

September 2022 Webinar: Tenure, promotion, and academic review in documentary linguistics

0:07

Welcome everyone, to this webinar of the Linguistic Society of America. Today, we have the next installment in our Meet the Author series in which we feature authors whose articles have been published in our most recent issue of the journal *Language*. I'm pleased to welcome our panel which includes two recently tenured linguists involved with language documentation, Kayla Begay from Cal Poly Humboldt and Jorge Rosés Labrada from the University of Alberta.

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The authors of the new paper in *Language*, assessing scholarship and documentary linguistics, Andrew Garrett, from UC Berkeley, and Alice Harris from UMass Amherst. In this 90-minute webinar, our presenters will give the presentation for about an hour, after which they will respond to your questions in the Q and A session. You can submit your questions at any time during the webinar using the control panel on your screen.

0:59

So, without any further ado, I turn this webinar over to our panelists.

1:06

Hi everybody, we thought we would begin, although Mark already said who we were, we thought we would begin with brief introductions. My name is Andrew Garrett. I teach linguistics at the University of California, Berkeley.

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And I'm Alice Harris. I'm retired from the University of Massachusetts Amherst.

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I'm Jorge Rosés Labrada, I'm an associate professor in the Department of Linguistics at the University of Alberta.

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[Speaking in different language.] My name is Kayla Begay. [Different language.] I am an assistant professor at Cal Poly Humboldt.

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Or, excuse me, associate now, as of a few months ago. I'll have to get that going in my brain, but very happy.

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That was an excellent, excellent moment for us.

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So, Alice and I recently published a paper, a short paper, a commentary in *Language* called *Assessing Scholarship in Documentary Linguistics*.

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And what Alice and I thought we would do in our part of the presentation, is just to say a bit about, um, about how this paper came to be, who it's for, what it is and isn't, and 1 or 2 of what we thought of as the big takeaways.

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We wrote the paper because of a problem that I think people who do documentary linguistics, confront, and also a problem that their colleagues confront, their colleagues in their departments, at whatever institutions they're at and outside their departments.

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The problem comes about because and this is a newish field, documentary linguistics and lots of academics who are outside of linguistics are not familiar with the field, and even some linguists are not that familiar with it.

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It's also, it can be seen as unusual, I think, by some academics because it includes elements that are not.

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That are sometimes not seen as prototypical or archetypal for academic research, but, those elements can be quite critical for the discipline of documentary linguistics.

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We feel that as many people do that documentary linguistics is a really important part of linguistics and should be supported by the discipline and in colleges and universities.

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So this paper came about as one of several efforts by the Linguistic Society of America to support this field. And Alice, do you want to say a little more about the history?

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Yeah, I just wanted to say, to add that, in 2016, when I was President of the LSA, I was approached because of my position by a faculty chair, a department chair, excuse me, who had young faculty member who was up for tenure, who asked, How, Who asked me how she could be supported.

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And, I didn't have the answers, and I couldn't get the answers in time.

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Um, and I didn't want to see this happen anymore, ever again.

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So, the, the executive committee passed a statement, which we cite in the paper, there's a URL for it given that that makes a statement about the importance.

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And some suggestions about how, uh, how assistant professors, well, how anyone, not just assistant professors, anyone, can be assessed, but we thought it was important to do more and in fact, I held an ad hoc meeting at the LSA Annual meeting.

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Jorge was one of the people there, and the people who attended the meeting, suggested that I write this article. I found that I couldn't write it by myself, I needed Andrew.

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And so, we wrote it together, and it has taken a long time, but at least it's out finally.

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We don't want to see, we don't want to say problems happen, again. We don't want to see people in a situation where no one knows how to assess the work.

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And I think that was a good point that you raised about kind of levels at which this happens, because it happens at all levels. Job applications, people who apply for jobs, need to be able to present themselves in a compelling way.

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And hiring departments need to sort of recognize what's important in their dossiers, obviously, for tenure, it's really important, but for all kinds of promotion, merit increases, before tenure, and other promotions after tenure, it continues to be important.

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So that is the history, we should say a little bit about our positionality in relation to the discipline and how that kind of affects our perspective, and the way that we wrote the paper.

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Alice and I are nonindigenous scholars whose training was outside of documentary linguistics when we were trained as young linguists in historical linguistics. And in syntax.

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Our documentation work has focused on two different, very different parts of the world, having to do with languages of California and the Caucasus.

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We have worked in research universities, not small colleges. And in linguistics departments, I guess I should say, in research universities, not indigenous studies departments or anthropology departments or English departments.

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We have had leadership roles in LSA. Alice was President of the LSA and I was on the LSA Executive Committee at one point. And we have both served as department chairs, which is a really critical role for anybody who's getting hired, or getting promoted. And the department chairs serve as the advocates for faculty members in the whole process.

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Our experience is in American Universities, US universities, and I think that, and it's limited to the universities that we have worked at, we think that a lot of what we wrote in the paper is going to be relevant for people in other contexts in North America, people in small colleges.

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People in four-year colleges that don't emphasize research, teaching universities, people in other departments besides linguistics, but the further one gets from a North American Research University, the less applicable some of what we wrote about might be, especially outside of North America. So, that can be something we'd talk about later, I guess.

8:18

The paper was intended for a mixed group of readers. So one target group of readers is documentary linguists who are themselves looking to get hired or looking to get tenured or looking to get promoted. So if you're preparing your materials for a job application or for a merit review or for a tenure case, we hope that some of what we said will be useful for you.

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We also are trying to be useful for people who are colleagues of documentary linguists who are not themselves documentary linguists. People who might want who might be in the same department but wonder, what is it that this kind of scholar does.

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That same department might, might not be a linguistics department.

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So the colleagues might not be linguists, even, they might be indigenous studies scholars, or anthropologists or English scholars or something else. But in all cases, they will be that kind of first level of peer evaluation, your colleagues in your department.

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Department chairs often need to know something about what kind of a field this person is involved in. The department chair, again, might not be a linguist, or they might be a linguist who's far from documentary linguistics and some of what happens in documentary linguistics might be new to a department chair. And then in every institution that we know of there is review outside of the department, that differs, of course, from place to place, but it will often involve a dean, or a Provost, or an academic personnel committee.

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And those people are usually not linguists, or people familiar with collaborative work with indigenous communities. Or really, anything that's in the dossier of a documentary linguist.

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We're not so optimistic as to think that every dean will read our paper. But it is our, I mean, we tried to keep it short, so that an interested dean might conceivably read it. Or an interested member of an academic personnel committee outside of linguistics might read it.

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And in any case, we think it would be feasible for department chairs to point to specific things in the paper or quote things in the paper, that would be useful for those people outside the department.

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Um, we feel that it's important to emphasize what this paper isn't, So it's not an overview of documentary linguistics. That would be a much longer project and there are many excellent overview articles and books about documentary linguistics, some of which we mention.

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So it's not a good place to go to find out everything about what the field is. And it's also definitely not an attempt to say what parts of documentary linguistics are good and what parts are bad. Or what we think you should do if you're a documentary linguist. Documentary linguists do lots of different kinds of things, and not everybody does everything.

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Some people are involved with language revitalization. People are not very involved with language revitalization, but are intensely involved with corpus building. There are lots of different profiles to being a documentary linguist, and our goal was to try to validate everybody.

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Not try to say, you know, this is the way to be a documentary linguist, and this isn't. So we're trying to cover kind of different kinds of things that people do.

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So that's kind of where the paper was coming from, and what it's for, I guess, and lastly, we wanted to just say a bit about, a bit about the ideas that we presented, or the view that we presented. And this, this last slide has two sets of things on it.

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one is to emphasize, and this is maybe the part of assessing the profile of a documentary linguist that may be most unexpected for somebody outside of the field.

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To emphasize that people doing documentary linguistics produce a range of scholarly outputs that do not always conform to that kind of classical academic archetype of articles in peer reviewed journals or publications with university presses. We classified things, maybe a bit arbitrarily, but into five groups that we talked about a bit. And I've listed these groups on the slide here.

13:07

So one group is projects, not even written materials necessarily, but projects about documentation that are community based. And these can be set in in language nests, or language camps, or other kinds of community activities like language pods. These will differ from place to place and community to community. They might be training of local people to do recordings. They might be audio visual documentation of cultural practices or of classroom activities done in collaboration with local communities.

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And critically, this kind of activity, the output is actually the activity and the relationships that come out of the activity and the knowledge that emerges from the activity. You can also write an article about this activity, but as a secondary work. It's important, I think, in presenting your case and evaluating your case fairly to recognize that it is the projected that is the activity. That's the, the output in this case.

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There are also lots of different kinds of community-oriented publications that many documentary linguists, not all, but many, produce, sometimes spending lots and lots of time to produce them, ranging from picture books for kids, pedagogical grammars, lessons, collections of lessons,

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Websites that are designed for distance learning, picture dictionaries, or Thematic Dictionaries, Pedagogical Grammars, and other things that sort of fill in that space.

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Most of these kinds of things are not peer reviewed in the traditional sense. They're peer reviewed maybe in a more demanding sense that they have to satisfy the peer needs of the community. But they don't go through what academics traditionally recognized as peer review. They're just as important for the research in this field.

15:12

Another important thing that many are documentary linguists do is to produce archival collections in collaboration with communities. These will often be archived in a preservation repository.

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They might come with a finding aid that somebody has written or some other kind of descriptive overview, which may be itself part of the collection or might be published separately.

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And these are, in some ways the longest lasting scholarly outputs of any documentary linguist they will outlast your lifetime.

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They will still be used in 100 years.

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I sometimes, myself tell students that's the most important thing they'll ever do, is to create documentary collections that will last forever.

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And, those are important parts of people's scholarship, not just appendixes, to their scholarship, but again, they're not archetypal publications.

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Some people publish text collections or dictionaries or texts and those are sometimes published with publishers like University Presses, but they're also sometimes published locally. They're hard sometimes to publish academic publishers but those are extremely important for communities and they also involve a lot of work.

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And lastly, there are the things that are conventionally published by academic publishers, grammars and analytic articles and books. And it really was important for us to try to emphasize that all of these kinds of things are components of the research of documentary linguists.

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And it's not that the last category listed is the only important thing, they're all potentially equally important.

17:00

So for someone outside of documentary linguistics, it's important to see that these are all parts of the work for someone in documentary linguistics, it's important,

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I think myself think to emphasize all of these aspects of your work, and not to undersell yourself by listing some of them just as you know, appendixes or footnotes in your dossier.

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And this led us to kind of some thinking about the way that, at least in the American context, one often has to present one's dossier, one often has to sort of divide up one's life into research and teaching and service.

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And at some universities, like we were talking about privately before, at universities there are actually percentages that are assigned to each of these components, and you're supposed to do, you know, 20% of service and 40% of teaching or whatever.

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And that way of dividing up your academic life can present challenges for people in documentary linguistics because some of what documentary linguists do is perceived by others as service.

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While some of it is perceived by others as research, that's a really we think kind of arbitrary distinction.

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If your institution insists on that distinction, you know, you can't change that necessarily, but we think it is important to try to push back against that to some extent.

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And you, as the candidate, as the documentary linguist, and especially for department chairs or colleagues or whoever is advocating for you, we think it's important in that advocacy process to emphasize that the research, although it may have to be presented piecemeal in these different categories, kind of depending on the needs of the institution, the research is actually a coherent whole. So we wrote this indented paragraph: The totality of a documentary linguist's professional work may encompass significantly more than books with academic presses and articles from refereed journals, and distributing that work among multiple categories of assessment may inaccurately present a coherent research whole as a collection of individual parts that are therefore less compelling.

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For instance, suppose you publish some academic articles, know, in journals, and you are involved in teaching a language in the community, and you help with ...

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activities, or preparing community materials, maybe those three things you would put somehow, somehow under research and teaching and service, but they're the same.

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it's the same work that you're doing.

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And anything that partitions your work in to categories, as separate categories makes it look less, coherent, less compelling.

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So documentary linguists should ideally emphasize this and especially department chairs and other people who are writing the memos that will get them tenure, and should emphasize the coherence of their research, know, the research whole.

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So that's a brief summary of why we wrote this paper and what we hoped to achieve.

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Alice, do you want to add anything?

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I don't think I have anything to add. Thank you.

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OK, I will pass things over to Jorge.

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I'm not muted anymore. Thank you, Andrew.

21:04

Over the last 10 years or so, I've been involved in primary work documenting languages, Indigenous languages of the Americas, both in North America and South America.

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And these projects, which are here on the left side of the screen, I have all resulted in audio visual materials that were collected as part of collaborative projects with communities.

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I have also been working on projects to rescue collections that were recorded in the past.

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And so, some of what I'm going to talk about, and really what I want to do is kind of share my recent experience of going through this process, in particular, going through tenure.

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And trying to, as Andrew said, present the research as a whole, and not just as disparate parts.

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Um, it's in the context of these materials and these collections.

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More generally, I'm interested in documentation or revitalization, language description, anthropology, and historical linguistics, and language change some of my publications are in these areas.

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I want to kinda give you a general timeline here, so that you can have a general idea of the work that we're talking about. So, I did my PHD At the University of Western Ontario, and Lyon from 2009 to 2015.

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And I started my field work in 2012, officially.

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Um, then, I did a postdoc at the University of British Columbia, and I was hired here at the University of Alberta in 2017, and I was an assistant professor until July of this year.

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So I just went through tenure. This is kind of what the process looks like a little bit here.

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Um, so in May of last year, we submitted a dossier to the department chair.

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that dossier, it's used by the department chair to get three external assessments, so it gets sent out to three different people.

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For external review, I'll say here that this is kind of a black box process for us, because at that point, you're not really involved anymore. And you don't know who those people are.

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And so it's kind of a mystery at that point.

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What you see is, in the letter that they chair writes to support or not support your tenure file,

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You get a brief glimpse of what people said that is summarized, and then there is a discussion at the faculty levels in a big committee.

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And then tenure becomes effective the July that follows that discussion in the fall.

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I'll focus here on what I did prior to submitting the dossier, because this is the part that I had direct control over. The rest of the process, you don't have a whole lot of control over.

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Um, I'll say that leading up to that point, when you have to submit your dossier, we do have our annual performance reviews every year.

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And these dictate your merit incrementation and by meri, really, that means also your salary incrementation.

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And what I did, over the last five years was list archival deposits as publications.

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As publications, I tried to explain to my chair, who is a psychologist, and psycholinguist, kind why.

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Why I was doing that because for him that was unusual.

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And I was able to also share with him the LSA Resolutions and statements on the why and explain that, because she's the person who advocates for all of the faculty members in the department.

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At the faculty level

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In these yearly reviews. um, the tenured dossier itself that gets sent out to the external reviewers includes your CV, your publications, and an optional research statement, And I highlight the optional part here. In most places,

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This is required, but here it was optional, but I'd be sure to include why and I'll say that in just a moment.

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Um, the things that I did to ensure that the archival collections were counted as publications was to include them in the publication's folder, and this all gets sent out as a link to Google Drive.

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So obviously, you can't put the entire collection in there, because that would just be too cumbersome, and also there's sensitivities around sharing the data that way.

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And so what I did was I tried to find a way to grant the reviewers access to the collections in the repositories where they are, and then I prepared short descriptions of each collection based on the recent article by Ryan & Sullivant.

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And then I tried to conceptualize the contributions of my research through the research statement.

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And it's really key what Andrew was saying, Trying to present your research as a whole, even though some of the component parts may be listed in different parts of your CV.

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Um, I'll, what I want to do in the next couple slides is just share with you specifically what I did here,

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to grant access to reviewers, and, what the descriptions where. I'll also say a bit about what I wish I had done differently.

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My hope is that by sharing this, other people will find it helpful, other people who may be going through the same process soon.

27:01

Obviously there's a caveat here and it's that it's unclear to me because I was kept in the dark to what extent the reviewers engaged with the materials that I sent beyond the publication's themselves.

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However, as I said, we do see excerpts from what the evaluator said, and I know from those excerpts that at least two people mentioned the LSA resolution on the importance of language documentation.

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I think my reviewers were very aware of the work that I did, and the importance of it, so I think that that is helpful.

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Um, as I said, like, everything gets sent out as a Google Drive folder. You can create a collection in there for several reasons.

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Um, the, what I tried to do was just create a very simple, kind of readme file.

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And this is just a screenshot of that, explaining how to access the collections.

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There were five collections that I wanted reviewed, 2 were deposited in ELAR, 2 in AILLA.

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And 1 is in the California Languages Archive. for ELAR, I talked to the archive,

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and the best way to access them was for people to use their own usernames.

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There were some materials that are subscriber access and therefore need a special password.

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I said that they could contact our secretary for access to those materials because I couldn't be directly in touch with the reviewers not knowing who they were.

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They didn't, or I never was asked, so I didn't know if they were able to access those materials.

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Um, with AILLA, what I did was, I set up a fake username, and password, or temporary username, and password for different account.

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And I gave them that, that password also gave them access to the materials that were, more sensitive in nature.

29:02

And then, I mentioned the five brief guides to their collections, and I'm going to talk about what that looks like.

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I also mention two corpora that I worked with, which are not archived, and, and this is also kind of a caveat here.

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I was able to present this for people to evaluate, because these materials are archived, and some, at some level, accessible.

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But I realize that there is many communities that feel some level of discomfort.

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And oftentimes, rightly so, with depositing things, open access, or depositing them at all.

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Um, so if you're in that situation, obviously this may not be terribly helpful to you.

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The brief guides.

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I prepare one for each and they range from five pages to 11.

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I included some general information about each collection following the categories in the Sullivant paper.

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Crucially, I tried to kind of capture the extent of the scope of the content included, any access and use restrictions.

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I had in table form a detailed contents list and some additional information about access and a bit of contextualization of the project, and then they were other kinds of information that were more general.

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And so when we organize our folder with the publications, we put them in categories like book, book chapters, general articles.

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And so I created another folder or sub folder that said corpora, and both the Readme file and the brief descriptions were inside that folder.

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Um, I just come here to the end of what I have to say, but I hope that we can discuss all of this a little bit more.

31:05

Thing is that, I wish I had separated, particularly legacy materials that I worked with from the original materials that I collected myself, where the collections overlapped.

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And so, for example, for Piaroa, these materials for legacy collections are included in my own ELAR collection.

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And I'm not sure to what point that made it less visible than other work.

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Um, and there is a recent article by Tobias Weber that may be helpful here.

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So, if you're working with legacy materials, um, maybe this is a way of doing that, this is kinda hindsight.

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I wish I had done different. All right, and that is it for me, and then I'll pass it on to Kayla.

31:59

Thank you.

31:59

I appreciate being invited to this forum to talk about this process of RTP and tenure. And coming from the California State University System, the largest university system in the United States, which resides on California homelands.

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I myself am Hupa Yurok Karuk, working and living on, Yurok homelands today.

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I also was hired into a Native American Studies department, the longest standing, in the U.S. department, 27 years in the CSU system, so I can speak to working at a teaching institution in a body of institutions that place a very high value on teaching.

32:42

I'm also in the unique position of belonging to Council of American Indian faculty and staff on my campus, whereby Cal Poly Humboldt membership has over 30 different American Indian faculty and staff. Whereas most campuses have maybe a handful.

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And maybe NAS or American Indian studies or indigenous Studies programs housed under anthropology, an ethnic studies department, or perhaps not at all, these are still building.

33:12

So, there's two sets of RTP standards that I had the opportunity to work with. There were general campus RTP standards are referenced as Appendix J in the faculty handbook for our campus, as well as department standards that are meant to enhance, clarify, or interpret, but not to replace the broader standards.

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So, both are standards by which my activities and collegial letters are evaluated under the three categories I think we're familiar with.

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Teaching effectiveness, research is termed scholarly and creative activities, and so, I was able to put a lot of creative activities into that, as what may be broadly research, other places, and also service. And those are all evaluated as excellent, good, or minimal essential.

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Both under Appendix J and My department standards, that the department standards help clarify, I think, more along the lines, what counts as excellent, what counts as good, what's minimal.

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And but also defined these three teaching scholarly service categories, as well is unique to NAS.

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I think one change to the broader campus and standards that changed in my probationary period was more recognition of DEI work.

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That my expertise as a linguist fed into as a diversity equity fellow who trained other teachers and also inclusive teaching practices and strategies. So, there's a part that maybe unique to my campus.

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That rewards teachers for reflecting on their use of inclusive teaching.

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Providing guidance to collegial observations, and modes of teaching that aren't just sage on the stage.

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And using data from classes, to reflect on our teaching methods and work on mitigating equity gaps, especially in the pandemic. So, that was a big change. And to the broader standards, my standards for the department actually were developed after I was hired and I had the opportunity to choose either one, kind of work with those, I chose to work with my Department Standards.

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This may be a Cal Poly Humboldt quirk,

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But the various levels that you're working, personnel action, file, or your tenure file, as it's being built, goes through,

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And relies heavily on collegial observations in the form of letters.

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So, it's important that I had letters speaking to these categories every semester, at least three letters for each category.

36:04

For me in a small department, that meant that my department chair and sometimes myself, reaching out to more historically supported disciplines, such as history, anthropology, English, child development, other departments with tenured faculty to observe me.

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So then I turn in a personnel data sheet, list of my activities and how I how I feel they fit RTP, along with evidence.

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But the collegial letters are very heavy in my institution, and various levels of review would take direct quotes from those letters in their own evaluative letters.

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Um, I get to work with my own department or initiating unit personnel committee, and before it goes onto those other levels, to make sure how I categorize things fits.

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So in that personnel data sheet, that would be a great place to quote the Garrett or Harris article to reference it, or other articles that may be relevant to your discipline.

37:11

I have a department chair that encourages referencing research on student evaluations, for example, for my discipline, and sort of the feedback that students give when they're learning about, um, for example, truth, and history in native American Studies classes. And the various reactions that come out in student evaluations.

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And how to kind of talk about that and address that in your, in your list of activities and teaching effectiveness.

37:42

So as mentioned in the Garrett and Harris article, there is times where I've found difficulty in determining still between service and scholarly or creative activities, but my department standards were pretty good in pushing what I thought was service back into scholarship. And I actually received pushback to do that. Numerous times were necessary.

38:06

Yeah, and scholarly activities, maybe categorized as category one or category two, with category one carrying more weight, which you would think of as like publishing peer reviewed works, or book chapters.

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But it also includes, for my institution, presenting original work at both the national regional workshop, forums on panels, publishing digital humanities projects or websites in NAS or cognate disciplines, So linguistics would count for me, organizing

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Those scholarly conferences where this is presented, receiving external grants, editing volumes, and I was pretty active in doing that both for California Indian studies within Asian American studies, as well as Dene languages in California Indian linguistics.

39:03

So, we, I belong to an organization, California Indian Studies and Scholars Association, and, um, we've had a lot of CSU level, cross pollenization of California Indian studies in general, lately.

39:19

Um, in addition, one Oral History Project, was funded by the National Endowment for Humanities, met multiple Category one. goals for me.

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Regarding activism regarding the G-O Road, the Gasquet-Orleans Road, that led to the 1988 Lyng versus NICPA Supreme Court case regarding sacred, high country for Tolowa, Karuk, and Yurok peoples. And a lot of those people who were alumni of what was then Humboldt State University, are Master speakers today. And so that oral history project also included some language work, which was really great,

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I thought, and I got to introduce students to IRB processes and these Master Speakers, that was, that was great, they conducted and transcribed interviews as a part of that. So, that was also encouraged as perhaps working your research into your, into your classes.

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I primarily work with community to interpret and use existing archive materials, less field work today, but um, on those community based documentation projects that I do,

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They also wrote evaluative letters, my colleagues that I work with and those. And that includes credentialed teachers and local school districts, and I have a co-authored book chapter with Justin Spence on the process.

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So even if I haven't necessarily published, like traditional texts from the communities that I work with, documenting that process and how work feeds into a corpus work feeds directly into these projects, I think is important.

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And It is recognized. A part of me really needed to focus on the community building and the complex relationships mentioned as far as the Garrett Haris article And that was reinforced to me in speaking with both elders and other indigenous scholars. I've done a lot of work kind of building that.

41:29

I've also spent time rerouting resources directly to California Dene Language Cultural Practitioners as a part of that. So a lot of smaller grants that help feed into their work directly.

41:41

Um, canoe making, TK based plant knowledge, are some projects that I can think of, Even if I don't always use that in my own classroom, or publish those materials as a product, The process and redirecting resources is important,

41:56

I think in my discipline, NAS.

42:01

Let's see here.

42:03

Um, I feel more permissions for me, more permissions are needed, we have to work regionally on Tribal IRBs, Especially in this transition from, Humboldt State university to Cal Poly Humboldt. So that also is kind of a form of service to kind of work on those processes.

42:22

one piece of advice for all three categories that I received was to look at our university strategic plan.

42:29

And Comment again in my personal data sheet, how my activities met goals in our university strategic plan.

42:36

So for me as being a Hispanic serving institution as well as specific language regarding tribal community partnerships, I quoted those portions of the strategic plan directly in my PDS And my department posted on Facebook soliciting letters from the community sometimes I'm just available on Facebook to respond to things in my messages all the time. And, people commented on that in their letters saying, Like, she's available, and it helps me work with language. You know, in this, this medium, so, people did that I cannot directly solicit from students letters. That was very clear to me.

43:21

But, I do, but I could give a list of people I've worked with to my department chair.

43:27

And that could be, you know, independent language study or for their own research, and, um, they were contacted to my department chair and whether they wrote a letter or not. That was one way I can do that, but not directly.

43:43

Um, then, the big difference, I think, between R1 and CSU, as soon as I don't have regular access to student research in the form of grad students. But I do have undergrads to take specific classes with me where they can gain some intro to linguistics, like knowledge, or further their knowledge of specific indigenous languages, then may go on to language research, research, grad school.

44:08

More advanced language study with me, an environment and community program, on, on campus, as a Master's program, is where we, if we do work with grad students, that's one program where we do that.

44:18

And, um, NAS is a service department a lot of times, to other departments, especially the sciences.

44:25

So, Cal Poly Humboldt has unique thing, where science majors, over 80% of them take an NAS class within their first two years to meet multiple general ed requirements and my classes on language,

44:41

They're more language oriented, are included in that, which the recent ethnic studies requirement, AB 1460, legislation that were passed.

44:51

And so, with all that, there is a lot of service and time that goes in as a small department, and all those things, with my PDS account hours and things. But a lot also, I think, is pushed into scholarship as well.

45:08

If you, if you publish on the process itself, you know the uniqueness of your collaborations and what have you.

45:15

So, I will go ahead and stop now and say thank you.

45:32

Not sure who is in charge now, but this is the question period. There was a question that I responded to in writing that Claire Bower put in the chat. I don't know if everybody saw it, But I can just comment on it orally.

45:47

I had mentioned service as a category.

45:51

I mean, we all mentioned service as a category and working with communities outside the university as a form of service, And Claire brought up the point that at some universities that may not be allowed to count as service. And service may only include administrative service on campus, Berkeley is a public university.

46:10

And maybe that's the reason why at Berkeley, Public service, quote, unquote, is definitely definitely encouraged as a form of service.

46:19

So the work that you would do in schools or in underprivileged communities or kind of anywhere that you, quote, unquote, apply, Your research outside of the university would count as service here. But that's true that, that might not be true elsewhere.

46:41

We have lots of time for questions.

46:53

Oh.

46:58

Yeah.

47:01

Do you think we should read them out for people?

47:09

Yeah, that would be best.

47:13

Kayla, do you want to read your question, or do you want me to read your question? I can read it, I see a question: Daisy Rosenblum, two questions: Was there a way that you were able to demonstrate and include the effectiveness of your mentoring for students and community

members who are important for language revitalization, but are not doing that work in an academic context as students? And the second question for the first one.

47:41

I think that, um, the collegial letters, sometimes members, spoke to that as well, but also, the solicitation of letters from community also spoke to that, and I think the effectiveness of that.

48:09

Sometimes, and perhaps my IUPC or department, committee, or chair.

48:20

Could help help shape some of that more,

48:22

and help kind of speak to, you know, what was needed, what they knew about my work, and how to write that kind of letter, if needed.

48:32

Was there a way that you included your support community based cultural and creative practices, i.e. canoe making in your dossier?

48:41

If so, where did you locate that? Let's see here. I believe, so,

48:50

There's there's things that I have put out into the community Where I think they would be more Category two of scholarship and creative activities, not category one, but I did include that and whether that's online based you you input into your PDS direct links.

49:14

For example, language videos I created or or consulted with and helped others create.

49:25

I put that into creative activities, but it would not be a Category one it would be a Category two, for example.

49:31

And that would be scholarship and creative activities.

49:37

Let's see.

49:39

I think I caught that question. Thank you.

49:43

Clare comments that The only way you can see the questions so we do need to read them out. There is that comment, , just saying, thank you.

49:54

And then there is question directed at me from Miriam.

49:59

Yeah.

50:00

LaPierre, I'm assuming ,you said you included your cover materials in your tenure packet, that how concretely did you include the files. Since because they're not conventionally, PDF, or PDF-able documents. That's what I was.

50:14

Trying to explain, That you can't just send everything over, because first it's really big.

50:21

But second there is also kind of sensitivity issues with some of data sharing, where is where that's housed, and things like that, and creating, like, graded access and things like that.

50:32

So that's why I created that readme file that told the reviewer, If you want to look at Collection X, Here's how would you get access to it? So in the case of, ELAR, they would have had to create their own usernames if they didn't have one.

50:49

And for things that, there are some things that are user access.

50:53

and what that means is that if you have a username, then you can access that material.

50:59

Some things are subscriber access, which means that they will require a password, and like I said, what my strategy was, just just say give a password to our executive admin, and say they could contact her. I don't think anyone did. But I didn't know actually!

51:17

I'd never asked her and she's not supposed to tell me I did like I don't know whether the subscriber materials in ELAR were looked at, but there's a lot of user access materials could be looked at.

51:29

And for AILLA, I talked to Susan about the best way to grant access to somebody.

51:34

And it was to create an account, that had a temporary name and a temporary password.

51:41

And that same password worked for materials that were subscriber access. So I put that in the readme file.

51:47

And the CLA materials were available so you don't need a password for those.

51:52

If I can just make a comment, when you were presenting Jorge, it struck me how much work you had done in your, kind of, in your tenure process, to make those archival collections accessible and understandable to users.

52:09

And one thing that thinking about this whole, this whole thing has kind of made me realize, is one of the consequences, which is both good and bad,

52:18

But one of the consequences of, um, including archival materials as significant parts of your dossier on a par with publications is that they then evaluated, and, you know, some will be good and some will be less good, potentially, that, then, puts on the linguist the duty to make sure that their archival collections are good.

52:44

For example, by having descriptive materials, like what you wrote, whether you do it as part of the process, or you've already done it in a separate article, or as a detailed finding aid, or whatever.

52:55

And it also means that thinking about the organization of your archival collection, and thinking about how easy it will be for users to find what they're looking for, and how valuable the contents are.

53:10

Like, those are things that reviewers, when you come up for tenure are going to be assessing.

53:15

And so there's a little bit of a nudge, which, like I said, it can be both positive and negative. A little bit of a nudge, to

53:23

Do a good job when you're doing those things. Well, I think we wanna do a good job to start with, Of course, Of course, Yeah, I think it's easy, It's easy for people who are skeptical to think of those archival collections as just data dumps.

53:38

And the more visible and evaluated they are, you know, the less good

53:43

It is for them to be thought of that way, right?

53:47

My own take is that, I know that you guys say that in the paper.

53:51

And I know that other people have suggested the same thing, that you can write an article that is a description of a collection, and there's a few really good ones out.

54:00

Like, you know, Gabby ..., who I think is here, Mallia has one.

54:05

Sophie Sanger had an early one, but, to me, that's putting another publication, so, you're going back to the traditional output, and so people will be measuring and evaluating,

54:20

The fact that you publish one description, not necessarily going to look at the primary collection.

54:27

And so I, I opted for creating the short guides and giving access to that as a way of like, I do want people to look at the corpora.

54:38

Not thinking, I'm going to publish the description of the collection, then, people will be able to measure that.

54:46

You say that you can serve as an anchor. I think it's the wording that you used.

54:51

And I agree that that's true, but I think it goes back to that traditional output issue.

54:57

I feel that what can be helpful in some cases, depending on the collection, but what can be helpful is the kind of thing that you wrote,

55:03

For instance, embedded in the collection somewhere, like as a finding aid with pointers to individual files or whatever works best.

55:14

Sometimes, a large archival collection can be dauntingly confusing to a user, and some kind of descriptive guide can be quite helpful.

55:24

Yeah, especially, the file structure is so unique between different collections.

55:28

There's a question from Mary Pastor, which I'll read: for department or institution standards that specify a quantity of publications for example, one paper per year, how do you count non canonical products or are you advocating for approach an approach that avoids this kind of quantification?

55:49

It's a good question.

55:50

Um, at my university, we don't do that.

55:55

So it's sort of not an issue.

56:00

I guess I would advocate for avoiding that kinda quantification, but you're probably, Like, If that's the requirement that an institution, you maybe can't push back against that.

56:09

So it seems like the argument you would want to make is this.

56:13

This is as important. This thing that isn't in your list is as important as this other thing that is in your list.

56:21

It requires, like, roughly the same amount of time, or more, and effort to produce than a peer reviewed journal article. If you're doing an archival collection with, like, the appropriate amount of data and all of that.

56:36

And, and that was, for example, that's what I tried to do with my chair, leading up to the process of tenure.

56:43

So in our yearly reviews, I will put a publication of a journal article.

56:48

And then that counted as an archival deposit, counted as a second item in in the same category.

56:57

And I tried to explain like, the amount of of work and effort it takes to create this is equivalent.

57:03

And I think that the resolution the LSA says something to that effect.

57:10

Yeah. And so that was helpful.

57:12

And I feel like also, impact is an important thing to emphasize, like academics traditionally are used to thinking of impact in terms of other articles or books that have been influenced by this article and book.

57:25

And archival collections can have that impact, academic publications, but they can also have significant impacts on community life, language revitalization, et cetera.

57:37

And so, articulating the importance of that project, both in terms of the effort, as you say, and in terms of a range of impacts that are not just scientific knowledge.

57:49

I feel like that's important piece of advocating for the importance of collections.

57:57

I'll just say, my RTP standard's still count. They just, they still count the number of products.

58:05

But, so, that if I'm not producing a number of category one, I'm make up for that by producing more in category two.

58:13

um year to year. That's, that's how it works for, for me, at least for some what would be considered non canonical products.

58:23

Let me just say something about, about impact, which Andrew mentioned.

58:27

I think we pointed out in the article, but I can't quite remember.

58:31

Currently, now. The number of visits is not a good way to, too, um, to assess something, because, very often, someone will use an archive over, and over, and over and over again, but that's one visitor.

58:47

And, there may not be many visitors in the first years, but then later because of, um, the reputation of the archive growing, or maybe because of work in other languages, in the same family, the archive might become more important.

59:07

So, 10 years down the line, or 15 years down the line, it might have more visits from more people.

59:16

Than, initially. so, number of visits just isn't a good way to count.

59:23

We did, I think, we did put that somewhere.

59:25

And also some Archive's won't even tell you, how many people have used your collection.

59:32

Good.

59:34

There is a question. for tenure, Is advising students from other countries taken as important or the same value as advising students in the same university or inside the US?

59:48

That's an interesting question.

59:51

I can try to say something to that, because I've actually had, I've done that.

59:58

I...

1:00:00

It's hard, I think. Because you have to explain in what capacity you're doing that.

1:00:06

And so, for example, lighting, supervising theses in Venezuela, of a student who wanted to do a linguistic thesis in the school of anthropology, An undergraduate thesis.

1:00:18

Um, but the process is that, that I think that that doesn't get any kind of official recognition here, other than, as a very vague

1:00:29

Category in your annual report, that is like other supervision.

1:00:34

And I honestly don't know how much weight goes into that, but,

1:00:41

I'll say that particularly if you are training others who are working on the same language for building capacity locally as part of your project, whether that's through a condition workshop, or with teachers in the community or things like that.

1:01:02

And I agree with Andrew, that that, in some cases, would be categorized as service.

1:01:06

But you should highlight, that was part of the research project.

1:01:12

And that, that also contributed to the building of the relationship that enables that research, it's that kind of idea of presenting the whole, the whole, and not just the parts as like separate items.

1:01:27

I hope that answers your question.

1:01:29

Undoubtedly, the exact evaluation of it is going to vary from one institution to another.

1:01:36

Everything varies a little bit from one institution to another.

1:01:42

I can't recall, I thought it was a very interesting question, because I can't really recall.

1:01:47

I mean, lots of people in our department have advised people who are not Berkeley students in some capacity. And one does put it on one's,

1:01:56

You know, in one's material.

1:01:58

And I don't really have a sense of whether, of how it's taken.

1:02:02

I've always assumed it was taken as just as important as local students, but I, who knows.

1:02:09

I think it's a really interesting question, difficult question. What strategies do you recommend if they R1 department you're in, asking for a friend, doesn't value archival or service community work, or descriptive materials, and favors theory, and the quantity of peer reviewed publications, And if it seems impossible to push back? I haven't encountered this, not at my university, but I have spoken to people who have had an experience like this.

1:02:39

I do feel that, um, it would be good, if one could have that conversation effectively in the department level.

1:02:48

But if somebody was really being frustrated at the department level, one thing they could do is, in their university, go to the administrative person who is sort of, I mean, high level, administrative person who is in charge of equity issues.

1:03:06

So at Berkeley, you might, I mean every institution is different,

1:03:10

But at Berkeley, you might make connections to the Vice Chancellor for equity and inclusion, who would be very committed to the idea that it's an important part of the work of the faculty to do diversity, equity, inclusion, and belonging work.

1:03:27

And if your department is systematically undervaluing that work, that's something that that's something that the administration would be interested in, and that your department would not be happy to have them find out about.

1:03:44

So like, if you emphasize that this work is not just quote, unquote, service, but it is actually DEI work that the institution, as a whole might value, that might help change the departmental perception. That, I mean, doing it.

1:04:01

Actually going to that person might be a little, challenging, that creates controversy. But maybe just talking about it, in those terms, in the department might be helpful.

1:04:12

I was going to say that, when you're in a position where you're pre-tenure, and if you have, if you feel that environment is hostile, then you're probably not very likely to go above the department or outside of the department, because I think that that will probably also like create even more like antagonism. It's a really hard question.

1:04:35

Trulia and I don't think either of us, any of us, will have a good answer for it.

1:04:41

I think I think one thing that I've seen recently that maybe will work as a kind of workaround, maybe it's like try, especially for archival collections, like both SSILA.

1:04:55

And DELAMAN have now awards.

1:04:59

And so I think that even if a given department didn't place value on the archival collection, the fact that an archival collection could have an award, or an honorary mention or something like that would definitely get credit.

1:05:16

I mean, I would hope that it would, Because it's something that is done externally by peers who show it that your work is really valuable. So that would be, I think, maybe a workaround.

1:05:29

Claire Bower mentions, in a comment, or a question, She says, another possible option.

1:05:34

If the candidate can recommend letter writers, is to pick writers that are sympathetic to this approach, and they're likely to make good arguments.

1:05:42

That can be helpful, sort of similar to what you were saying.

1:05:47

I would say to ask your department chair to please read our article. That's what it's intended for.

1:05:53

And one section of it is why documentary linguistics is important.

1:06:03

That's a good point, Alice.

1:06:13

There is a question.

1:06:15

The Paper mentioned that a few points the review of nontraditional outputs by other documentary linguists but in possible inevitable situations where non documentary linguists are

in a position to review documentary linguistics output, do you have any suggestions for both reviewee and reviewer, in what to keep in mind?

1:06:38

Yeah.

1:06:41

I think you say something about that in the paper, the completeness and metadata and things like that.

1:06:48

Maybe, I wonder if I'm trying to remember off the top of my head here, but I wonder if the Thieburger and others, article, may not have concrete suggestions about that.

1:07:04

Because, yeah, Yeah.

1:07:07

Um, Excuse me, we cite, In the paper, yeah, I was going to pull up the reference.

1:07:13

But yes, it is, is cited in the papers in the references in the paper. That should be there.

1:07:22

I Mean, one thing I have found in review, I mean, I'm not exactly in the category of, sort of half documentary linguists, have un-documentary linguist I guess.

1:07:30

one thing I've found in reading, you know tenure files for people who are coming up for tenure, is that like sometimes you have to look hard in the dossier to find the things that we're talking about. Because sometimes they're not being emphasized by the candidate.

1:07:50

So, in the situation that the question is about, I think it would be helpful for that sympathetic non documentary linguist, just to kind of bear in mind that this research is going to include a whole bunch of different kinds of things that might not be listed in the first section of the CV, under Publications. But they might be listed on page nine.

1:08:10

And, you know, try to find out about those things, to be able to emphasize them, as well.

1:08:24

I think, like when the,

1:08:28

I think, as a candidate, you're in a position to contextualize your work in a way that other people don't have access to that kind of information.

1:08:36

For example, why a project was cut short, like, you know, like, there could be a number of things that happened, you are the only person that has firsthand knowledge of that, and the community but They're probably not going to be the assessors for you.

1:08:49

And so, like, I think, it's really important that if there is a required research statement, you contextualize your work in a way that highlights what you've done in the context of both the field,

1:09:04

And that also, the community that you work with, and the general social, cultural norms of where you work.

1:09:12

If It is optional, like here, then I would suggest that you still write one, even though you may feel like additional work on your part to have to do it.

1:09:23

See, with that, at least in my view, you can kind of shift people's perceptions to be more aligned with how you see your own work.

1:09:36

Snd, I think that, that, that is valuable.

1:09:39

There was a conversation recently on Twitter. We just agreed to somebody else.

1:09:45

Just taking control of the conversation by writing the research statement that presents your research as you see it.

1:09:54

I think that's it.

1:09:56

Exactly, right.

1:09:57

You mentioned letters from community, from the people in the community that you work with.

1:10:01

And I think that for one of my reviews, I did actually get, I have no idea, As you said, you don't know what happens on the evaluators side, but I felt like that was a good thing to do.

1:10:15

And I mean, at some institutions may not permitted because they're not in academic positions.

1:10:21

But I think if they do permitted it would often be really helpful contribution to a file.

1:10:29

A Barrier may be that if the community speaks a different language than English.

1:10:33

And nobody can write a letter in English,

1:10:35

I'm thinking of everybody who works in Latin America where it be very unlikely that a community could write a support later, as much as they would like to, because then they would be in a different language,

1:10:47

And I don't know how that would be taken by, both the university and — I would hope at my university, I would hope that a letter in Spanish could be read. Yeah.

1:10:59

Or, translations can be made.

1:11:11

Oh, there's a comment from her question from Wesley, following a comment question about non supportive departments.

1:11:17

I'm curious about how common it is for scholars to not be hired, promoted, tenured, et cetera.

1:11:22

Because their work is in nontraditional documentary linguistics realms, he noted that Jorge and Kayla's Dossiers sounded quite strong beyond the parts focused on this webinar. What about people who do great documentation, but don't have many regular articles?

1:11:44

Right?

1:11:47

My own inclination here is that this is why it's really important to try to, oh, change the general culture around how those products are reviewed.

1:11:59

And that's why, for example, I kind of, presented just to the stand up, I'm not going to write a collection description, that is just another article.

1:12:07

I want the collection themselves to be measured.

1:12:12

And I didn't know if that will impact how other people coming after me can be reviewed, or, or like here, especially, like, be assessed year to year.

1:12:28

Oh, but, I would hope that, you know, like, the more that we try to together think of ways in which these nontraditional outputs can be measured, then we're changing the culture a bit.

1:12:44

And then just to the point where like that has the same, or more value, than a general article.

1:12:53

I think it will take time.

1:12:56

I think the article does a good job of putting this in that direction.

1:13:03

I'll just say, yeah, at a teaching university,

1:13:07

You absolutely have to have excellence in teaching category and then excellence in one other category.

1:13:16

I set my sights on teaching and service, but along the way I found myself excellent in the three, at least in the CSU.

1:13:33

We receive a lot of feedback on how to, you submit your file multiple times along the way, and then have to do professional development,

1:13:43

Um, plans if you want to strengthen up to all three.

1:13:49

But there's room to be minimal essential in one category, for example, but it has, you have to have excellence in teaching category.

1:14:00

And I'm not sure if I said that in what I said earlier but I want to re-emphasize that, too.

1:14:09

It's an interesting question, Wesley, about how common is it for people not to be hired, or tenured. Those are two quite different questions, obviously.

1:14:20

It's easy to imagine,

1:14:22

I mean, I think it has to be true that there are numerous cases where people are very accomplished documentarians who don't get a job that they apply for.

1:14:33

Um, because it, you know, they don't satisfy the presuppositions or whatever of the hiring committee.

1:14:42

For the reasons that you say, I am interested to think about how often that might be true at the tenure level. That is, how often people who are accomplished documentarians, who don't published peer reviewed articles, don't get tenure.

1:14:59

It must happen.

1:15:02

Interesting question.

1:15:13

Wesley says you all can't see me but I'm sitting here nodding and appreciating your responses.

1:15:33

Zachary O'hagan: would it be beneficial for language archives or DELAMEN to issue professional recommendations on how best to evaluate archival collections? Perhaps related to the criteria used for determining the SSILA and DELAMAN archiving awards.

1:15:50

Um.

1:15:55

Yes. I think the answer to that is yes.

1:16:03

Yeah. For somebody to do it.

1:16:07

I don't know if Archivists should do it.

1:16:10

Because we have a bit of a competitive interest, like each archive is structured in a different way, and the Archive's recommendations might be, Do it the way we do it, Um, rather than the way they do it, it would be good for a DELAMAN or some broader organization to do something like that.

1:16:36

Izzie with a question that's directed at me.

1:16:39

You didn't mention it here, but you had shared with me earlier that your syllabi also license other Creative Commons agreement that they attract youth, and the impact of that work.

1:16:49

Do you feel that that was an important piece of your dossier?

1:16:52

Here,

1:16:53

In the way that teaching effectiveness is measured, They want to know about extramural impact of your teaching.

1:17:01

It's kind of hard to imagine how that would take place, other than by being invited to perhaps present in other people's classes, or training people outside of the University walls.

1:17:18

I think one way in which you can do that is also, kind of have an idea, if you have produced syllabi, or created new courses,

1:17:26

And other people are interested in adopting some of those materials, then just getting some general sense of

1:17:32

Where are those Materials have ended up.

1:17:39

If anyone asks for one of my syllabi, my general policy is here it is, here's additional context for how I run I,

1:17:47

Feel free to use it,

1:17:48

If you do use it, I would love to hear back, and, because we actually have to report it.

1:17:55

And what's interesting is that, fact, teaching is not measured here by the external reviewers, So the external reviewers are only measuring your research.

1:18:12

Um, then, so, for example, I would have liked for them to have access to a teaching Dossier that included that kind of information.

1:18:24

That is not part of our tenure Dossier, either for the external reviewers or for even the committee inside the university.

1:18:32

So, it's a little bit invisible. The teaching in the tenure process here is kind of invisible.

1:18:37

Um, the department chair comments on it in his letter, and there is, I think they have to like compile some sort of, summary sheet of evaluations,

1:18:49

That is, mentioned only in that context, and it's only your department chair, that gets to see it.

1:19:00

And so, it is invisible that for example for, for internal teaching awards, they definitely ask that kind of information, and then by the time they put me up for one, that went in the file.

1:19:17

Hmm, hmm.

1:19:22

I hope that answered your question.

1:19:34

Casey writes Thank you.

1:19:42

You're muted Mark. I just realized, we don't need to prolong the awkward silence any longer than necessary, if there are no other questions, then we can wrap up here.

1:19:55

So, let me just say by way of closing.

1:20:01

A word of great thanks and appreciation to Kayla Begay, Jorge Rosés Labrada, Andrew Garrett and Alice Harris, for such an excellent presentation. And to you all for joining us today and for your excellent questions. I think this is probably the most questions we've had, the longest Q&A session we've had in a while, so it shows that there's a lot of engagement, a lot of interest in this topic.

1:20:25

You all should receive a follow-up e-mail in the next day or two with information about the video recording of this webinar and joining the LSA if you're not already a member.

1:20:35

So I will end this webinar in a few moments and when I do it will very abruptly throw us all out. So just to give you all a heads up as it's about to happen. So thanks again, and we look forward to seeing you all next time.

1:20:48

Thanks, everybody. Thank you, all.

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