

**Department of Linguistics  
University of Kentucky  
Tenure and Promotion Guidelines  
Tenure Line Faculty  
Approved by department vote April 18, 2018**

Introduction

Faculty evaluation for promotion and tenure will be based upon a continuing record of high quality, effective teaching and advising at multiple levels of instruction; substantive, original and innovative scholarship, and effective service. Candidates should also familiarize themselves with the University's criteria for tenure and promotion, accessible at <https://www.as.uky.edu/faculty-reviews> (College of Arts and Sciences) and <http://www.uky.edu/ofa/node/11> (UK Office of Faculty Advancement). Candidates are required to provide complete, good-faith information in and about their tenure file.

Evaluation protocol for Tenure and Promotion review:

Tenured faculty in Linguistics are required to participate in the evaluation of other faculty members in Linguistics. Faculty at the rank of Associate Professor and Full Professor will participate in the tenure and promotion review of Assistant Professors to Associate Professor rank. Faculty at the rank of Full Professor will participate in the promotion review of Associate Professors to Full Professor rank. Participation will be recognized in the form of a substantive letter to the department chair. The chair shall summarize individual written faculty evaluations. The chair's letter to the dean shall include a complete and substantial assessment of the candidate's file and make a recommendation to the dean. All faculty letters, as well as the summary letter from the chair, will be forwarded to the dean as part of the candidate's tenure and promotion file.

**Promotion to Associate Professor with Tenure**

Scholarship

The successful candidate for promotion and tenure must demonstrate substantive, original, innovative intellectual contributions to scholarship through publication or dissemination of research in appropriate peer-reviewed venues. Faculty must demonstrate that they have established an independent research agenda and a long-term trajectory for their research. The candidate must show evidence of a sustained, long-term commitment to scholarly research and publication. The attributes of a robust research program include (a) potential for impact on the field; (b) clear evidence of peer review; (c) cohesiveness of program; and (d) specificity of candidate's contribution (in the case of jointly-authored works).

Because Linguistics is a diverse, changing field and the Department includes many subfields, the research record may take a variety of forms. While the quality and significance of published work are more important than the place of publication, the Department strongly encourages its members to publish in selective outlets that are highly regarded within and beyond their

subdisciplines.

An applicant's scholarly record should consist primarily of work that is peer-reviewed. For outlets in which the extent of peer review may vary, such as certain electronic sites and essays in edited collections, the Department may solicit information about the review process.

Normally, work published while the candidate was in graduate school will not be considered. All candidates for promotion and tenure must demonstrate that they have established an independent research profile.

The research record may take the form of a series of scholarly articles, essays, and/or book chapters, published in selective, peer-reviewed outlets. In some subfields this may be the preferred form of publication. Publications in digital or open-access venues with a robust peer-review acceptance process (e.g. Glossa, HAU) will carry the same weight as traditional print publications with peer-review. In cases where an item has not appeared in print, the candidate must provide evidence of full acceptance of the piece for publication (with no further revisions). In the case of co-authored articles, the candidate must demonstrate the extent of his or her contribution to the collaboration.

The research record may also take the form of the publication of a scholarly book with a respected press, generally accompanied by a small number of articles. The candidate must provide evidence of full, unconditional acceptance of the book; a contract based on an incomplete manuscript or contingent upon substantial revisions will not fulfill the research requirement. Whether or not a candidate publishes a version of the dissertation, s/he must demonstrate what research, writing, and publishing has been done during the probationary period. In the case of a co-authored book, the candidate must demonstrate the extent of his or her contribution to the collaboration.

The research record may also take the form of digital scholarship, generally accompanied by a small number of articles. The digital scholarship may include (but is not limited to) the development of computational research tools or software, the creation of on-line or digital resources, or the development of digital archives or corpora. Researchers with digital outputs should provide evidence of some form of peer review of the digital artifact(s). This may include solicited reviews, peer-reviews emerging from grants, peer-reviewed publications growing out of the project, or reviews, discussions, and/or citations of the work in scholarly venues. In addition, researchers may provide evidence of the impact of digital research through such measures as statistics on website traffic, the use of the website in research and teaching, etc. In the case of co-authored digital scholarship, the candidate must demonstrate the extent of his or her contribution to the collaboration.

Candidates may also show evidence of sustained scholarly activity in other ways such as editing books and special journal issues, and writing textbooks. In addition to these publications, other forms of professional engagement such as delivering conference papers and refereeing professional publications are also relevant to illustrate a candidate's engagement with his/her field. However, while all of these contributions amplify a candidate's file, they do not substitute for scholarly and/or creative work published by respected journals and presses and subjected to

peer review.

### Teaching

In submitting a dossier for Tenure or Promotion, the candidate must include (1) a Summary Statement detailing their contributions to the academic program(s) in which they teach, including all curricular development; (2) sample teaching materials that substantiate their contributions, and (3) the student evaluations for all courses taught during the review period. A successful teaching and advising record is demonstrated by three types of evidence: Teacher/Course Evaluations (TCEs); the candidate's teaching statement and other artifacts (examples of syllabi, assignments, etc); and observation reports. Observation reports include written documents of classroom observations which may be carried out by senior faculty (from Linguistics or other departments); by personnel from CELT or Presentation U, or from other university units that routinely provide feedback on teaching.

All applicants must demonstrate high-quality, effective teaching and academic advising at both the undergraduate and graduate level. Effective teachers in the Department of Linguistics must show concern for their students' academic success, encourage students' interest in the subject and expect substantial accomplishment from them, successfully communicate their knowledge to students, respond to student work constructively and grade it fairly, and make themselves accessible to students. Evidence of effectiveness includes strong teaching evaluations, observation reports, and documentation of challenging, useful, and carefully designed courses that reflect the current state of knowledge in their field.

The Department will also take account of other contributions to instruction such as planning and teaching new courses; revising or updating existing courses to align with changing departmental, college, and university needs; and training graduate teaching assistants.

### Service

Although the service responsibilities assigned to Assistant Professors are generally modest, it is required that all faculty members contribute conscientiously to the collective growth and development of the Department, College and University.

## **Promotion to Full Professor**

We believe that all faculty who are tenured and promoted to Associate Professor in our Department can achieve promotion to Full Professor, and it is our goal to assist faculty who wish to work for that promotion.

### Research

Candidates must have achieved a substantial research record in the form of a series of articles, peer-reviewed book, or digital scholarship as described above, to have been produced after tenure was conferred, and must show the promise of continuing productivity. The candidate should also demonstrate a firmly established international reputation well beyond what is expected for tenure.

### Teaching

Candidates must demonstrate sustained teaching excellence as described above. If appropriate to their subfield, they should also demonstrate involvement in the graduate program by teaching graduate classes, chairing and/or serving on graduate committees, and guiding graduate students to the successful completion of their degree. We also expect faculty to continue their participation in academic advising of undergraduate Linguistics majors and minors.

### Service

The candidates for promotion to Full Professor are expected to contribute more to the service mission than probationary faculty, and it is expected that these contributions will extend beyond service to the Department to include significant service to the College, University, and profession.