April 2022

REAPPOINTMENT, TENURE, AND PROMOTION (RTP) POLICY
DEPARTMENT OF LINGUISTICS
COLLEGE OF LIBERAL ARTS
CALIFORNIA STATE UNIVERSITY, LONG BEACH
(This document is a departmental supplement to the CLA and University Policies)

I. PREAMBLE
A. Mission Statements
Department Mission Statement
The Linguistics Department at CSULB is committed to analyzing diverse aspects of spoken and sign languages and working with the communities that use them. Guided by our view of language as a cultural, social, and psychological phenomenon, we mentor students as they examine universal and unique properties across languages and modalities. We do so by analyzing the structure and function of language, the teaching and acquisition of language, and the use of languages in different contexts.

ASLD Program Mission statement
The ASLD Program values and respects diverse heritage deaf cultures and languages, signing communities, and pluralism. We engage global perspectives through a linguistic lens toward social justice empowerment.

B. Joint Appointments
The Linguistics Department recognizes the importance to the university of having joint appointments when appropriate. The Linguistics Department will follow current Academic Senate policy regarding joint appointments. The department recognizes and values interdisciplinary work conducted by joint appointees, and is committed to a mentoring process that recognizes their unique circumstances and establishes clear expectations for each level of review.

II. RESPONSIBILITIES
A. Preparation of materials to be evaluated
Candidates are responsible for preparing files that present evidence of their accomplishments in each of the areas to be evaluated. This responsibility includes attending, when possible, workshops provided by the university and/or college designed to inform candidates about the RTP process and about the university's expectations. Candidates are always encouraged to provide any evidence that they find valuable in representing their accomplishments. Candidates should focus on the work and evidence that best portrays their accomplishments in each area and should explain the significance of this work. This is seen as preferable to listing or including material that is of varying significance and which is not explained or given context.

B. Creation of Department Committee

Procedures for election of the department RTP committee are laid out in the department constitution.

C. Activities of Department Committee

Members of the committee will independently review the candidate's file. The committee will not discuss the substance of the file until all members have reviewed it. The committee will meet in order to discuss the overall evaluation and recommendation to be made.

If the committee finds it needs additional required information from the candidate in order to evaluate the file as submitted, the committee chair shall seek such clarification in writing, and the candidate shall provide the information in a timely manner. Such communication shall be shared with all members of the committee. All discussions by the committee shall be held in confidence.

III. CRITERIA

The following document details departmental requirements that add specificity to areas of evaluation outlined by the College RTP document. Each is identified by the section number which it modifies.

2.1.4 Peer Observation of Instruction in the Linguistics Department

Faculty undergoing review may request that the RTP committee arrange a classroom visit from a tenured member of the departmental faculty. The visit will be arranged by mutual consent between the candidate and the faculty member, with at least 5 instructional days' notice or otherwise as specified in the Collective Bargaining Agreement. The faculty member's report can be included in the RTP dossier, at the candidate's discretion, as evidence of teaching effectiveness.

2.1.5 Grade Distributions

GPAs that fall substantially above or below department norms for similar courses on a consistent basis are a potential cause for concern in the area of Instruction and Instructionally Related Activities, and shall be addressed by the candidate in the narrative and by the department RTP committee.

2.1.6 Additional evidence

The following activities may also be considered as evidence of a candidate's contribution, engagement, and effectiveness in the area of instruction and instructionally related activities:
1. Use of the candidate's scholarly and creative activities, especially peer-reviewed publications, by faculty in courses at CSULB and elsewhere.
2. Publications of textbooks.
3. Peer-reviewed publications on teaching outcomes and processes.
4. Peer-reviewed publications jointly authored with students.
5. Reference or citation to the candidate's publications in widely adopted textbooks.
6. Supervision of students leading to peer-reviewed publications or conference presentations by the students.

7. Research projects with students and supervision of student research, MA comprehensive papers or theses.
8. Academic advising, student mentoring, recruitment and retention activities, and field trips.
8. New curriculum and courses.
9. Innovative approaches to teaching, and exemplary ways of fostering student learning.
10. Organizing teaching colloquia or pedagogical workshops.

2.2 Research, Scholarly, and Creative Activities (RSCA)

The Department of Linguistics expects faculty to maintain an ongoing program of primary research leading to peer-reviewed publications in linguistics, its sub-disciplines, and/or other related fields (such as education, anthropology, or Deaf-related research). It is recognized that, during a given evaluation period, faculty may have varied publication profiles that include a mix of peer-reviewed publications and other publication types. Peer-reviewed publications should be either double-anonymous or anonymous to the author, and may include journal articles, chapters in books and edited volumes, and other academic publications. The expectation is that candidates will have a minimum of three peer-reviewed publications to which they made a substantial contribution (typically interpreted as being responsible for at least 50% of the effort) for tenure and promotion to Associate Professor. This may vary, however, depending on the quality and type of scholarship. For example, one full-length peer-reviewed monograph and one additional peer-reviewed work could be considered sufficient evidence of scholarly productivity. It is the candidate's responsibility to provide evidence that alternative models of scholarly achievement are comparable to the baseline standard identified above. Candidates for promotion to Full Professor shall show evidence of at least the same standard of productivity during the review period and should demonstrate that they have made substantial contributions to their field/subfield in nationally or internationally recognized publication venues. Candidates who wish to establish superior performance in the area of RSCA (e.g., for early tenure) will be expected to exceed these baseline targets and/or to publish in particularly high-impact venues.

Journal articles
Candidates should provide evidence of the selectivity of journals (acceptance and/or rejection rates; journal impact factor when available). This goes for both online and print journals.

Co-authorship

In the case of co- or multiple authorship (or editorship, for example of a special issue), the candidate should provide a clear description of the distribution of work by different authors. If possible, this description should be supported by a letter from the co-author(s). Co-authoring with CSULB students is encouraged in line with our valuing of research mentorship, as is co-authorship with members of the language communities with whom we work. Generally, in cases where a publication is based on a student's comps or thesis, the faculty contributions shall be considered less than 50%.

Language of publication
If a candidate authors a publication that is republished in another language, only one of the publications may count for RTP, and it shall count for the period of review in which the first version is published. However, publications of translated works are considered evidence of scholarly impact. For original publications in languages other than English, candidates shall provide a 300-500 word summary in English. With prior arrangement, the department will pay for translation of any significant correspondence (acceptance letters, descriptions of editorial policy provided by editors, reviewer comments, etc.) relevant to RTP.

Books, book chapters, edited volumes
Monographs and edited volumes may make significant contributions to the field. For chapters in edited volumes, the candidate shall describe/provide evidence of the nature of the review process in edited volumes (inside or outside review; anonymous vs. non-anonymous review; editor review of individual chapters; outside review of whole volume).

Forewords, brief introductions and afterwords/commentaries, while not equivalent to a full research-based article, are evidence of the candidates' reputation in their field and may make theoretical contributions. Serving as editor of an edited volume (independent of contributing a chapter or other text to the book) is also evidence of scholarly reputation, organizational and editing skills, and ability to contribute to or define an area of scholarship. For both edited volumes and monographs, the selectivity of the publishing press should be indicated in the candidate's narrative.

Most influential linguistic research is published in journals. A book-length work is not a requirement for tenure., If a peer-reviewed book is submitted as evidence of scholarly productivity, at least one additional peer-reviewed work will be expected.

2.3. Service
Since faculty governance is an integral part of our university, all faculty members are expected to participate actively in the processes of faculty governance by working collaboratively and productively with colleagues. Thus, all faculty are expected to participate in departmental governance appropriate to their level and the terms of their appointment. In addition, faculty are expected to contribute to the college and university through faculty committees and councils, appropriate to their level. Faculty are also encouraged to contribute to the wider community in ways appropriate to their areas of expertise.

Probationary faculty members in the first three years of appointment typically are expected to focus service activities at the department level. For tenure and promotion to the rank of Associate Professor, probationary faculty members typically are required to make substantial quality service contributions to their department, and to either the college or the university. For promotion to the rank of Professor, successful candidates are expected to have a substantive service record that includes service at department, college, and university levels, a record of leadership at the University and a record of

service in the community and/or the profession. University leadership may be demonstrated by a record of holding formal offices and/or of active engagement in faculty governance (e.g., active participation in accreditation or policy-writing processes).

IV. CHANGES AND AMENDMENTS TO THE DEPARTMENT RTP POLICY
The following provides clarification to Section 8.0 on the College of Liberal Arts RTP Policy in the area of changes and amendments to this policy.

Voting on any amendments to this policy shall be by secret ballot by the tenured and probationary faculty. To become effective, all proposed amendments shall require approval by two-thirds of the ballots cast by eligible voters and subsequent approval by the Faculty Council, the Dean of the College of Liberal Arts, and the Provost.

The approved amendment(s) shall go into effect at the beginning of the following academic year.

V.   APPLICATION OF THIS POLICY

Faculty members hired prior to Fall 2022 will have the choice to be reviewed under either the old (2011) or the new (2022) set of RTP policies until Fall 2027.

Faculty members will choose one set of policies and will not be allowed to "mix-and-match" policies. That is, they must choose either the new or the old policy in its entirety.

Faculty members will be asked to make an irrevocable, one-time choice that will govern their review process through reappointment, tenure, and/or promotion. The department will provide a selection form to be completed and attached to the RTP file when it is submitted to the department for review.

• Faculty members up for reappointment, tenure, or tenure and promotion in Fall 2022 will make their choice when they submit their file for review in October 2022.

• Faculty members up for Mini-Review in Spring 2023 will make their choice when they submit their file for review in February 2023.

• Promotion is optional. Therefore, faculty members up for promotion only will make their choice when they submit their file for review in October 2022, 2023, 2024, 2025 or 2026, as appropriate. However, faculty members up for promotion only in Fall 2027 or later will no longer have the option to choose their RTP policies and will automatically be under the new (2022) RTP policy.

By Fall 2027, all faculty members will be reviewed under the new (2022) department RTP policy.

Faculty members whose hire date is Fall 2022 or later, including those with service credit, will be governed by the new (2022) RTP policy.