

**COVER SHEET FOR PROPOSED CHANGES TO DEPARTMENT/COLLEGE
PERSONNEL PROCEDURES**

College of Humanities
COLLEGE

Asian American Studies
DEPARTMENT

In order to facilitate a complete and expeditious review by the Personnel Planning and Review Committee (PP&R) of the change(s) you propose to your personnel procedures, please adhere to the format described below, and also fill out the Background Information. Attach this memo as a cover sheet for the written material you submit to PP&R. PP&R assumes that the initiating Department or College Committee has determined that the proposed new or revised procedures are consistent with Section 600 and with the Collective Bargaining Agreement.

FORMAT: Please use a complete copy of your existing procedures as the starting point for the proposed revisions that you submit to PP&R for approval. Strike over any text that you wish to have deleted from your written procedures, and/or underline any text that you wish to have added to your written procedures.

BACKGROUND INFORMATION:

1. Are proposed changes those of College ☐ or Department ☒ procedures? (check one)
2. Date that current proposed changes were sent forward 11/14/11
3. Department or College initiating proposed changes Asian American Studies
4. Describe briefly the general reason(s) for your proposed change(s) (e.g., "proposed changes were initiated by the Department in response to a request from the College Personnel Committee, which felt that existing promotion criteria were too rigorous").
① The Dept. was notified that our current procedures would be expiring.
② The faculty wished to make an addition to our Appendix. Review of syllabi are always considered in our class observation process, and we wish to include it in our
5. The proposed changes have been approved by the faculty of the College ☐ or Department ☐. (check one)

FOR DEPARTMENT PERSONNEL PROCEDURES:

[Signature] 11/14/11
Chair, Department Personnel Committee Date
[Signature] 11/14/11
Department Chair Date

FOR DEPARTMENT PERSONNEL PROCEDURES & COLLEGE PERSONNEL PROCEDURES:

[Signature] Nov. 30, 2011
Chair, College Personnel Committee Date
[Signature] 5-16-12
College Dean Date
[Signature] 5-17-12
Chair, Personnel Planning and Review Committee Date

(for PP&R use only)	F112	
<u>S12</u>	<u>F115 (change in criteria)</u>	<u>2016-2017</u>
Approval Date	Effective Date (see attached)	Date of Next Review

Asian American Studies Department

Fall 2012

Departmental Additions to Personnel Procedures in Section 600

I. Procedures for evaluating teaching effectiveness.

A. Procedures for class visits or observations.

All faculty members under consideration for reappointment, tenure, and/or promotion will be visited at least once each academic year by the Department Chair and one representative of the Department Personnel Committee or their designees. The format for evaluations is attached. Please see Appendix A on format for evaluations of class and online visits.

B. Procedures for collecting, processing and interpreting student evaluations.

In the first year of each faculty member's probationary service, student evaluations will be administered in at least two classes in each of the Fall and Spring semesters. Subsequently, student evaluations will be administered for each faculty member in at least two classes per year.

C. Student Consultation Procedures

Announcement of the candidate's upcoming evaluation will be made in Asian American Studies classes and posted on the Department's website in advance of the consultation dates. This announcement will list the name(s) of faculty under review and inform the students of the procedures for consultation. Students will be given the opportunity to consult privately with the Personnel Committee regarding the teaching performance of the candidate. Students who could not make it at the time provided can also hand or send in a typed and signed letter to the Chair of the Personnel Committee of their evaluation of the candidate. The Personnel Committee will follow the procedures for handling oral and written comments about faculty as outlined in Section 600.

II. Contributions to the Field or Scholarship

The philosophy of Asian American Studies is to empower the Asian Pacific American community and to promote social justice through scholarly work that produces new knowledge, methodology and ways to serve our communities. The Asian American Studies Department uses this philosophy to define its criteria in evaluating its faculty members for retention, tenure and promotion. We examine the degree of breadth, depth, and positive impact the work contributes to the field of Asian American Studies and to the Asian Pacific American community. In non-publication work, the candidates need to

document the evidence of their work and briefly explain the significance of their achievement. Contributions to the field of Asian American Studies include:

A. Publications:

Peer-reviewed single authored, single edited, co-authored, and co-edited academic contributions are equally valued.

- B. Equivalencies to Publication:** The evaluation shall include an outside review by expert peers to be determined by mutual consultation and agreement with candidate, Department Chair and Department Personnel Committee. The evaluation must include, at minimum, two independent external reviews by individuals with recognized expertise in the area of study. Each external reviewer will provide a written evaluation of the equivalency that is documented in the PIF, including assessment of the quality and significance of the work, based on department, college, and university RTP criteria. The evaluation shall be placed in the PAF and/or PIF.

1. Other Academic Work: The Asian American Studies Department recognizes academic work that contributes to the field but does not fall neatly into the category of refereed publications such as successful national or prestigious grant proposals, widely disseminated conference proceedings reports, peer-reviewed instructional materials that are widely disseminated and used within the academic and larger community, and educational articles in mainstream and prominent ethnic or prominent Asian Pacific American newspapers and magazines.
2. Artistic Publication: Because of the multi-disciplinary nature of the Asian American Studies Department, the definition of equivalencies to publication must be broad enough to include professional activities of those faculty members whose teaching assignment falls not only within the humanities and social sciences but also within the arts. Therefore, for purposes of retention, tenure, and promotion, equivalencies to publication will be taken to mean any form of research that is made public through any of the following: a) print; b) artistic performance; c) exhibition of artistic work; d) electronic publication; and/or e) the multimedia works. Typically, but not exclusively, formal artistic performance and exhibition of creative work will take place in such venues as theaters, concerts, cultural festivals, and museums. Media publication includes but is not limited to professional musical recordings, films, videotapes, and documentaries. In accordance with Section 600, external peer evaluation of artistic publications will be based on such evidence as published reviews in appropriate journals or newspapers.
3. Public Scholarship or Community-Based Research Products: In concurrence with the University's and College's mission on developing relationships with our local community and in alignment with the Ethnic Studies Guiding Principles of community engagement, the Asian American Studies Department also considers community-based research that results in public scholarship (work that is created

and used by the community or agencies serving the community) as equivalencies to publication. This can include peer-reviewed documentaries, exhibits, and community educational publications. Consultative reports to government and/or agencies about the Asian Pacific American communities also count as public scholarship. The weight of this scholarship will be determined by the degree of breadth, depth, and positive impact the work has in the field of Asian American Studies and to the Asian Pacific American community. External peer evaluations will be based upon awards of recognition, reviews in newspapers or journals, letters of recognition by community leaders, educators, or other acknowledged peers in the appropriate fields.

C. Other Contributions to the Field of Study:

Asian American Studies values scholarly contributions/activities in addition to publications. Because of the nature of Asian American Studies that combines community activism with scholarship, the candidate needs to cross-reference these items if she/he is to include them again to cover different aspects of community services not considered here. Examples of such contributions include the following:

1. Interviews for purpose of community education in mainstream and prominent ethnic or prominent Asian American radio and television programs.
2. Serving as a series editor of a book series or as editorial board member of an academic journal.
3. Reviewing manuscripts being considered for publication by an academic journal or publishing house.
4. Organizing a conference.
5. Presentations at academic conferences and community forums.
6. Invited talks or invited trainings at conferences, forums, workshops, or in seminars and colloquia.

III. Procedures for evaluating contributions to the Community

Evaluation of community service will be based upon evidence of on-going involvement in community affairs, consistent with the mission of the department and the discipline, especially an Asian ethnic community or the broader Asian Pacific American community.

Emphasis will be placed upon leadership and originality reflected in such an involvement. Community recognition awards will weigh heavily here as indicators of good community service. Community service includes but is not restricted to:

1. Participation in community organizations, especially an ethnic Asian and/or broader Asian Pacific American community organizations. Examples of such participation would include organizing educational community forums or political/cultural tours of Asian Pacific American communities to educate the participants about the community's history and struggles.
2. Lectures, exhibitions and/or performances, especially in an ethnic Asian or broader Asian Pacific American community including creation of community resources in print or digital form.

IV. Honoring Memoranda of Understanding

The department honors specific memoranda of understandings (MOU) that are made among the Dean(s), Department Personnel Committee(s), Department Chair(s), and the candidate. In case of a joint position, the involved departments must state clearly their expectations of the candidate's service, teaching and scholarship obligations. There must be clear agreement between the candidate and the departments especially in terms of proportions of work between the departments.

In a small department, MOUs are necessary to clarify responsibilities when individuals are asked to take on extra responsibility. In such a circumstance, the faculty member can create an MOU with the department so that he/she shall not be evaluated for teaching but for services during the period in which he/she is not teaching but is exceeding his/her departmental service obligations.

Appendix A

The following items are equally considered in the process of class visit evaluation.

1. The format for evaluations of class and online visits is:
 - a. Knowledge of subject matter
 - i. Use of concrete, specific detail
 - ii. Depth and completeness of analysis
 - iii. Significance of subject matter
 - b. Organization and delivery
 - i. Proper sequence
 - ii. Clear purpose
 - iii. Mechanics of delivery
 - c. Originality of presentation
 - i. Examples
 - ii. Pioneer/original research or approach
 - iii. Language or jargon of profession
 - d. Rapport
 - i. Handling of questions
 - ii. Student Participation
 - iii. Atmosphere
 - e. Syllabus
 - i. Clear course goals and objectives
 - ii. Relevant readings and assignments
 - iii. Organization
 - f. Use of appropriate aids
 - i. Blackboard
 - ii. Film, aides, etc.
 - iii. Textbooks or Readers
 - iv. Handouts
 - v. Technology
2. The format for evaluations of field observation:
 - a. Appropriate setting for service-learning or field studies
 - i. Linking subject matter to service learning or fieldwork
 - ii. Field has people for students to work with and learn from
 - b. Organization and delivery
 - i. Clear purpose of fieldwork or service-learning
 - ii. Clear guideline for students to work
 - iii. Opportunities for students to reflect on fieldwork or service and subject matter
 - c. Rapport
 - i. Student Participation
 - ii. Handling questions
 - iii. Atmosphere
 - d. Syllabus

- i. Clear course goals and objectives
 - ii. Relevant readings and assignments
 - iii. Organization
- e. Use of appropriate aids
 - i. Handouts
 - ii. Technology
 - iii. Textbooks or Readers