**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 Statement**
The mission of the Department of Linguistics at CSULB is to provide students the opportunity to learn about the nature and role of human language and to gain specialized skills in areas dealing with language. Department courses and programs are designed to function at several levels: to introduce undergraduates to basic and applied work in linguistics as part of their general education, to provide more specialized undergraduate experiences through the major and minor, and to provide several options for post-baccalaureate work. Post-BA degrees include the Certificate in Teaching English as a Second Language and four options in the MA in Linguistics: General Linguistics, Language and Culture, Teaching English as a Second Language, and a Special Option.

**B. Joint Appointments**
The Linguistics Department recognizes both 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**
The voting membership of the Linguistics Department RTP Committee shall consist of three members elected by secret ballot. Members must be tenured and must have a rank higher than all candidates to be considered. They may not be candidates for promotion themselves. If a sufficient number of candidates from among department members are not available, members will be recruited from campus faculty outside the department. The committee shall select its representatives to serve on RTP committees

for joint appointments. When possible, members whose areas of expertise are most relevant to the candidate will be chosen.

## 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
In the Department of Linguistics, one component of peer review is participation in classroom visits from a member of the department RTP committee.  Each candidate shall receive a minimum of one visit from one committee member for each performance review period. The visit will be arranged by mutual consent between the candidate and the committee member.

### 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.

**2.1.8**. 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 in linguistics leading to peer-reviewed publications in journals in linguistics and its sub-disciplines. It is recognized and expected that, during a given evaluation period, faculty will have varied publication profiles that include a mix of "gold standard" peer-reviewed publications (double-blind, peer-reviewed journal articles) and other publication types (see below) involving varying levels of review and selection by peers and editors. The expectation is that candidates will have a minimum of three peer-reviewed publications for tenure and promotion to Associate Professor, of which at least two should be journal articles.  This may vary, however, depending on the quality and type of scholarship. 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 will be expected to go well beyond these baseline targets and/or to publish in particularly selective venues.

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

In most sub-disciplines of linguistics, single-authored works are the norm, and co-authoring implies substantial contributions from all authors. In some experimental subfields, co-authorship is more common, and contributions may be more unequal. Faculty are expected to have co-authorship relations appropriate to their sub-discipline, which in most cases means that some single-authored work is expected as evidence of an independent research program. However, exceptions may be made for highly successful collaborations, provided that the candidate documents substantial personal contributions. 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. Candidates shall indicate at what stage in their career collaborations were formed. Research partnerships formed later than graduate school are better indicators of engagement with the scholarly community than, e.g., ongoing collaboration with former advisors.

*Foreign language publications*: The international Linguistics community publishes mostly in English, and the majority of a candidate's publications should be in English in order to demonstrate international visibility of scholarly work. For foreign language publications, candidates should indicate whether they authored in a foreign language or had an English-language article or chapter translated. Candidates should expect to provide the same information about all foreign language publications that they provide in English, and shall arrange to have translations of any significant correspondence (acceptance letters, descriptions of editorial policy provided by editors etc.).

*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; blind vs. nonblind 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, but an influential book with a prominent publisher or in a prominent monograph series can be considered the equivalent of 2-3 journal articles. It cannot, however, replace the candidate's requirement to show strong evidence of peer-reviewed publication; that is, a candidate for tenure and promotion to Associate could not do so on the basis of a single book. In addition to a book, at least two other peer-reviewed publications, one of which must be a journal article, 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.