

**Department of Asian American
Studies**

College of Ethnic Studies

**Retention, Tenure, and Promotion
Reviews Department Evaluation
Criteria**

The following Asian American Studies Department evaluation criteria for retention, tenure, and promotion, which are consistent with current university policy and the departmental review process, were approved on March 2, 2018 by the department and by the University Provost, Academic Affairs. Faculty who are probationary at the time of this revision may choose between existing criteria and new criteria.

The Asian American Studies Department expects its faculty to sustain and advance the mission of the department in accordance with the following statement, adopted on March 12, 2010:

Since Fall 1969, the Asian American Studies Department at San Francisco State University has furthered the understanding of the histories and cultures of Asian Americans and the various identities and experiences of our communities. Through teaching, community service, and research, we use interdisciplinary approaches to address the structural and ideological forces that shape the lives of Asian Americans. We support self-determination by developing the creative expressions, voices, critical pedagogies, and analyses of our communities. Social justice, equity, and activism within Asian American communities, and respect for differences, especially ethnic diversity, are fundamental principles that guide our work.

TEACHING EFFECTIVENESS

The main objective of the faculty appointment is to foster skills, knowledge, and values relevant to the discipline of Asian American Studies and its curriculum. This review criterion shall concentrate on the faculty's pedagogical performance and effectiveness as evidenced in

(1) classroom instruction, (2) curricular development of existing courses, (3) student advising on curriculum matters, and (4) teaching/pedagogical development. The criteria for judging effectiveness are listed below.

(1) *Classroom Instruction*

- Course materials - Syllabi, examinations, articulation of student learning outcomes, reading lists, bibliographies, guidebooks, iLearn, and film lists are among the materials used by the RTP committee as evidence of teaching effectiveness which includes
 - course organization & expectations/standards regarding student learning;
 - assignments that are aligned to meet student learning outcomes;
 - reflect up-to-date research and theories in the field of Asian American Studies/Ethnic Studies; and
 - demonstrate purposeful and engaging pedagogical approaches.

- Student evaluations - Probationary faculty and those seeking promotion should submit teaching evaluations for all classes taught each semester. While not the sole measure of teaching effectiveness, the RTP committee regards these surveys as essential to the performance review because they demonstrate a large representative sample of student responses to the candidate's teaching. On a rating scale of 1 to 5, with 1 representing the highest rating, mean scores that are better than the means for the College of Ethnic Studies and AAS Department or 1.5 on the questions of the survey instrument suggest "exceptional" teaching. Scores that match the College and Department means, with generally positive student comments, suggest "effective" teaching. Scores below the College and Department means suggest a need for improvement. Written comments in the teaching evaluations will be considered in the aggregate and reviewed for patterns rather than outlier comments. Biases related to race, gender, sexuality, and disability will be considered when interpreting teaching evaluations.

- Class Visit Reports - Class visitations by fellow faculty members are essential for assessing the level of the instructor's presentation and expectations. Probationary faculty seeking tenure and/or promotion and Associate Professors seeking promotion to full professors must have peer visitations organized by the RTP committee at least once per year after their first semester of teaching in AAS. These visits must be conducted by a tenured faculty member of a higher rank. Specific areas of evaluation will be a) evidence of preparation and class organization including review of syllabi, ILEARN page, b) classroom decorum and atmosphere, c) student-faculty interactions, d) clarity of lecture or presentation, e) knowledge of subject and other evidence of teaching skills deemed relevant by the evaluator.

- Written comments from students – Signed letters and emails from current and former students will be reviewed and considered.

Evaluation of teaching is defined by appropriate scores in student evaluations and significant quality in the categories above. Positive consistency showing the quality of teaching and/or

improvement in scores will be taken into account while evaluating candidates seeking tenure and/or promotion to Associate Professor or promotion to Full Professor. The final determination of teaching performance will be based on the RTP committee evaluation of the factors as described above.

- (2) *Curricular Development of Existing Courses* - The candidates must demonstrate that they have updated their course curriculum. This is demonstrated by the creation of new courses, adapting existing courses to new formats such as online/hybrid, and development of new teaching materials or new platforms.
- (3) *Student Advising* - The candidate must engage in advising undergraduate and/or graduate students and maintain regularly scheduled office hours. Effective advising is demonstrated by an active engagement with students in their study skills, writing, critical thinking, research and career development. Advising is defined broadly to include activities such as: helping students develop a coherent education plan; mentoring students as they complete an undergraduate thesis project; or graduate advising as first and second reader on thesis committees.
- (4) *Teaching/Pedagogical Development* - A development of innovations in teaching techniques, instructional theory and research, and pedagogy demonstrated by: attendance at professional conferences and workshops, and participation in annual instruction development seminars, workshops, and learning communities.

Faculty are expected to employ at least one high impact teaching strategy for each course, such as

- Employment of academic technologies
- Community service learning
- Undergraduate research
- Collaborative group projects

For promotion from associate to full professor, candidates should demonstrate continuing efforts to improve their teaching in the abovementioned areas. In addition, they must demonstrate leadership in developing departmental teaching more broadly by contributing, for example, in:

- mentoring junior faculty through classroom observation and sharing of teaching techniques
- leading program development and evaluation
- ongoing curriculum innovation and development

PROFESSIONAL ACHIEVEMENT AND GROWTH

As a programmatic agenda, it is imperative that faculty members in the Asian American Studies Department develop credentials and scholarship in the field of Asian American

Studies. In reviewing professional achievement and growth, focus shall be on the faculty's scholarly and creative contributions to the Asian American Studies discipline through research and publication, presentations at professional organizations, colleges, and universities, and through documented pedagogical and curricular innovations.

AAS takes a holistic approach to weighing the balance and entire body of work of an individual faculty member, given their unique commitments and strengths in all areas of professional achievement or growth.

Research and Publication - The normal expectation to establish an appropriate professional development for purposes of tenure and/or promotion to Associate is through publication(s) that contribute to the field of Asian American Studies and are consistent with the mission of the Asian American Studies Department at San Francisco State University in one of the following ways:

- Three authored/co-authored peer-reviewed published journal articles or book chapters in an edited volume, single or coauthored in publications relevant to Asian American Studies or the faculty's discipline. This includes articles and book chapters that are accepted and "in-press" at time of dossier submission.
- One completed single/co-authored or edited/co-edited book manuscript that has received a contract and is in press, with evaluations by experts in the fields of Asian American Studies/Ethnic Studies or the candidate's discipline.

The department recognizes the value and importance of a faculty's ability to engage in collaborative activities in professional achievement and growth. For co-authored articles and co-edited books, the candidate should state how much significant and substantive work they have contributed to the article/book. Co-authored work will be weighted by the RTP Committee based on the documentation provided by the candidate.

Creative Achievements. Faculty who engage in creative work (Documentary film and video; Exhibit in the arts and Creative writing) need to demonstrate the merit of the work by presenting evidence that it has been subject to review and criticism comparable to peer review for publication. Such reviews/assessments may come from an editor or producer, jury review in a competition, critique by respected academic peers from other institutions, and/or acceptance of the work for display or distribution by recognized professional or industry organizations. .

A candidate's work product will be considered substantive when it has significant impact in the field of Asian American Studies and clearly reflects substantial time and effort in its production. These contributions may include but are not limited to the items listed below.

- Producing book reviews for peer-reviewed publications

- Published peer-reviewed conference proceedings
- Publications with governmental agencies, research centers, NGOs, national magazines, foundations that have gone through a peer-review process
- Papers delivered at regional, national, or international peer-reviewed conferences
- Invited talks at research institutes, academic institutions, and community forums
- Serving as panel discussant and/or chair at academic conferences
- Fellowships, grants, and leaves secured, received and/or reviewed through extramural or intramural competitions, including those underwritten by governmental agencies, foundations, and other universities. Positive comments from reviewers regarding unfunded proposals may be taken into account.

The final determination of professional achievement will be based on the RTP committee evaluation of the above factors.

For promotion from associate to full professor, candidates should have a significant number of scholarly publications or creative work – created *after* those used to justify promotion to associate professor - that indicate continued professional growth. Minimally, the candidates should have a second book or its equivalent in peer-reviewed articles, essays or book chapters, or their equivalents (as described above) in other media, and to have demonstrated a sustained record of scholarly achievement. As the candidate will have developed into a mature scholar, they are expected to publish work based largely on original research and those that synthesize, integrate and/or advance knowledge and new meaning in our discipline.

CAMPUS AND COMMUNITY SERVICE

Community - A requirement embedded in the political perspective of Asian American Studies at San Francisco State University is that its faculty members enact the department's philosophy of community involvement as part of their professional development. In accordance with the mission of San Francisco State University, faculty members of the Asian American Studies Department are expected to participate in the betterment of Asian American communities. Leadership and service in professional organizations of one's discipline(s) is another area of community service for Asian American Studies Department faculty.

The RTP committee expects emphasis to be placed on those activities that draw on the scholarly expertise and/or leadership of the candidate. Community service comprises service other than that provided to the department, college, or university. Effective service is determined by its relevance to the field of Asian American Studies and by the responsibility

and time required by such activities. Evidence of these contributions should be provided by the candidates, drawing from third parties' written feedback when possible.

Candidates are required to document their involvement in community service in their narratives. Relevant activities may include the following examples:

- Professional services and consultations rendered to community organizations, advocacy organizations, NGOs, and public or private sector agencies.
- Membership on boards of relevant organizations and/or agencies
- Contributions to the media including newspapers, radio, and TV
- Workshops and talks geared toward community groups and/or educational institutions
- Conference and event organizing, including with non-profits and academic associations
- Committee participation and offices held in community organizations and professional societies
- Serving on editorial boards of academic and community presses and/or journals
- Reviewing manuscripts for professional and community journals or presses
- Reviewing grant proposals and serving on grant review panels
- Reviewing conference papers and panel proposals
- Facilitating international exchanges and sponsoring visiting scholars, researchers, and students from abroad
- Serving on thesis or dissertation committees outside the department and San Francisco State University
- Guest teaching outside San Francisco State University, both in academe and the community
- Contributing essays in popular magazines, news media, and blogs
- Project leader, director, or participant in a summer institute or other similar activities designed for the professional development of activists, healthcare professionals, secondary teachers, or community college instructors

Campus - It is expected that a faculty member of the university community will be active participants and responsive to the issues concerning the campus community. Assistant Professors are not required to assume leadership positions within college and university-wide committees. However, they are not precluded from doing so, and such service will be acknowledged as exceeding departmental expectations. University non-teaching activities at all levels "departmental, college, and university-wide" – shall be considered, including special administrative roles such as assessment, graduate program coordinator, faculty sponsors of student organizations, and the like.

Candidates for tenure and/or promotion to Associate Professor should demonstrate service to the campus through their participation in departmental committees. Candidates for Full Professor should demonstrate leadership through service to the campus through their membership and active participation in departmental, college and university-wide committees. Evidence of these contributions should be provided by the candidates, relying on third parties' written feedback wherever possible.