teaching activities that will be evaluated are as follows, and all listed teaching activities shall be weighted equally:

- A statement of educational philosophy which guides the tenure-track faculty member's teaching and enhances student learning in face-to-face, online and hybrid modalities.
- Consistently positive in-class observations. Normally, evaluations will occur in one (1) of the instructor's courses per year in either Spring or Fall semester. The schedule for the observation will be agreed upon in advance by both the instructor and the evaluator. If it is agreed by the Chair of

the Asian Pacific Studies Department, the observation can be conducted by qualified faculty from outside the department.

- Evidence of a demonstrated commitment to student advising and mentoring, which shall consist of evidence of advising, counseling, and/or mentoring of students. The Department prioritizes the advising and counseling of students in the major/minor in Asian Pacific Studies or of students who are interested in becoming Asian Pacific Studies majors/minors. The Department will be responsible for the assignment of student advisee(s) within the major/minor. “Satisfactory” demonstration of commitment to student advising and mentoring will be indicated as successful advising of Department-assigned student advisee(s) (including the provision of letters of recommendation for students as necessary). In the case that student advisee(s) do not respond to efforts by the faculty to provide mentorship, the faculty may utilize their attempted communication with the students as evidence of commitment to advising and mentoring. The candidate can use evidence of assistance to students who are not Asian Pacific Studies majors/minors as evidence of assistance to the education process if they provide justification of this inclusion (e.g., low enrollment of majors or minors in the Department for a given year).
- “Outstanding” demonstration of this criteria will be indicated as accomplishing other forms of advising and mentoring in addition to successful advising of Department-assigned student advisee(s). Other forms of advising and mentoring include but are not limited to directing independent studies, the Capstone seminar (APP 490), and senior theses; advising and counseling students planning to apply to graduate and professional school, non-academic bearing internships, and other forms of employment; advising students on their research for conferences, fellowships, and other scholarly meetings (including Student Research Day); and serving on graduate committees (at CSUDH or other institutions).
- Evidence of consistent incorporation of creative and innovative pedagogical methods (including “[high impact](#)” methods) supplemented by evidence of positive learning outcomes. Evidence of successful application of such methods includes examples where the candidate can show they are fostering in students (1) cultural connectedness, (2) critical thinking, and (3) reflexive engagement. Examples of this include demonstrations of sophisticated analysis by students in essays and papers, students’ ability to incorporate analysis of the culturally specific issues of different communities in written or creative projects and presentations, and students’ ability to integrate personal experiences into academic writing and projects.
- Consistently positive Perceived Teaching Evaluations (PTEs) from students and positive teaching narratives and in class observations. When 60% of the responses to PTE items are “Strongly Agree” and “Agree” and 70% of all the responses are “Neutral” and above, student assessment of teaching shall merit a “satisfactory” rating. Ratings in all courses for the period under review shall be considered as an aggregate. Course evaluations must be included in accordance with academic affairs requirements; however, evidence of effectiveness is not judged solely on this number, and in particular the ratings may be lower if there is other evidence of effectiveness in or out of the classroom context. Reviewers will also consider whether the response rate for teaching evaluations is sufficient to make an informed judgment.

In evaluating student rating data, the evaluators may consider a number of factors that might negatively impact PTE scores including the positionality of the instructor (e.g., race, ethnicity, gender, disability, sexual orientation, age, and language capability), whether the course offered is newly developed, the number of students in the course, the characteristics of the course taught, and the grade distributions in the course.

- Listing of courses taught during the review period, course syllabi that are consistent with standards established by the university (see [AA 2015-03](#)), teaching materials, exams, quizzes and other assessment strategies (for example, term papers, journals, grading rubrics, etc.), and grade distributions for all courses taught.

Additional teaching activities that may be used in the evaluation include the following:

- A self-assessment of teaching effectiveness
- Curriculum development such as creation of new courses or significant revision of existing courses including face-to-face, online and hybrid modalities
- Currency in the discipline of Asian Pacific Studies and Asian American and Pacific Islander Studies as demonstrated by class syllabi, courses that incorporate new topics and data and the use of current texts and readings
- Participation in on-campus, CSU system-wide or national workshops on teaching effectiveness and/or integration of new instructional methods and/or technologies

## **II. Scholarly and Creative Activity Standards for Reappointment**

The Asian Pacific Studies Department expects candidates to publish in peer-reviewed sources and maintain currency in their research area(s) through regular participation in scholarly conferences, symposia and other creative activities. Evidence of scholarly and creative activity should be evaluated as an indication of progress toward tenure and/or promotion. The evidence should document that reasonable progress is being made toward completing the scholarly and creative activity standards for tenure and promotion (see the "[Scholarly and Creative Activity Standards for Tenure and/or Promotion](#)" section). Demonstration of satisfactory progress must be evidence-based and provide reviewers with sufficient information and discussion of progress and corrective action, if needed, to make a valid assessment.

Scholarly and creative activities shall be divided into the following three categories:

- 1) **Category One (II-1):** Scholarly books and monographs published by a university press or an internationally recognized academic publisher, refereed journal articles, peer-reviewed book chapters and textbooks and edited books that involve significant scholarly contributions and that are published by a university press or an internationally recognized academic publisher. The published works shall be relevant to Asian Pacific Studies, Asian American and Pacific Islander Studies or related area studies/ethnic studies/transnational studies fields. The candidate must provide a list of publications in a curriculum vitae and provide supporting documents. Documentation shall include a complete citation to each of the faculty member's scholarly works; evidence of blind review or editorial policy; and a copy of each scholarly work published since the faculty member's appointment. Forthcoming or in-press work cited in a faculty member's vitae shall be considered for evaluation only if appropriate evidence such as editorial documentation (confirmation letters from editors or galley proofs) is provided. Only published, accepted or in-press works will be accepted in fulfillment of the requirements for reappointment, tenure, and promotion. All publications in this category shall be peer-reviewed with appropriate documentation.
- 2) **Category Two (II-2):** Edited books and textbooks that do not involve significant scholarly contributions, proposals for external research grants that are funded, book chapters and entries in encyclopedias that do not involve significant scholarly contributions, response articles in scholarly journals, scholarly reviews of academic books published in academic journals or presses that make a

significant scholarly contribution (level of scholarly contribution to be demonstrated by candidate), and political or current events analysis pieces for prestigious academic blogs and periodicals (level of prestige must be demonstrated by candidate). Reviewed performances, curated exhibits and films may also be included in this category. Documentation is required. For works presented in a medium other than print, the evidence shall be submitted in a form suitable for evaluation as appropriate to the discipline (e.g. audiotape, video tape, CD-ROM, etc.).

- 3) **Category Three (II-3):** Scholarly conference papers/presentations and/or service as conference panel discussant; invited guest lectures, research talks, and workshops; proposals for on-campus research grants that are funded; and articles in magazines and news articles. Documentation is required.

### **III. Service Standards for Reappointment**

Asian Pacific Studies expects candidates to be actively involved in university and community service activities. Evidence of service should be evaluated as an indication of progress toward tenure and/or promotion. The evidence should document that reasonable progress is being made toward completing the service standards for tenure and promotion (see the "[Service Standards for Tenure and/or Promotion](#)" section). It is expected that at least three (3) forms of service should be completed annually. In addition, two (2) of the three (3) annual forms of service should be completed at the Department level unless the candidate, in consultation with the Chair, determines it appropriate to complete a different combination of forms of service. These three (3) annual forms of service do not have to be completed at different levels. Demonstration of satisfactory progress must be evidence-based and provide reviewers with sufficient information and discussion of progress and corrective action, if needed, to make a valid assessment.

It is the responsibility of the faculty member to provide concrete evidence of service including documentation and discussion of significant roles, duties, accomplishments, etc. Levels of service which will be evaluated include:

*Department level* – forms of service on Department committees and offices as approved by the Chair of the Department of Asian Pacific Studies including service as Department Chair, Department representative to the CSUDH Academic Senate, advisor to the Student Club (APIA), etc.

*College level* - participation in college committees (standing or *ad hoc*) and search committees or other service outside of the Asian Pacific Studies Department but within the College of Arts and Humanities

*University level* - participation in university committees (standing or *ad hoc*) and search committees (e.g., commencement or cultural graduation planning, etc.) as well as service as a faculty mentor, coordinator, or director for student clubs and other non-academic student functions.

*CSU system-wide level* - Representative to CSU Academic Senate, member on committees addressing system-wide initiatives (e.g., API-FSA), etc.

*Professional activity in the field of specialization* - participation as an elected officer in professional organizations, service on committees of professional organizations and research centers, service to professional publications as a member of editorial boards or as a regular reviewer of manuscripts for academic journals and/or publishers, recurrent service as a proposal reviewer, etc.

*Community service* - speaking engagements, outreach on behalf of the Department or University, offices or membership held in community organizations, volunteer work in the community

related to Asian Pacific Studies, collaboration with local grassroots organizations to establish internship and service-learning opportunities for students in the surrounding community.

### Standards for Tenure and/or Promotion

A faculty member in the Asian Pacific Studies Department under consideration for tenure and/or promotion shall be evaluated based on teaching, scholarship, and service. Pre-tenure or probationary faculty must meet or exceed the following standards for tenure and/or promotion to Associate Professor. This review will thoroughly consider all evidence related to the faculty member's performance during his or her probationary years in the Asian Pacific Studies Department. Performance at the "unsatisfactory" level in any of the three areas does not meet requirements for tenure or promotion.

#### **I. Teaching Standards for Tenure and/or Promotion**

Evaluation of teaching by faculty in the Asian Pacific Studies Department for tenure and/or promotion will be based on the same criteria of activities outlined in the "[Teaching Standards for Reappointment](#)."

#### **II. Scholarly and Creative Activity Standards for Tenure and/or Promotion**

Scholarly and creative activities outlined in the "[Scholarly and Creative Activity Standards for Reappointment](#)" section are held to indicate progress toward tenure and/or promotion and are used to evaluate reasonable progress toward tenure and/or promotion to Associate Professor. Evaluation of scholarly and creative activities by faculty in the Asian Pacific Studies Department for tenure and/or promotion will be based on the following criteria:

Publication of three (3) or more items from category II-1 in the "[Scholarly and Creative Activity Standards for Reappointment](#)" section. Aside from these three (3) or more items in category II-1, the candidate must complete three (3) or more conferences from category II-3.

A single-authored peer-reviewed scholarly book published by a university press or internationally recognized publisher is equivalent to three (3) items in category II-1 (if a scholarly book is not published by a university press or internationally recognized publisher, it is the responsibility of the candidate to demonstrate the scholarly caliber and impact of the work to garner the three-item equivalency). A single-authored peer-reviewed scholarly edited book published by a university press or internationally recognized publisher is equivalent to two (2) items in category II-1 (if a scholarly edited book is not published by a university press or internationally recognized publisher, it is the responsibility of the candidate to demonstrate the scholarly caliber and impact of the work to garner the two-item equivalency). If the book publication involves two or more co-authors, the faculty member's contribution to writing the book will be weighted proportionately and it is the responsibility of the faculty member to document his or her contribution in the WPAF. Co-authored articles will be weighted proportionately (for example, 50% of an item with one co-author, 33% with two co-authors, etc.).

#### **III. Service Standards for Tenure and/or Promotion**

Evaluation of service by faculty in the Asian Pacific Studies Department will be based on a consistent record of service during the period leading up to tenure from the time of employment as a tenure-track faculty member. It is expected that at least three (3) service activities described in the "[Service Standards for Reappointment](#)" section should be completed per year during the probationary period, with at least two (2) of the three (3) annual activities being performed at the department level unless the candidate, in consultation with the Chair, determines it appropriate to complete a different combination. These three (3) annual services items do not have to be completed at different levels. If the candidate is unable to complete consistent service on an annual basis, it will be expected that they have completed at least fifteen (15) service activities before the commencement of tenure review.

## **Standards for Early Tenure and/or Promotion to Associate Professor**

A faculty member in the Asian Pacific Studies Department may be considered for early tenure and promotion to Associate Professor after four (4) full years of teaching in the Asian Pacific Studies Department if he or she satisfies the following criteria: Unusually meritorious performance in teaching and either scholarship or service. If unusually meritorious performance has been met in service, scholarship should be satisfactory and vice versa. Satisfactory performance is performance that fulfills the Standards for Tenure and/or Promotion to Associate Professor.

### **I. Teaching Standards for Early Tenure and/or Promotion**

In addition to exceeding the teaching activities applied in “[Teaching Standards for Reappointment](#)” and “[Teaching Standards for Tenure and/or Promotion to Associate Professor](#)” above, evaluation of teaching by faculty for early tenure and/or promotion will be based on the following criteria for unusually meritorious teaching in Asian Pacific Studies:

Outstanding evidence of a demonstrated commitment to student advising and mentoring as outlined in “[Teaching Standards for Reappointment](#)”.

- Consistently positive Perceived Teaching Evaluations (PTEs) from students and positive teaching narratives and in-class observations. When at least 65% of the responses to PTE items are “Strongly Agree” and “Agree” and 75% of all the responses are “Neutral” and above, student assessment of teaching shall merit an “unusually meritorious” rating. Ratings in all courses for the period under review shall be considered as an aggregate.

In evaluating student rating data, the evaluators may consider a number of factors that might negatively impact PTE scores including the positionality of the instructor (e.g., race, ethnicity, gender, disability, sexual orientation, age, and language capability), whether the course offered is newly developed, the number of students in the course, the characteristics of the course taught, and the grade distributions in the course.

- Leadership in pedagogical activities at the department, university, system-wide or disciplinary levels that strengthens teaching and learning. Examples of such leadership in pedagogical activities include: (1) participation in faculty development workshops focused on teaching, (2) engagement in teaching initiatives at the campus, system-wide, or disciplinary level, and (3) development of grants to fund innovative educational initiatives.

### **II. Scholarly and Creative Activity Standards for Early Tenure and/or Promotion**

Unusually meritorious scholarly and creative activities in Asian Pacific Studies are demonstrated by the following:

Publication of four (4) or more items from category II-1 in the “[Scholarly and Creative Activity Standards for Reappointment](#)” section.

Aside from these four (4) or more items in category II-1, the candidate must also complete one of the following:

1. two (2) or more activities from category II-2 and three (3) or more activities from category II-3,
2. three (3) or more activities from category II-2, or
3. seven (7) or more activities from category II-3.

Equivalencies for a single-authored peer-reviewed scholarly book, a single-authored peer-reviewed scholarly edited book, and a book which involves two or more co-authors are the same as outlined in

[“Scholarly and Creative Activity Standards for Tenure and/or Promotion.”](#)

### **III. Service Standards for Early Tenure and/or Promotion**

Unusually meritorious service by faculty in the Asian Pacific Studies Department will be based on a consistent record of service leading up to tenure from the time of his or her hire as a tenure-track faculty member. On average, five (5) or more service activities described in [“Service Standards for Reappointment”](#) above should be completed annually and service at the department and college levels is required for early tenure and/or promotion. These five (5) annual service activities do not have to be completed at different levels (however, it is expected that service at department and college levels will be reflected).

#### **Standards for Promotion to Full Professor**

Faculty applying for promotion to Full Professor must demonstrate a pattern of teaching, scholarship, and service over their career that is ongoing, progressive, and likely to produce continued results. A faculty member in the Asian Pacific Studies Department under consideration for promotion to Full Professor shall be evaluated based on teaching, scholarship, and service. Promotion to Full Professor must meet or exceed the standards applied for tenure and promotion to Associate Professor. This review will thoroughly consider all evidence related to the faculty member's performance during his or her entire appointment in the Asian Pacific Studies Department since tenure and promotion to Associate Professor.

#### **I. Teaching Standards for Promotion to Full Professor**

Evaluation of teaching by faculty for promotion to Full Professor will be based on evidence of consistent performance in the standards established for tenure and promotion to Associate Professor since his or her tenure and promotion to Associate Professor. See the ["Teaching Standards for Reappointment."](#)

#### **II. Scholarly and Creative Activity Standards for Promotion to Full Professor**

Evaluation of scholarly and creative activities by faculty for promotion to Full Professor will be based on the following criteria:

Publication of three (3) or more items from category II-1 in the ["Scholarly and Creative Activity Standards for Reappointment"](#) section. Aside from these three (3) or more items in category II-1, the candidate must complete three (3) or more conferences from category II-3. Equivalencies for a single-authored peer-reviewed scholarly book, a single-authored peer-reviewed scholarly edited book, and a book which involves two or more co-authors are the same as outlined in ["Scholarly and Creative Activity Standards for Tenure and/or Promotion."](#)

#### **III. Service Standards for Promotion to Full Professor**

Evaluation of service by faculty for promotion to Full Professor will be based on a consistent record of service during the period since tenure and promotion to Associate Professor. On average, three (3) or more service activities described in the ["Service Standards for Reappointment"](#) section should be completed annually and at least two (2) of the activities should be performed at the department level unless the candidate, in consultation with the Chair, determines it appropriate to complete a different combination. These three (3) annual service items do not have to be completed at different levels.

#### **Standards for Early Promotion to Full Professor**

A faculty member in the Asian Pacific Studies Department may be considered for early promotion to

Full Professor if he or she satisfies the following criteria: Unusually meritorious performance in teaching and either scholarship or service. If unusually meritorious performance has been met in service, scholarship should be satisfactory and vice versa. Satisfactory performance is performance that fulfills the Standards for Promotion to Full Professor.

### **I. Teaching Standards for Early Promotion to Full Professor**

Evaluation of teaching by faculty for promotion to Full Professor will be based on evidence of consistent performance in the standards established for tenure and promotion to Associate Professor since his or her tenure and promotion to Associate Professor. See the "[Teaching Standards for Reappointment](#)." Unusually meritorious teaching in Asian Pacific Studies is demonstrated by the following criteria:

- Outstanding evidence of a demonstrated commitment to student advising and mentoring as outlined in "[Teaching Standards for Reappointment](#)".
- Consistently positive Perceived Teaching Evaluations (PTEs) from students, and positive teaching narratives. When at least 65% of the responses to the PTE items are "Strongly Agree" and "Agree" and 75% of all the responses are "Neutral" and above, student assessment of teaching shall merit an "unusually meritorious" rating. Ratings in all courses for the period under review shall be considered as an aggregate.

In evaluating student rating data, the evaluators may consider a number of factors that might negatively impact PTE scores including the positionality of the instructor (e.g., race, ethnicity, gender, disability, sexual orientation, age, and language capability), whether the course offered is newly developed, the number of students in the course, the characteristics of the course taught, and the grade distributions in the course.

- Leadership in pedagogical activities at the department, university, system-wide or disciplinary levels that strengthens teaching and learning. Examples of such leadership in pedagogical activities include: (1) participation in faculty development workshops focused on teaching, (2) engagement in teaching initiatives at the campus, system-wide, or disciplinary level, and (3) development of grants to fund innovative educational initiatives.

### **II. Scholarly and Creative Activity Standards for Early Promotion to Full Professor**

Unusually meritorious scholarship in Asian Pacific Studies is demonstrated by the following:

Publication of four (4) or more items from category II-1 in the "[Scholarly and Creative Activity Standards for Reappointment](#)" section. Aside from these four (4) or more items in category II-1, the candidate must also complete one of the following:

1. two (2) or more activities from category II-2 and three (3) or more activities in II-3,
2. three (3) or more activities from category II-2, or
3. seven (7) or more activities from category II-3.

Equivalencies for a single-authored peer-reviewed scholarly book, a single-authored peer-reviewed scholarly edited book, and a book which involves two or more co-authors are the same as outlined in "[Scholarly and Creative Activity Standards for Tenure and/or Promotion](#)".

### **III. Service Standards for Early Promotion to Full Professor**



Unusually meritorious service by faculty being considered for early promotion to Full Professor in the Asian Pacific Studies Department will be based on a consistent record of service during the period since tenure and promotion to Associate Professor. On average, five (5) or more service activities described in "[Service Standards for Reappointment](#)" above should be completed annually and service at the department and college levels is required for early promotion. These five (5) annual service activities do not have to be completed at different levels (however, it is expected that service at department and college levels will be reflected). Moreover, at least three (3) activities the candidate completes across the period since tenure and promotion to Associate Professor should reflect an assumption of leadership roles.



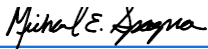
Date 7/23/2024

Department Chair



Date 7/23/24

Dean



[Michael Spagna \(Aug 8, 2024 14:53 PDT\)](#)

Date 08/08/2024

Provost and Vice President of Academic Affairs