

GUIDELINES FOR TENURE & PROMOTION, RTS & STS
DEPARTMENT OF MODERN & CLASSICAL
LANGUAGES, LITERATURES & CULTURES

11 February 2013

Approved by the Dean, College of Arts and Sciences, 18 February 2013

These guidelines are specific to the Department of Modern and Classical Languages, Literatures and Cultures. For those of the College of Arts & Sciences and the university in general, see: <http://www.as.uky.edu/regular-title-series>. Nothing in the guidelines below shall be taken to contravene or supersede the general requirements and guidelines of the college or university.

PURPOSES & PRINCIPLES

1. DIVERSITY & COMMONALITY - The faculty members of the Department of Modern and Classical Languages, Literatures and Cultures (MCLLC) represent a variety of fields of study all of which constitute separate disciplines in the academy, each with their own distinct - sometimes disparate - history, culture, methods, and mindsets. The department must, perforce, take this disciplinary diversity into account when considering cases for tenure and promotion, while at the same time assuring that the same standards of excellence are applied and met for every member of the department faculty, regardless of discipline. This recognition of professional diversity within a common standard of excellence lies at the heart of the tenure and promotion policies of this department.

In addition to the variety of language-demarkated disciplines (French, German, Classics, etc.), members of the department also represent disciplines such as theoretical and applied linguistics, literary criticism, and language pedagogy, as well as a variety of methods and approaches, such as digital scholarship and social theory, as well as areas of study such as the 18th century, visuality, and post-colonialism. The diversity of these fields must also be recognized, as well as their character of cutting across traditional disciplinary and language-demarkated lines. In some respects, therefore, a linguist working in a different language may, for example, be a better judge of a faculty member's scholarship than a social theorist working in the same language. The various forms of diversity and the various bonds of commonality in the department must both be recognized in the department's own evaluation of candidates for tenure and promotion and clearly communicated to the higher levels of review within and beyond the university.

2. MODES & MEDIA OF SCHOLARLY PRODUCTION - Within the past 20 years, the means and process of scholarly production have changed dramatically, and will continue to do so into the foreseeable future. The most notable change is the rise of digital technology, and the changes it has brought not only to the mode of scholarly production, but more significantly to the very nature of its products. The printed book and Facebook now both vie for scholarly attention. Scholarship now comes in different sizes (Twitter) and shapes (blogs and wikis) and venues ("self-published," "collaborative collectives," etc.). These other forms of scholarly production, conversation, and collaboration need to be accounted for alongside digital versions of traditional printed journals and monographs. At the same time, the nature of traditional print publication has also changed, with academic presses operating under different demands, increased financial

44 pressures, and often much slower timetables. The traditional dominance and normality of the
 45 monograph as the centerpiece of the scholarly portfolio is being questioned, as is that of print
 46 publication generally. Just as digital media are usually seen as secondary to print, it is also true
 47 that oral scholarly communication and production, i.e., the paper, lecture, panel, and conference,
 48 have often been relegated to a required but unnoticed place in the dossier, and additional forms
 49 of scholarly production, e.g., competitive grant and fellowship proposals, have been all but
 50 ignored in the assessment of scholarly portfolios in the disciplines that make up the department.

51 In view of this, the Department of Modern and Classical Languages, Literatures and
 52 Cultures enunciates as a matter of principle that any and all modes and media of scholarly
 53 production possess equal validity, whether they be print or electronic, and are appropriate
 54 evidence of achievement for the purposes of tenure and promotion, provided that the given piece
 55 of work has been validated by a process of substantive and rigorous peer review or, in
 56 exceptional cases, commissioned or invited by a person or institution of eminence. If oral
 57 scholarly communication has been validated by a process of peer review or, in exceptional cases,
 58 commissioned or invited by a person or institution of eminence, the text(s) thereof will be
 59 included in the dossier and assessed by external reviewers to evaluate their contribution to the
 60 discipline. Successful grant and fellowship proposals, which have also been peer-reviewed by a
 61 panel of experts, will also be included in the dossier and assessed as evidence of scholarship.

62 Appropriate scholarly production may also take forms very different from the traditional
 63 notion of “publication.” Digital projects in particular which apply new technological tools,
 64 create scholarly databases or repositories of sources, information, and resources, or create new
 65 modes, methods, and opportunities for scholarly interaction and collaboration are to be valued on
 66 a par with traditional scholarly publication. In such cases, where the usual sort of peer-review
 67 does not apply, nationally or internationally reputed figures with experience in this area will be
 68 solicited as external reviewers to attest to the quality and contributions of the project to the
 69 scholarly community, and explain its value in terms accessible to the uninitiated.

70 This department firmly believes that our research is what keeps this institution a research
 71 university and a flagship, and that maintaining an insistence upon research and its dissemination
 72 is vital to the credibility of the department, college, and university as a whole. As a further
 73 matter of principle, however, the department chooses to use the term “scholarly production”
 74 rather than “research” in connection with tenure and promotion. In a department in which
 75 pedagogy and teaching to teach have always been an exceptionally strong focus, and in a time in
 76 which the modes and media of scholarly production are continuously evolving and changing, we
 77 believe the word “research” is too restrictive in describing the breadth of scholarship this faculty
 78 engages in, a breadth that will only continue to expand throughout the academy in future.

79
 80 **3. SCHOLARSHIP IN THE LANGUAGE OF EXPERTISE** - One proof of scholarly excellence
 81 in our fields is production in the language of expertise, especially when such scholarly
 82 production involves electronic resources, print media, or conferences sponsored by international
 83 institutions. Both as a demonstration of such excellence, and as a means of advancing the
 84 internationalization and the global reputation of the university, the department places value on
 85 scholarly communication in languages appropriate to the international nature and scope of the
 86 scholarship and will consider these materials to be of equal importance in assessing the
 87 candidate’s research record as those in English.

88

89 4. COLLABORATIVE SCHOLARSHIP - Collaborative research and scholarship has become
90 commonplace in several disciplines represented in MCLLC (e.g., theoretical linguistics, applied
91 linguistics, language pedagogy) and it has also become the norm for certain research methods
92 and scholarly approaches regardless of discipline (e.g., digital scholarship). Indeed, certain types
93 of work currently being performed in the humanities and social sciences would not be possible
94 without collaborative efforts. The department, therefore, values collaborative work and the
95 scholarly production that results from it and will give such multi-author scholarship equal
96 consideration within the context of established disciplinary standards.

97
98 5. A CASE TO BE MADE RATHER THAN A HURDLE TO BE JUMPED - A recurring issue
99 throughout the academy is the anguished and problematic question: “What do I have to do to get
100 tenure?” Giving a precise answer to that question is notoriously difficult, all the more so in a
101 department as diverse as Modern and Classical Languages, Literatures and Cultures. The
102 department believes, as a matter of principle, that this situation can be ameliorated by a change
103 of focus, i.e., looking at tenure and promotion not as a hurdle to be jumped over but as a case to
104 be made cogently. Thus, these guidelines apply to all faculty in the department, regardless of title
105 series (Regular or Special), and evaluations of the dossier are based on DOE distribution for the
106 position. Insofar as possible, the dossiers in this department should be framed as an articulated
107 demonstration that the record and achievements of the candidate in scholarly production,
108 teaching, and service merit the award he or she is seeking, rather than as a “to-do list” to be
109 appropriately checked off. This sort of articulation will go far in assuring that the diversity of
110 career paths and accomplishments of our faculty are properly recognized and rewarded.

111
112 6. PRELIMINARY REVIEW - In order to assure a complete and fair compilation and review of
113 the dossier, a faculty member seeking to go up for tenure should submit to the department chair,
114 as part of the 4th-year review, a notification of intent to bring the dossier forward, which will
115 include an updated CV with a specific statement of publications, projects, and undertakings in
116 progress and likely to be completed in time for inclusion in the dossier. The candidate should
117 also submit a summary list of qualifying achievements in scholarly production, teaching, and
118 service for tenure and (if applicable) promotion to associate professor. The chair, with the
119 assistance of 2 or 3 appropriate faculty members, which can be within or outside the specific
120 division of the candidate, will examine the most recent review dossier and the newly submitted
121 material, with a specific eye to attending to any areas in which reviewers up the line might raise
122 questions. The purpose of this preliminary review is more to assure that the best possible case is
123 made, rather than to judge worthiness.

124 Candidates for promotion to full professor will also, a year before they intend to bring
125 their dossier forward, submit an updated CV, and a list of accomplishments since the last
126 promotion that qualify the candidate for promotion to full. The chair reviews the material with
127 2-3 other faculty, as above, for the same primary purpose of strengthening the case made for
128 promotion.

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130 7. QUESTIONS OF MEANING AND INTERPRETATION - Since each department in the
131 College of Arts & Sciences is asked to draw up its own written guidelines for tenure and
132 promotion, it is clear that the long-established principle of the academy, that faculty set the
133 standard for the tenure and promotion of their colleagues, is respected. As such, it seems clear
134 that when questions may arise concerning the interpretation of these guidelines, such questions

135 should be referred to the faculty who authored them. It is inappropriate for any other person or
136 body to interpret their meaning and intent.

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138 **TENURE & PROMOTION TO ASSOCIATE PROFESSOR**

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140 1. SCHOLARLY PRODUCTION - Candidates for tenure and promotion to associate professor
141 must show a record of excellent scholarly production and its dissemination in appropriate peer-
142 reviewed venues, which constitutes a substantial and cohesive body of work, with one or more
143 identifiable intellectual trajectories and an impact on the field(s) of the candidate showing that
144 the candidate has helped to move his/her profession forward.

145 The primary evidence of this production includes any and all forms of written, electronic,
146 and oral scholarly production (including textbooks, translations, edited volumes, and critical
147 editions) that is either peer-reviewed or, in specific cases, invited or commissioned by a scholar
148 or institution of eminence. Such invited or commissioned work must not, however, constitute
149 the bulk of the individual's production. Given the diversity of its faculty and the current variety
150 of venues for dissemination of scholarly production, the department does not believe that a
151 prestige-ranking of venues of publication or dissemination is advisable or even possible.
152 However, we expect that scholarship should appear in venues appropriate for the standards of the
153 discipline and meet the department expectations for demonstrating impact on the specific field.
154 At the same time, however, the current state of academic publication allows for contrived
155 dissemination in any number of modes and media. Scholarly products appropriate for the dossier
156 must be free of any such suspicions. Reviews of the candidate's work (monographs, textbooks,
157 translations, edited volumes and critical editions), citations, communications, and other direct
158 evidence of the quality and impact on the field(s) of the candidate's work must also be included,
159 if available.

160 The volume and frequency of scholarly production must be such as to evidence an
161 ongoing commitment to scholarship, rigorous intellectual activity, and engagement with the
162 broader scholarly community on the national or international level. In evaluating such
163 production, attention must be paid to quality as well as quantity, since production appropriately
164 varies not only from person to person but from discipline to discipline, and thus quantity alone
165 cannot be the definitive measure of a successful dossier. A dossier containing fewer
166 contributions that exhibit higher quality could well present a more cogent case than a dossier
167 containing many, lower-quality scholarly contributions. Both the periodic reviews before the
168 dossier is brought forward and the letters of outside evaluators should specifically address the
169 question of appropriate quantity of production within the context of the specific discipline(s)
170 professed by the candidate and should invariably comment on the quality of the work presented.
171 The department welcomes, encourages, and, in some areas of expertise, anticipates collaborative
172 work and considers such work to be as valuable a contribution to scholarship as a single-
173 authored piece.

174 In cases where the merits of specific projects or publications might not be immediately
175 clear, nationally or internationally reputed figures with experience in this area will be solicited as
176 external reviewers to provide explanation of the nature and value of the project or publication.

177 Other forms of high-level professional engagement are also appropriate as additional
178 evidence of accomplishment for tenure and promotion. These include, but are not limited to:
179 refereeing scholarly publications and competitive grant/fellowship proposals, editorial work on
180 scholarly publications, and initiating or participating in collaborative scholarly efforts--

181 considered in its own right apart from the scholarly production that may result from such
182 collaboration. These contributions amplify a candidate's dossier, but they do not substitute for
183 scholarly production.

184 In view of the above, the research statement of the dossier must describe and demonstrate
185 that the candidate has an excellent record of scholarly production, disseminated in appropriate
186 peer-reviewed venues, constituting a substantial and cohesive body of work, with one or more
187 intellectual trajectories, which has had an impact on and furthers the candidate's field(s) of study.
188 The statement can also discuss the reception of the candidate's work in the broader scholarly
189 community. In any aspect in which the nature or value of work might not be readily apparent to
190 any non-specialist reader of the dossier, explanation and/or testimonia solicited by the
191 department should be provided to assure that proper credit is given for the individual's
192 accomplishments.

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194 2. TEACHING - The Department of Modern and Classical Languages, Literatures and Cultures
195 values teaching on a par with scholarship for the awarding of tenure and promotion. Candidates
196 for tenure and promotion to associate professor, though still relatively young in their teaching
197 careers, must demonstrate a commitment to teaching as an essential part of their profession, a
198 desire to achieve excellence in teaching, and solid effectiveness in their teaching careers up to
199 that point.

200 While bare global evaluation numbers are used on the FMER and other faculty review
201 processes, a tenure and promotion dossier must be more inclusive of different types of evidence
202 of teaching effectiveness. At the same time, the department recognizes that good teaching comes
203 in a variety of methods, styles, techniques, and modes of delivery. The accomplished teacher
204 does not excel at only one method or practice, but should have a repertoire of techniques and
205 approaches available to implement as appropriate, depending on the nature of the subject, level,
206 and particular class of students. The teaching section of the dossier, therefore, must present
207 evidence of commitment and effectiveness. Commitment may be demonstrated by reference to
208 the rigor, innovation, or utility of course topics and materials; the structure of the syllabus and
209 nature of assignments; and/or a description of how experience and receptiveness to student needs
210 and profiles informs the candidate's teaching. Since Teaching and Course Evaluation scores are
211 a required part of the dossier, an initial measure of teaching effectiveness is that the average of
212 the candidate's global question scores meet or exceed the college mean on the global question
213 scores, but other evidence must also be provided. This can include feedback from students and
214 faculty colleagues, reception of teaching awards and commendations, the reports of class visits
215 by faculty colleagues (the faculty mentor shall not be asked for such a report, in order to preserve
216 confidence in the mentoring relationship), and objectively documented improvement in student
217 performance.

218 In addition to classroom activities and performance, other evidence of accomplishment in
219 teaching includes, but is not limited to: creation of new courses or revision of existing ones and
220 formal participation in broader curriculum review and revision; participating in workshops and
221 serving on committees, both on and off campus, concerning teaching; engaging in outreach
222 activities to schools (depending on the nature of the outreach, some activities may be more
223 appropriately classified as service and will be assessed as such); and sponsoring or participating
224 in events outside the classroom that enhance student learning. Academic advising and/or serving
225 as DUS--which in MCLLC carries with it advising duties--and DGS can also be appropriately
226 categorized under teaching for purposes of tenure and promotion (some activities of these

227 positions may be more appropriately classified as service and administration and will be assessed
 228 as such). Guiding and mentoring students through their academic programs as a whole,
 229 overseeing their formation in the discipline, and being fundamentally involved in both students'
 230 success and timely progress toward the degree are more closely related to a faculty member's
 231 teaching responsibilities than to service work. The members of this department have a tradition
 232 of seeing advising as integral to their duties as dedicated and concerned teachers, and the
 233 numerous advising awards won by the MCLLC faculty are testimony to this. Since
 234 internationalization and global awareness is a primary goal of the college, university, and most
 235 especially of this department, involvement in education abroad and developing courses for UK
 236 Core will be recognized accordingly.

237 In general, assistant professors are not asked to serve as DUS, DGS, Language
 238 Coordinator, or TA Director, positions that are currently classified under teaching in the DOE
 239 and FMER. In the event that necessity has required that a candidate for tenure and promotion to
 240 associate professor serve in such positions, the record of service in the position will also be
 241 included in the dossier. A statement from the department will also be included articulating how
 242 the time and effort devoted to this duty may have affected the candidate's achievements in other
 243 areas.

244 Similar to the research statement in the dossier, the statement of teaching philosophy
 245 should argue a cogent case, and should take the form more of a statement of approaches and
 246 accomplishments in teaching and less an abstract discussion of principles.

247
 248 3. SERVICE - As stated immediately above, the service expectations for assistant professors are
 249 to be kept at a minimum, to allow for the necessary focus on developing scholarship and
 250 teaching. The expectation is that the candidate will have diligently attended division and
 251 department meetings, and other meetings of academic units she or he may be involved in. It is
 252 also expected that the candidate will have served on committees when asked, and in general be
 253 actively and thoroughly engaged as a colleague in the life and work of the department. While
 254 assistant professors are generally not expected to perform College or University service or
 255 professional service at the regional or national levels, in rare cases when such service does occur,
 256 these duties will be evaluated as a core part of the service dossier.

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259 **PROMOTION TO FULL PROFESSOR**

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261 1. SCHOLARLY PRODUCTION - Candidates for promotion to full professor are expected to
 262 realize the promise implicit in the award of tenure and must be recognized by leading scholars in
 263 their field(s) as having had both a significant impact on their field(s) and as having gained a
 264 position of national distinction and even international prominence. With a view to the diversity
 265 of the department's faculty and their work, the candidate's ongoing research program may
 266 involve the significant amplification of a topic or area that has been the focus of research
 267 throughout her/his career, with an effort commensurate to that put forth for the candidate's award
 268 of tenure, new research and departures in new topics and fields, or a combination of the two.
 269 The type of work produced in each of these cases and the timetable for that work can be quite
 270 different, and the precise nature of the candidate's ongoing scholarly production must be
 271 articulated in the dossier.

272 The standards for work appropriate as evidence for promotion to full professor parallel
273 those for tenure and promotion to associate: the primary evidence will be a record of scholarly
274 production and its dissemination in appropriate peer-reviewed venues, which constitutes a further
275 substantial and cohesive body of work, with one or more identifiable intellectual trajectories, and
276 a further impact on the field(s) of the candidate demonstrating that the candidate has achieved a
277 notable reputation and prominence in his/her profession on at least a national and preferably
278 international scale. (There will be certain cases in which the nature of the discipline or of the
279 candidate's production is such that does not readily lend itself to an international scope.)

280 Evidence of this production includes any and all forms of written, electronic, and oral
281 scholarly production (including textbooks, translations, edited volumes, or critical editions) that
282 is either peer-reviewed or, in specific cases, invited or commissioned by a scholar or institution
283 of eminence. Normally invited or commissioned work will not, however, constitute the bulk of
284 the individual's production. Scholarly production appropriate for the dossier must be free of any
285 suspicion of contrivance. Reviews of the candidate's work (monographs, textbooks, translations,
286 edited volumes and critical editions), citations, communications, and other direct evidence of the
287 quality and impact on the field(s) of the candidate's work must also be included, if available.

288 The volume and frequency of scholarly production must be such as to evidence a lifelong
289 career of committed scholarship, rigorous intellectual activity, and high-level engagement with
290 the broader scholarly community on at least a national and preferably international level. As in
291 the case of tenure and promotion to associate professor, attention must be paid to quality as well
292 as quantity; a dossier containing fewer contributions that exhibit higher quality could well
293 present a more cogent case than a dossier containing many, lower-quality scholarly
294 contributions. The department welcomes, encourages, and, in some areas of expertise,
295 anticipates collaborative work and considers such work to be as valuable a contribution to
296 scholarship as a single-authored piece.

297 In cases where the merits of specific projects or publications might not be immediately
298 clear, nationally or internationally reputed figures with experience in this area will be solicited as
299 external reviewers to provide explanation of the nature and value of the project or publication.

300 Other forms of professional engagement on a level appropriate to a senior scholar are also
301 appropriate as evidence of accomplishment for promotion. These include, but are not limited to:
302 serving as editor of journals or major scholarly publications, and initiating collaborative
303 scholarly efforts--considered in its own right apart from the scholarly production that may result
304 from such collaboration. These contributions amplify a candidate's dossier, but they do not
305 substitute for scholarly production.

306 In view of the above, the research statement of the dossier must demonstrate that the
307 candidate has a record of scholarly production, disseminated in appropriate peer-reviewed
308 venues, of a quality, volume, prominence appropriate to a senior scholar in the field. The
309 statement can also discuss the reception of the candidate's work in the broader scholarly
310 community. In any aspect in which the nature or value of work might not be readily apparent to
311 a non-specialist reader of the dossier, nationally or internationally reputed figures with
312 experience in this area will be solicited as external reviewers to assure that proper credit is given
313 for the individual's accomplishments.

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315 2. TEACHING - The candidate must demonstrate sustained teaching excellence in a wide range
316 of courses; no longer a neophyte to the profession, the candidate must show evidence of
317 pedagogical expertise, of teaching at a variety of levels in the course of his/her career up to that

318 point, and of active, ongoing interest in further developing teaching skills. Evidence of this
 319 ongoing development includes, but is not limited to: participating in continuing education in the
 320 art of teaching, application of new technologies and methods, and curricular and classroom
 321 experimentation and innovation. Where appropriate, candidates must also demonstrate
 322 involvement in the graduate program by teaching graduate courses, advising and mentoring
 323 graduate students and chairing and/or serving on graduate committees. The candidate is also
 324 expected to have maintained scores on the global question of the Teaching and Course
 325 Evaluations at or above the college average.

326 In addition to classroom activities and performance, other evidence of accomplishment in
 327 teaching includes, but is not limited to: creation of new courses or revision of existing ones and
 328 formal participation in broader curriculum review and revision; participating in workshops and
 329 serving on committees, both on and off campus, concerning teaching; engaging in outreach
 330 activities to schools (depending on the nature of the outreach, some activities may be more
 331 appropriately classified as service and will be assessed as such); academic advising; and
 332 sponsoring or participating in events outside the classroom that enhance students learning. Since
 333 internationalization and global awareness is a primary goal of the college, university, and most
 334 especially of this department, involvement in education abroad and developing courses for UK
 335 Core will be recognized accordingly.

336 Tenured associate professors are also expected to undertake the duties of DUS, DGS, or
 337 TA Director in the course of their time in that rank, unless the preponderance of their duties lies
 338 outside typical degree-granting programs (some activities of these positions may be more
 339 appropriately classified as service and administration and will be assessed as such). The
 340 relatively small number of faculty in any given degree program simply requires that all take their
 341 proper turn in such duties once they have been tenured. The record of service in this regard will
 342 also be included in the dossier, in the teaching section, along with any accomplishments of
 343 distinction made serving in these positions.

344 As with candidates for tenure and promotion to associate, candidates for promotion to full
 345 professor will include in the dossier a statement of teaching philosophy that should argue a
 346 cogent case, and take the form more of a statement of approaches and accomplishments in
 347 teaching and less an abstract discussion of principles.

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 349 **3. SERVICE & ADMINISTRATION** - Once tenured and promoted to associate professor,
 350 faculty are expected to expand their service by serving on committees in the department, college,
 351 and university. Continued diligence in attending division and department meetings and active
 352 engagement in the professional life of the department are also expected. Service to the
 353 profession at large by holding positions in and doing work for learned and professional
 354 organizations is also recognized and rewarded by the department under service, but is not
 355 required for promotion to full professor, since such service can be a function more of the politics
 356 of a given organization than a distinction based on merit.

357 Candidates who have been hired specifically to set up, manage, and grow new programs,
 358 or who have significant outreach and administration duties, such as management of programs or
 359 centers (e.g., MATWL, Technology, TESL, the Asia Center), collaboration with external
 360 agencies (e.g., the Kentucky World Language Association), and/or management of service grants
 361 (e.g., Startalk), must, upon bringing their dossiers forward, present concrete evidence of their
 362 record in program management and success of their programs. In these cases, at least two of the

363 external evaluators must specifically address the quality and success of the program the
364 candidate manages, and her/his effectiveness as program manager.

365 Also as a result of limited numbers of faculty in individual degree programs, it has been
366 the case that associate professors serve in administrative positions for extended periods of time.
367 The department recognizes that the responsibilities of these positions intrude drastically on the
368 time and energy these faculty have to fulfill the expectations and qualifications for promotion to
369 full professor, leading to extended time in the associate rank. After consultation with the dean
370 and with a clear statement of the circumstances in which these faculty find themselves, their
371 dossiers may be brought forward so that their promotion may be accommodated to their
372 important duties rather than be delayed because of them. Administration and service in these
373 capacities will be fully taken into account in the consideration of the dossier for promotion to
374 full.

375 376 **CONCLUSION**

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378 The faculty in MCLLC asserts, as a matter of principle, tenure and promotion should not
379 be viewed as a hurdle to be jumped but as a case to be made. The dossiers presented for tenure
380 and promotion should articulate and demonstrate a distinguished record and significant
381 achievements in scholarship, teaching and service/administration as defined above. The merit of
382 the demonstrated and documented effort in these areas will be evaluated in light of the award the
383 candidate is seeking. This approach will recognize and reward the diversity of career paths and
384 accomplishments of our faculty, who are members of a complex department, within the
385 contemporary model of scholarship, teaching and service in the 21st-century academic climate.
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**GUIDELINES FOR LECTURERS AND SENIOR LECTURERS
(NONTENURABLE APPOINTMENTS)
DEPARTMENT OF MODERN & CLASSICAL LANGUAGES,
LITERATURES & CULTURES**

Approved by the faculty and the dean, 2008

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APPOINTMENT AS LECTURER

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Initial appointment at the rank of Lecturer will normally require a PhD in a field of study appropriate to the individual teaching assignment, the promise of excellence in teaching based on previous teaching experience documented in a teaching portfolio and letters of reference, and a demonstration of classroom teaching at UK. In exceptional instances, evidence of the appropriate professional experience or credentials may substitute for the PhD with the approval of the Provost. Lecturers will undergo annual performance reviews specific to their individual assignments on the basis of materials gathered from appropriate sources as part of the FMER process. Categories of performance to be evaluated in keeping with individual assignments and corresponding sources of evidence, including self-reported information on the FMER, are listed below. Lecturers are expected to maintain a record of excellence in the performance of their teaching assignments as well as all other areas of assignment in order to be considered for renewal of appointment. Failure to do so will result in nonrenewal of appointment.

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APPOINTMENT AS OR PROMOTION TO SENIOR LECTURER

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Senior Lecturers may be appointed initially from the outside or promoted from within. Promotion to the rank of Senior Lecturer will require five years of continuous and full-time appointment as a Lecturer in the department with a record of excellence in teaching and all other areas of individual assignment. Senior lecturers appointed from the outside must have a comparable record of achievement. Once appointed or promoted, Senior Lecturers will undergo performance reviews biennially barring a composite rating of unsatisfactory performance. The same categories of performance and sources of evidence according to which Lecturers are evaluated also apply to Senior Lecturers as appropriate to their individual assignments. Senior Lecturers are expected to maintain a record of excellence in their performance in all areas of their individual assignment in order to be considered for renewal of appointment. Failure to do so will result in nonrenewal of appointment.

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Lecturer Evidences

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- (1) Teaching, advising, and, where appropriate, supervision and training of graduate teaching assistants:
- Quantitative ratings and qualitative responses provided by students on the standard TCE form and departmental evaluation forms;
 - Solicited or unsolicited written comments from students, graduate teaching assistants, and faculty peers who have observed the candidate's teaching,

449 supervision and training of graduate teaching assistants, advising, and impact on
450 student performance, engagement, or attitude;

- 451 • Other evidence of teaching excellence such as curricular or pedagogical
452 innovation.

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454 (2) Service:

- 455 • Active participation in departmental or college-level committees;
- 456 • Efforts in organizing departmental or interdepartmental events;
- 457 • Proposals that enhance the mission of the department.

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459 (3) Research/Professional Development:

- 460 • Publication or presentation of research in the candidate's field, including the
461 scholarship of teaching;
- 462 • Active participation in conferences and other public venues pertinent to the
463 candidate's chosen area of scholarship;
- 464 • Active participation in professional organizations and in workshops that enhance
465 professional development.

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467 (4) Administration:

- 468 • Evidence of effective management and leadership as appropriate.

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471 **Appointment at the Rank of Lecturer**

472 The appointee will have received a PhD and show promise of being an excellent
473 teacher as evidenced by previous teaching experience, UK classroom presentations, or any
474 teaching statement submitted as part of the application process.

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476 **Appointment at the Rank of Senior Lecturer**

477 The appointee will have received a PhD at least five years prior to appointment and
478 be demonstrably an excellent teacher. In addition, the lecturer will have a record of
479 excellence in the performance of any assigned nonteaching responsibilities.

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481 **Reappointment**

482 The lecturer or senior lecturer will have shown evidence of living up to his or her
483 promise of excellence at teaching as evidenced by the teaching materials gathered as part of
484 the FMER process and any additional information available to the Department such as
485 information gained through classroom observation. The lecturer will also have a record of
486 excellence in the performance of responsibilities.

487

488 **Nonrenewal of Appointment**

489 The lecturer or senior lecturer will have failed to perform well as a teacher (or in
490 his or her nonteaching responsibilities) as evidenced by the materials gathered as part of

491 the FMER process and any additional information available to the Department such as
492 information gained through classroom observation.

493

494 **Terminal Reappointment**

495 The lecturer or senior lecturer will have persistently failed to perform well as a
496 teacher (or in his or her nonteaching responsibilities) as evidenced by the materials gathered
497 as part of the FMER process and any additional information available to the Department
498 such as information gained through classroom observation.