Asian American Studies, as a formal academic program of study in higher education, was initiated in the late 1960s. Asian American Studies programs are dedicated to studying and telling the untold stories of Asians in the United States, from the arrival of the "Manila men" from the Philippines who settled in Louisiana in the mid 1700s up to the present day. To do this, scholars studying Asian Americans document, analyze, and reconstruct the histories, identities, cultures, and lived experiences of Asians and Pacific Islanders in the United States.

Asian American Studies is an interdisciplinary field, drawing from and contributing to the humanities, social sciences, and the arts. Asian American Studies also draws upon and advances theoretical perspectives and methodologies utilized in ethnic, feminist, and cultural studies. As a consequence, scholars in Asian American Studies not only tell the dreams, struggles, and accomplishments of Asian Pacific Americans, they also examine the social construction of knowledge and the socio-economic, political, artistic, and cultural roles of Asian Pacific Americans in the multicultural society of the United States.

Faculty members associated with Asian American Studies at California State University, Fullerton are committed to contributing to the discipline of Asian American Studies and to serving the Asian Pacific American communities in Orange County.
Faculty members in Asian American Studies must (1) have strong, interdisciplinary training in Asian American Studies; (2) conduct meaningful, on-going Asian Pacific American scholarly or creative activities, (3) have the ability and enthusiasm for teaching about Asian Pacific Americans, and (4) be committed to both the discipline and to the Asian Pacific American communities in the United States. The following personnel standards are intended to insure that Asian American Studies at California State University, Fullerton will retain and promote faculty members who meet these goals.

I. Developmental Narratives and Portfolio

Faculty members shall submit two types of documents during their personnel reviews: Developmental Narratives and Portfolios.

A. Developmental Narratives

During the first year of employment in a tenure-track position, probationary faculty members shall write prospective Developmental Narratives for teaching, scholarly and creative activities, and service, not to exceed 500 words each. These narratives shall describe faculty members' professional goals, areas of interests, resources required, and accomplishments they expect to achieve in each of the three areas in order to meet the requirements of these Personnel Standards and UPS 210.000 for retention, tenure, and promotion.

The Developmental Narratives will be reviewed by the Asian American Studies coordinator and the dean, who will each provide feedback on a timetable to be determined by the college dean,
with a final draft to be completed prior to May 1. These Developmental Narratives shall be included in faculty members' Portfolios that are submitted for retention review during the second year in tenure-track positions. During subsequent years, the Developmental Narratives may be revised to reflect changes and professional growth that will normally occur during the probationary period. In consultation with probationary faculty members and the Personnel Committee, the Coordinator of Asian American Studies shall appoint a faculty member to serve as a mentor to probationary faculty members in writing their Developmental Narratives. New faculty mentors can be appointed at any time if probationary faculty members make such a request.

B. Portfolios

Portfolios are the cumulative records of faculty members' performance for the years of work under review. The material to be included in Portfolios is outlined in this document and in UPS 210.000. It is faculty members' responsibility to insure that their Portfolios are current, accurate, and complete when they are submitted. Evaluations, recommendations, and rebuttals, if any, are added to Portfolios at the various levels of review.

II. Teaching and Instructional Activities

Effective teaching is central to the learning process. Faculty members are expected to be excellent teachers. Teaching is viewed as the most important factor in the evaluation of faculty members for retention, tenure, and promotion.
A. Mandatory Documentation for Teaching Effectiveness

Faculty members shall provide the information outlined in this section in their Portfolios.

1. Faculty members shall provide narrative statements on teaching of not more than 1,000 words in their Portfolios. These statements should be self-assessments of faculty members' teaching, including instructional goals, methods of achieving these goals, estimates of success, and plans for ensuring high quality teaching in the future. The narratives shall include self-assessments of the written comments on the student ratings of instruction forms. Faculty members are encouraged to integrate indicators of effectiveness in their narratives, and to isolate trends in their teaching performance across courses and over time.

2. Faculty members shall provide reports of their semester by semester teaching workload for the review period. This should include lists of all courses taught during the review period and the office hours held for these courses, as well as any adjustments to faculty members' workloads (e.g., course reductions).

3. Faculty members shall provide the most recent syllabi for all courses taught during the review period, and a representative sample of other material (e.g., tests, handouts, table of contents for reading packets) for courses taught during the review period in the Appendices to their Portfolios.
4. Faculty members shall include statistical summaries of all student rating of instruction forms for the courses taught during the review period. Faculty members also shall include the original student rating of instruction forms in the Appendices to their Portfolios.

5. Faculty members shall provide statistical summaries of grade distributions in all courses taught during the review period.

6. Faculty members shall include peer evaluations of teaching in their Portfolios. At least one peer evaluation arranged by the Asian American Studies Personnel Committee is necessary for each year of the evaluation period. In consultation with the faculty members, the Personnel Committee shall select an Asian American Studies faculty member to evaluate at least one class taught each year. The specific class that is observed shall be negotiated between the faculty members and the peer evaluators.

B. Additional Potential Indicators of Effective Teaching

Faculty members may submit evidence of effective teaching in addition to that required in II. A. 1-6. Potential indicators of effective teaching are listed in this section. If these indicators are included, faculty members shall specify how the indicators reflect effective teaching (e.g., advising a thesis that received the "Outstanding Thesis Award") in their Portfolios.

1. Video or audio tapes of class sessions.
2. New course proposals.

3. Innovative teaching projects (e.g., collaborative teaching, distance learning).

4. Textbooks, instructor's manuals.

5. Guiding independent study projects.

6. Service on students' theses/projects.


8. Audio and/or video materials developed for class use.

9. Role-playing exercises in class.

C. Evaluation of Teaching Performance

Evaluation of teaching is based on (1) Student rating of instruction forms, (2) other indicators of teaching performance, and (3) composite evaluations of teaching performance.

1. Student Rating of Instruction Forms. Student ratings of instruction contribute to the evaluation of faculty members' teaching effectiveness. They shall not, however, be used as the sole measure of teaching effectiveness. Patterns of responses in different courses over several semesters shall be considered more informative than isolated course evaluations.

The "instructor's performance" items on the student rating of instruction form shall be used to assess the quantitative evaluation of teaching effectiveness (e.g., "student's involvement" items are not included in the evaluation, nor are summaries of all items). The evaluation of faculty members' teaching effectiveness is based on the
students' evaluations of their teaching, not a comparison with other faculty members' evaluations on the student rating of instruction form (e.g., the means for Asian American Studies courses).

Responses to the student rating of instruction items range from A (high) to E (low). Generally, when 80% of the responses to these items are As or Bs and 50% of the responses are As, student assessment of teaching shall merit an "outstanding" rating. Generally, when 70% of the responses to these items are As or Bs and 80% are Cs or above, student assessment of teaching shall merit an "excellent" rating. Generally, when the responses to these items do not meet the criteria for "excellent," student assessment of teaching shall merit a "fair" rating.

In evaluating student rating of instruction data, the evaluators shall consider the number of new preparations, the diversity of courses taught, the characteristics of the classes taught (e.g., general education, required versus elective, class size), and the grade distributions in the courses.

2. Other Indicators of Teaching Effectiveness. Evaluators shall qualitatively assess other indicators of teaching effectiveness submitted by faculty members (see II B. above). The other indicators shall be rated based on a scale of outstanding, excellent, and fair.
3. Composite Rating of Teaching Effectiveness. The ratings based on student ratings of instruction (II. C. 1) and the ratings based on the other indicators (II. C. 2) shall be combined to form composite ratings of teaching effectiveness: outstanding, excellent, or fair. If the ratings based on student ratings of instruction and the other indicators are not the same, more weight shall be given to the "other indicators" (as opposed to student ratings of instruction) in developing composite ratings.

III. Scholarly and Creative Activities

Engaging in scholarly and creative activities is an integral part of effective teaching. Scholarly and creative activities are viewed as second in importance to teaching in evaluating faculty members. Asian American Studies faculty members are encouraged to engage in collaborative scholarly and creative activities with faculty members at CSUF and other institutions.

Scholarly (e.g., peer reviewed journal articles) and creative activities (e.g., peer judged films, videos, novels, short stories, plays, poems) are viewed as equally valuable activities for Asian American Studies faculty members. The two areas shall be treated equally in personnel decisions, assuming that the activities are qualitatively similar (e.g., a poem may be equivalent to a journal article if the two are of equal quality). The emphasis in evaluating both scholarly and creative activities shall be on the quality of the work, not the length. The standards specified herein are based on scholarly activities,
but the "equivalent creative activities" are valued equally. Faculty members including creative activities shall demonstrate how the creative activities listed are qualitatively equivalent to peer reviewed journal articles.

**A. Mandatory Documentation of Scholarly and Creative Activities**

Faculty members shall provide the information outlined in this section in their Portfolios.

1. Faculty members shall provide current vitae in their Portfolios. Scholarly and creative activities accomplished during the review period shall be cited in faculty members' vitae. With the exception of books, in-press or forthcoming work cited in faculty members' vitae shall be considered for evaluation if documentation is provided that the work has been accepted (e.g., letters from appropriate editors). For in-press books to be considered for evaluation, galley- roofs of the books shall be submitted. Work in progress shall be cited in faculty members' vitae as evidence of continuing scholarly and creative activities.

2. Faculty members shall provide self-assessments of their scholarly and creative activities in relation to the standards provided herein. The statements shall not exceed 1,000 words and they shall be included in faculty members' Portfolios. The nature of the review process for all scholarly and creative activities shall
be specified in the self-assessments. Further, faculty members may specify their roles and relative contribution to each collaborative scholarly and creative activities in their self-assessments. Alternatively, faculty members may complete the "Co-Authorship Disclosure Form" (available from Faculty Affairs and Records) for each collaborative scholarly or creative activities. In addition, future plans regarding scholarly and creative activity shall be addressed.

3. Complete copies of all work listed in faculty members' vitae and discussed in the narratives shall be included in the Appendices to the Portfolios. Documentation for all "in-press" or "forthcoming" work shall also be included in the Appendices.

B. Indicators of Scholarly and Creative Activities

1. Scholarly books, peer reviewed articles that appear in academic journals, or peer reviewed creative activities (e.g., videos, performances). Generally, this category involves "blind" reviews of the work submitted, but work that is not "blind" reviewed can be included if that is the editorial policy and if peer reviews have taken place.

2. Editing scholarly books, non-peer reviewed articles that appear in journals, chapters in edited books, review essays, book reviews that make scholarly
contributions, as well as non-peer reviewed creative activities.
3. Peer reviewed or invited scholarly presentations at conferences of professional associations.
4. Applied scholarship that focuses on the practical application of scholarship. Work in this category generally is not published, but consists of reports written for government agencies or proprietary businesses.
5. Grant applications submitted to university or external funding agencies. Funding status and outcomes of applications shall be specified. External grant applications shall be given more weight than internal grant applications, and funded grants shall be given more weight than non-funded grant applications.
6. Work under review when Portfolios are submitted.
7. Work in progress when Portfolio are submitted.

C. Evaluation of Scholarly and Creative Activities

The evaluators shall take the quality of scholarly and creative activities submitted into consideration.
1. To be considered "outstanding" in scholarly and creative activities during the review period, faculty members are expected to have published at least six peer reviewed journal articles or equivalent creative activities, and have at least five additional indicators of scholarly or creative activities (see III A. 2-5). Single-authored, peer reviewed
scholarly books can substitute for two peer reviewed
articles and two additional indicators (the weighting of
multiple-authored books shall be based on the faculty
members' contributions to writing the books).
2. To be considered "excellent" in scholarly and
creative activities during the review period, faculty
members are expected to have published at least three
peer reviewed journal articles or equivalent creative
activities, and have at least five additional
indicators of scholarly or creative activities (see
III. A. 2-5). Single-authored, peer reviewed scholarly
books can substitute for two peer reviewed articles and
two additional indicators (the weighting of multiple-
authored books shall be based on the faculty members'
contributions to writing the books).
3. Scholarly and creative activities which do not meet or
exceed the criteria specified in III C. 2 during the review
period shall be evaluated as "fair."

IV. Service

Faculty members shall provide service to their professions,
Asian American Studies, their colleges, to the University, and
the community. Faculty members shall engage actively in the
affairs of the discipline of Asian American Studies and related
professions (e.g., if Asian American faculty members are
historians, they are expected to engage in activities related to
being historians). Faculty members, especially those who are
tenured, shall assume active roles in university service. Faculty members also are expected to use their disciplinary skills in service to the community.

A. Mandatory Documentation of Service

Faculty members shall provide the information outlined in this section in their Portfolios.

1. Narratives of not more than 1,000 words in which faculty members' service to their professions, the university, and the community is summarized shall be included in their Portfolios. Where possible, indicators of the quality of the service shall be provided (e.g., level of involvement, complexity of service, impact of service).

2. Complete lists of all service activities shall be specified in faculty members' vitae included in their Portfolios. Generally, service activities are based on an academic calendar year. An activity performed for multiple years can be counted for each year it is performed.

3. Letters from organizations for which service was provided, copies of awards, and other evidence of service provided shall be included to document service when they are available.

B. Indicators of Service

1. Professional Service.
   a. Professional honors, awards, and/or special recognitions.
   b. Serving as journal editors.
c. Professional leadership roles.
d. Program planning for local, regional, national, or international professional associations.
e. Serving on journal editorial boards.
f. Organizing conference sessions.
g. Membership on state or national professional association committees.
h. Reviewing manuscripts for journals or professional conferences.
i. Reviewing grant proposals.
j. Book reviews that do not make scholarly contributions.

   a. University honors, awards, and/or other recognition.
   b. Membership on department, college, or university committees.
   c. Serving in an administrative capacity (e.g., Coordinator of Asian American Studies).
   d. Serving as a faculty adviser to student groups.
   e. Providing student advisement/mentoring.

3. Community Service.
   a. Providing substantive service to the community (e.g., consulting with community organizations).
   b. Active role in community groups/organizations.
   c. Professionally relevant contributions to popular
periodicals and newspapers.
d. Community honors, awards, and/or other recognition.

C. Evaluation of Service

1. To be considered "outstanding" in service during the review period, faculty members shall provide evidence of at least 12 activities across the three categories, and at least five activities which reflect a high degree of involvement, a high level of complexity of service, and/or assuming leadership roles.

2. To be considered "excellent" in service during the review period, faculty members shall provide evidence of at least 10 activities across the three categories, and a minimum of three activities which reflect service of a demanding nature and/or assuming leadership roles.

3. To be considered "acceptable" in service during the review period, faculty members shall provide evidence of at least seven activities across the three categories.

4. Service that does not meet or exceed the criteria in IV. C. 3 during the review period shall be deemed "fair."

V. Retention, Tenure, Promotion

A. Criteria for Retention

Retention during the probationary years will be based on making satisfactory progress toward meeting the criteria for granting of tenure.

B. Criteria for Tenure

Faculty members normally are considered for tenure
after five probationary years, regardless of the rank at
which they were appointed. Prior service shall be counted,
if it was approved at the time of first appointment.

In order to be granted tenure, faculty members must
minimally be rated:

1. Excellent in teaching;

2. Excellent in scholarly/creative activities, including
demonstrating the potential for continuing excellence in
scholarly/creative activities; and

3. Acceptable in service.

C. Criteria for Promotion

1. Promotion to Associate Professor.

In order to be granted promotion to associate professor,
faculty members must minimally be rated:

a. Excellent in teaching.

b. Excellent in scholarly/creative activities,
including demonstrating the potential for continuing
excellence in scholarly/creative activities.

c. Acceptable in service.

2. Promotion to Professor.

In order to be granted promotion to professor, faculty
members must minimally be rated:

a. Excellent in teaching, scholarly/creative
activities, and service.

b. Outstanding in either teaching or scholarly/
creative activities.
D. Criteria for Early Tenure and Promotion

Early promotion and/or tenure are granted based on the demonstration of exemplary performance. The following are the minimal criteria.

1. Early Tenure.
   a. Excellent ratings or better in teaching, scholarly/creative activities, and service.
   b. Outstanding ratings in two of the three areas.

2. Early Promotion to Associate Professor.
   a. Excellent ratings or better in teaching, scholarly/creative activities, and service.
   b. Outstanding ratings in two of the three areas.

3. Early Promotion to Professor.
   a. Excellent ratings in teaching, scholarly/creative activities, and service.
   b. Outstanding ratings in two of the three areas.

Approved by the tenured Asian American Studies faculty, 12/9/02.
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