

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

Humanities
COLLEGE

AAS
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.

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BACKGROUND INFORMATION:

- Are proposed changes those of College or Department procedures? (check one)
- Date that current proposed changes were sent forward 04/09/2018
- Department or College initiating proposed changes Department
- 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"). We have revised section "II A. Significant Scholarly or Creative Contributions" so that it conforms with the current section 600 format. We also added a section "III. Peer Review of Scholarly, Creative Activities and Contributions to the Field" which articulates the external review process when needed.
- For Department Personnel Procedures, list the date the department faculty voted to approve the proposed changes: 05/04/2018
- For College Personnel Procedures, list the date the college faculty voted to approve the proposed changes: / /

Office of
Faculty Affairs

FOR DEPARTMENT PERSONNEL PROCEDURES: (Sign & Print Name)

Edith Chen Edith Chen May 04, 2018
Chair, Department Personnel Committee Date

Gina Masequesmay Gina Masequesmay 5/17/18
Department Chair Date

FOR DEPARTMENT PERSONNEL PROCEDURES & COLLEGE PERSONNEL PROCEDURES:

Beth Wightman Beth Wightman 5.18.18
Chair, College Personnel Committee Date

 5-8-18
College Dean Date

Dean Murray 5/30/18
Chair, Personnel Planning and Review Committee Date

(for PP&R use only)	F'18	
<u>S'18</u>	<u>F'21 (for changes in criteria)</u>	<u>S'23</u>
Approval Date	Effective Date (see attached)	Date of Next Review

Asian American Studies Department

Fall 2017

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 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. A written report of the class visit shall be made available within 14 calendar days after the peer class visit. The candidate may request a meeting to discuss the report or submit a rebuttal statement or response in writing within 10 calendar days after the written report is provided. The format for evaluations is attached. Please see Appendix A on format for evaluations of classroom 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 the probationary faculty in at least two classes each academic 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 of Study

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 works other than publications, 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. Significant Scholarly or Creative Contributions

1. Section 632.4.1. states, “The University standard requires that the individual demonstrate continued growth as a recognized scholar and contributor to the field of study.”

2. Significant scholarly activities. Peer-reviewed single authored, single edited, co-authored, and co-edited contributions are equally valued. These include the following:

- a) Peer-reviewed articles
- b) Peer-reviewed scholarly books
- c) Book chapters in peer-reviewed scholarly books
- d) Editorship of peer-reviewed scholarly books or journals.
Editing a book, anthology or journal is an important scholarly contribution in its own right. Supporting documents should be provided to determine the value of such contribution which can include reviews that appear in peer-reviewed journals, nominations and awards by professional associations or community-based organizations, adoptions by libraries, universities, and schools, or external letters as described in III.
- e) Successful external grant proposals
- f) Consultative reports to government and/or agencies
- g) Peer-reviewed instructional materials such as pedagogical research, teacher education, and curriculum materials.
- h) 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 contribution to scholarship. This can include peer-reviewed documentaries, exhibits, and community educational publications. 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. Evaluations will be based upon awards of recognition, reviews in newspapers or journal, letters of recognition by community leaders, educators, or other acknowledged peers in the appropriate fields.

B. Other Contributions to the Field

1. Scholarly presentations at professional conferences and community forums
2. Plenary conference speaker
3. Refereed conference proceedings
4. Poster presentations
5. Editorship of published conference proceedings
6. Reviews of journal articles and other scholarly work
7. Workshops
8. Educational articles in mainstream and prominent ethnic or prominent Asian Pacific American newspapers and magazines.
9. Reviewing manuscripts being considered for publication by an academic journal or publishing house.
10. Organizing a conference
11. Interviews for purpose of community education in mainstream and prominent ethnic or prominent Asian American radio and television programs.
12. Serving as a series editor of a book series or as editorial board member of an academic journal.
13. Invited talks or invited trainings at conferences, forums, workshops, or in seminars and colloquia.

C. Artistic/Creative Publication:

Because of the multi-disciplinary nature of the Asian American Studies Department, the significant scholarly or creative contributions 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. 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. We understand that artistic and creative products that have been disseminated have undergone their own peer-review process by the agency for which the products were produced. Other evidence of peer review include published reviews in appropriate journals or newspapers. Artistic/creative activities can include but is not limited to the following:

1. Literary compositions in any genre
2. Artistic creations
3. Performances in CD or film
4. Performances in concerts and venues of established prestige
5. Performances in national and international festivals
6. Exhibition of creative work in theaters, museums, galleries, art festivals of established prestige
7. CD and film productions (as writer, director, or producer)

D. Scholarly, creative activities, and contributions to the field may be disseminated in various formats, including:

1. Print
2. Recordings
3. Films
4. Videotapes
5. Documentaries
6. Exhibitions
7. Radio
8. Television
9. Internet
10. Curatorial work
11. Performances

III. Peer Review of Scholarly, Creative Activities and Contributions to the Field.

All scholarly and creative activities and contributions to the field that do not have an inherent peer-review process will be subjected to the external review process as described in this section. The Department Personnel Committee and the Department Chair in consultation with the faculty under review will select two external peer reviewers (outside of CSUN) who are experts in the field related to the work under review. Each of the two reviewers will be asked to evaluate the quality of the material with respect to the standards of the field, the material's originality, and its impact on the field and community. These reports will be placed in the candidate's Personnel Information File.

IV. Procedures for Evaluating Contributions to the Community

Evaluation of community service will be based upon evidence of ongoing 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.

V. Procedures for Evaluating Contributions to the Department and University

The Asian American Studies Department defer to Section 600 regarding contributions to the department and university.

VI. Honoring Memoranda of Understanding

The Asian American Studies department honors specific memoranda of understandings (MOU) that are made between the Dean 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 chair and Dean 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 classroom 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