Linguistics Faculty Manual

Academic Year 2020-2021

If you have suggestions for enhancements/revisions, contact the department chair.

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1. The purpose of this handbook

The purpose of this handbook is to provide an overview of expectations of, and best practices and resources for faculty in the Linguistics department at the University of Florida. This faculty handbook addresses issues specific to the Linguistics Department.

The University of Florida has a general faculty handbook available here: http://handbook.aa.ufl.edu/

Other useful resources concerning regulations are:

The Department of Linguistics by-laws: http://sites.clas.ufl.edu/linguistics/files/Linguistics-department-by-laws.pdf.

Collective Bargaining Agreement: https://hr.ufl.edu/manager-resources/employee-relations/union-contracts/united-faculty-of-florida-contract/

2. Department Overview and Structure

Linguistics at the University of Florida began as an interdisciplinary program in 1970 between various departments. While it did not officially become a department until 2010, it operated as an independent program with its own chair and budget for many years before. It continues to enjoy very close cooperation with other departments, especially Languages, Literatures and Cultures, but also Spanish and Portuguese and Anthropology. An important adjunct of the Department from the very beginning is the English Language Institute (ELI), which provides intensive English language instruction to international students seeking admission to universities throughout the United States. Another adjunct is Academic Spoken English (ASE), which offers oral skills courses for international graduate students enrolled at UF and administers the oral proficiency screening (SPEAK) required of international teaching assistants.

UF's Linguistics Department offers the Ph.D., M.A. (both thesis and non-thesis), B.A., two undergraduate minors (the Linguistics minor and the TESL minor), and a minor at the graduate level. A TESL certificate is offered at the undergraduate level, and a SLAT (Second Language Acquisition and Teaching) certificate at the graduate level.

For past and current enrollment figures, see https://ir.aa.ufl.edu/uffacts/enrollment-1/

2.1. Leadership Structure

Like most departments, Linguistics is led by a department chair. The department puts forth one or more candidates for the chair position. The final choice is at the dean's

discretion. An associate chair is also appointed by the chair. The duties of the associate chair are at the discretion of the chair, but minimally, the associate chair takes over as chair when the chair is unavailable. Depending on what is negotiated with the dean, Chairs serve three-, four- or five-year terms.

Coordinators are also appointed in order to administer specific programs, certificates or classes. The Undergraduate Coordinator oversees the undergraduate majors and minors program while the Graduate Coordinator oversees graduate admissions and the graduate program. Coordinators are also appointed for the graduate SLAT certificate as well as for larger undergraduate courses that typically involve multiple sections taught by graduate students. The undergraduate TESL certificate program is overseen by either the Undergraduate Coordinator or a TESL coordinator. In addition, the department has a number of committees. For departmental committees and their responsibilities, see Section 9.2.

For more details concerning the leadership structure, see the department by-laws http://sites.clas.ufl.edu/linguistics/files/Linguistics-department-by-laws.pdf, and the CLAS constitution https://sites.clas.ufl.edu/clas-gov/constitution/

3. Faculty expectations and evaluations

3.1. Faculty Assignment Report (FAR)

Each semester the chair, in consultation with the faculty member, assigns a Faculty Assignment Report (FAR). This is assignment documents the percentage of effort dedicated to teaching, research and service. For guidance on how to complete the FAR, see https://dean.clas.ufl.edu/files/CLAS-FAR-Guidelines-3-2-2020.pdf.

3.2. Annual Activity Report (AAR) and evaluation letter

All faculty are required to compile an Annual Activities Report (AAR) of their activities spanning a year from March 15 of the prior year. The form needed will be sent out in the spring of each year by the Chair and office manager (for an example, see https://dean.clas.ufl.edu/reporting/). The annual report should be completed keeping in mind the linguistics merit criteria (http://sites.clas.ufl.edu/linguistics/files/LIN-merit-criteria.pdf). To facilitate this, Linguistics also requires that faculty complete the merit criteria checklist (http://sites.clas.ufl.edu/linguistics/files/Merit-checklists-2020.docx). The AAR and merit checklists will be used by the Chair to write an annual evaluation letter, which will become part of the faculty member's employment record. In addition, the merit committee will evaluate faculty for merit pay based on the activities report and merit checklist (see Section 9.2.2). The Chair may meet with individual faculty members after they receive the annual evaluation letter.

3.3. Third year (midterm) review

All pre-tenured faculty will be reviewed in their third year at UF. The purpose of this review is to assess the faculty member's progress toward meeting the criteria for tenure and to provide assessments, suggestions, and guidance to assist the faculty member in fulfilling the Department's, College's and University's tenure criteria. The third year review does not bear on the tenure and promotion decision in any way.

The following is based on the UFF CBA section 19.7 (https://hr.ufl.edu/manager-resources/employee-relations/union-contracts/united-faculty-of-florida-contract/). The faculty needs to prepare a department-internal packet in Fall of their third year. This packet contains the same kind of information as would be in a tenure dossier but without letters of evaluation. The system for promotion and tenure is online, and this system will be used to prepare a faculty member's third-year portfolio for review.

The department chair will provide to the faculty member the following materials for inclusion in the dossier: (1) Annual Assigned Activity, including the proportions of the faculty member's assignments, reported on the annual activities report that have been devoted to teaching, scholarship and service; (2) Tenure Criteria for the University and Department; (3) Peer evaluations; and (4) The faculty member's Annual Evaluations.

Tenured faculty members in Linguistics will review the packet in Spring and meet with the department chair to assess whether the faculty member under review is making satisfactory progress toward tenure, according to the kinds of expectations and indications of success that are appropriate at this point in the tenure probationary period.

No later than the end of the third year, the results of the review shall be shared with the faculty member. These results shall include any recommendations about how the faculty member might improve his/her performance and tenure dossier and what assistance might be available in the department, college, and University to address candidate's needs and improve performance. Upon request, the faculty member shall be provided the opportunity to meet with the chair and/or the dean to discuss the review.

3.4. Tenure and promotion

An eligible faculty member may initiate the application for promotion whenever s/he believes s/he has met the criteria for promotion by notifying the department chair before the annual evaluation cycle begins on July 1st. In practice, a target date of April is recommended for submission of a packet for external review. The new template for tenure packets will be released around April 15.

University's guidelines and information regarding the tenure, permanent status and promotion process: http://aa.ufl.edu/policies/tenure-and-promotion-information/

College and University criteria: https://dean.clas.ufl.edu/tenure-and-promotion/

Department criteria for professors: https://sites.clas.ufl.edu/linguistics/files/LIN-Professor-criteria.pdf

Department criteria for lecturers: https://sites.clas.ufl.edu/linguistics/files/LIN-Lecturer-criteria.pdf

3.5. Sustained performance evaluation

Tenured faculty are evaluated once every seven years following either the awarding of tenure or their most recent promotion. The purpose of this evaluation is to document sustained performance during the previous six years of assigned duties. This evaluation does not apply to lecturers. For more information see:
https://dean.clas.ufl.edu/files/SPE_Guidelines_2020.pdf and https://hr.ufl.edu/wp-content/uploads/2018/04/article18.pdf

4. Advising and Mentoring Graduate Students

4.1. General expectation and resources

Every faculty in Linguistics is expected to take an interest in helping students be successful. This can be as simple as answering questions about the program, chatting about research or teaching, encouraging them to submit to a conference, forwarding job ads, or offering to read their personal statements.

A faculty member therefore need not necessarily be an official advisor or committee chair in order to be a mentor to a student. According to the definition provided by the National Academy of Sciences (1997) "…*a mentor is someone who takes a special interest in helping another person develop into a successful professional.*"[1]

Mentoring resources at UF: https://teach.ufl.edu/resource-library/mentoring/

UF Linguistics Graduate student handbook:
 http://sites.clas.ufl.edu/linguistics/files/Linguistics-Graduate-Student-Handbook.pdf

UF Graduate school handbook:
http://graduateschool.ufl.edu/media/graduate-school/pdf-files/Student-Handbook-19-20.pdf

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[1] NAS (1997): Adviser, teacher role model, friend: On being a mentor to students in science and engineering. National Academic Press, Washington, DC.

4.2. Prospective students

If you are approached by a potential applicant to the Linguistics Graduate Program, please treat them with respect and answer any questions about your research that they may have. If they ask whether you are accepting students, you can tell them that admissions decisions are centralized at the department level and individual faculty do not make specific admissions decisions on candidates. Decisions are made by a departmental admissions committee. For more general questions, such as acceptance rates, application requirements, and the like, feel free to refer them to our website lin.ufl.edu and/or tell them to contact Linguistics Graduate Admissions at grad-admissions@lin.ufl.edu. The latter is monitored by the Graduate Coordinator

4.3. (First-year) advisor

First year graduate students are assigned a faculty advisor and a student mentor upon entering the graduate program in the Fall. You may be asked to advise one or more incoming students. The student mentor is there to help with logistical issues, getting settled in Gainesville, and navigating the UF bureaucracy. The faculty advisor advises the student on academic issues (see below). The student may not have interests precisely in your area of research or may not even have determined interests at all.

There are orientations for new graduate students the week before classes begin. One is held by the Graduate School (http://graduateschool.ufl.edu/admissions/orientation/) and one is held by the Graduate Coordinator specifically for Linguistics students. In past years, there has also been a FAQ and meet-and-greet organized by the current graduate students for incoming students.

The responsibilities of the faculty advisor include issues relating to course registration and satisfactory progress towards the degree. Students may change advisors at any time. Agreeing to be a student's advisor does not commit you to being their committee chair.

Faculty advisors are responsible for meeting regularly with their advisees to discuss course registration, program progress, and to check in on their well-being. There are two formal mechanisms to facilitate regular advisor-advisee meetings: Individual Development Plans (IDPs) and annual student evaluations, see sections 4.7.1 and 4.7.2.

It is recommended that faculty advisors point out training and funding opportunities for first and second-year graduate students. An example is the NSF Graduate Research Fellowship, which is open to first and second year graduate students who are US citizens or permanent residents (https://www.nsfgrfp.org/).

For program requirements, see http://lin.ufl.edu/files/MA-requirements.pdf http://lin.ufl.edu/files/PhD-requirements.pdf. Students and advisors can complete these forms to track students' progress.

For courses see: https://lin.ufl.edu/graduate/graduate-courses/

Various forms related to graduate study are available at http://lin.ufl.edu/resources/forms/.

4.4. Graduate student funding

Funding for students is highly competitive as funding awards are limited. Currently funding packages come in two forms: the highly prestigious Graduate Student Funding Award (GSFA) and the Linguistics Funding Award (LFA). All are four year awards. The former is allotted by the Graduate School and the college based on a number of factors, including a department's average number of PhD graduates per year and graduation rate. Linguistics typically has only one to two awards. The LFA come from department funds and we typically award 3-4 per year, depending on availability of funds. All come with duties related to research or teaching that depend upon department needs and student abilities. Funding awards are determined by the Admissions Committee while research/teaching assignments are determined largely by the Student Employment Committee (see Section 9.2.6).

Linguistics graduate students are sometimes employed teaching foreign languages, although such positions are becoming increasingly difficult to secure. Students interested in teaching their native language can contact the graduate coordinator, who will contact the appropriate coordinator in LLC.

Other UF funding sources are available to support students, including TAships in other departments, fellowships from Area Studies Centers, grant-funded RAships and assistantships from the English Language Institute, the University Writing Program, and the Dial Center for Written and Oral Communication. If you become aware of funding that might work for incoming students, please let the Graduate Coordinator know about it. Students are recommended not to pursue these opportunities on their own, but to do so through the Graduate Coordinator.

If you advise a student who does not have a teaching position and wants one, encourage them to look for opportunities outside of UF (e.g. Santa Fe College). They may also contact the chair of the employment committee to see if positions have opened up.

It has become increasing rare for MA students to be awarded funding. Most current MA students are self-supported.

For requirements for international students that wish to become a TA, and for other funding information: see https://lin.ufl.edu/graduate/financial-aid/

4.5. MA/PhD Committees

A thesis MA committee must have a chair and one other member.

A non-thesis MA must have a chair. This is a department-specific requirement. The Graduate School does not require a formal committee for a non-thesis MA, see http://graduateschool.ufl.edu/media/graduate-school/pdf-files/Student-Handbook-19-20.pdf.

A PhD committee must have at least four members: a chair from Linguistics, an external member from outside Linguistics, and two additional members, at least one of whom must be from Linguistics. The external member must not be affiliated or budgeted in Linguistics, but needs to be a UF graduate faculty. The purpose of the external member is to ensure that graduate school regulations are followed and that the student is treated fairly by the committee. They therefore needs not be an expert in the topic of the student's dissertation and are not necessarily expected to make substantial contributions to the committee's feedback, though of course they are free to do so. A committee can have members from institutions other than UF, as long as there are at least four UF-internal members.

A PhD committee may have a co-chair. A committee with a co-chair does not have two co-chairs; it has a chair and a co-chair. Consequently, the co-chair does not receive credit for chairing a PhD committee. GIMS (the Graduate Information Management System) counts co-chairing as being only a member of the committee. Thus, there is no advantage to being named a co-chair rather than a committee member. Rather, the purpose of a co-chair seems to be "to serve during the planned absence of the supervisory committee chair".

All committee members must have Graduate Faculty status or be appointed as a Special Member via a request in GIMS, which can be initiated with the department chair and the office manager.

Students form a supervisory committee by filling out the form at http://lin.ufl.edu/files/grad_committee.pdf, collecting signatures from their committee members, and giving the form to the Linguistics office manager who will enter the information into GIMS.

4.5.1. Timeline

Students should be made aware of the timeline for satisfactory progress as soon as possible in their graduate career. The typical timeline varies across subfields.

The following table gives recommended and latest dates for particular milestones as per the Linguistics Graduate Handbook (see note below the table for Graduate School guidelines).

	RECOMMENDED	REQUIRED FOR SATISFACTORY PROGRESS
FORMATION OF SUPERVISORY COMMITTEE[1]	MA: beginning 3rd semester PhD: end of 4th semester	MA: by the end of 3rd semester PhD: by the middle of 6th semester
PASS COMPREHENSIVE EXAMS	Fall of the beginning of second year	Fall of the beginning of third year
MA THESIS DEFENSE AND MA GRADUATION	by the end of 4th semester (2 years)	by the end of the 5th semester[2]
QUALIFYING EXAM	by the end of the 6th semester	
SUCCESSFUL QUALIFYING EXAM DEFENSE	by the end of the 6th semester	by the end of the 8th semester
DISSERTATION PROPOSAL[3]		
PHD DISSERTATION DEFENSE AND PHD GRADUATION[4,5]	by the end of the 8th semester (4 years)	by the end of the 10th semester (5 years)

[1] The Graduate School requires the formation of a committee after 12 credit hours We recognize that it may not be realistic to form a supervisory committee after only a year of study, as required by the Graduate School. Consequently, this requirement is currently not enforced. Students should be encouraged to form a committee as soon as practical—as soon as they have identified a thesis/dissertation topic. Committee members can be changed.

[2] The Graduate School requires an MA graduation within 7 years

[3] The dissertation proposal may be written before or after the Qualifying Exam. This is at the discretion of the student's committee. A dissertation proposal is not required by the graduate school.

[4] Note that the Graduate School requires that there be two semesters in between passing the qualifying exam and defending the dissertation. The dissertation needs to be defended within 5 calendar years from the qualifying exam.

[5] The Linguistics Graduate Handbook does not explicitly list these requirements. However funding is generally not available after the 10th semester.

4.5.2. MA/PhD Committee chair

4.5.2.1 General responsibilities
MA/PhD Committee Chairs are responsible for meeting regularly with their advisees to discuss expectations, long- and short term goals, course registration, program progress, and their well-being. Chairs also complete the annual Individual Development Plans (IDPs) and annual student evaluations, see Section 4.7. For program requirements see http://lin.ufl.edu/files/MA-requirements.pdf, http://lin.ufl.edu/files/PhD-requirements.pdf. Students and advisors can complete these forms to track students' progress.

4.5.2.2 Academic responsibilities
Chairs help the student form their committee. It is recommended that the committee meet shortly after formation to discuss the nature of the student's project and to develop a timeline for the exams and other project milestones. For a detailed list of committee responsibilities, see https://catalog.ufl.edu/graduate/degrees/#text.

It is advised that the Chair give frequent and detailed feedback on the student's development of the project, and coach the student in meeting the planned deadlines. It is recommended that Chairs encourage their students to seek advice from others, guide the students in submitting work to conferences and journals, and facilitate them networking with peers and faculty at other departments and institutions. Chairs should also encourage students to apply for external or internal funding for their research, e.g. an NSF Doctoral Dissertation Research Improvement Grant (https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=505033&org=NSF), or a CLAS dissertation award (https://clas.ufl.edu/graduate/grad-scholarships). For a list of funding opportunities, see http://graduateschool.ufl.edu/prospective-students/funding/.

4.5.2.3 Professional development
Faculty should mentor their advisees in professional development skills directly and also encourage them to benefit from seminars and workshops offered at the department and college level. The department has often organized professional development workshops, typically taking place during our regular weekly seminar time slot. In addition, the Office of Graduate Professional Development regularly offers professional development programs and has many resources available for graduate students. Programs cover preparation for academic careers as well as non-academic careers: https://gradadvance.graduateschool.ufl.edu/programs/

In the summer leading up to the student's final year, Chairs should encourage their student to get ready for the job market by helping them with their portfolio (CV/resume, personal statements), and by pointing out relevant training opportunities and job openings.

4.5.2.4 The final semester

When planning the graduation semester, the student should first ask the chair of her/his committee to determine whether s/he is ready to defend. The chair should check that the student has satisfied all requirements determined by the committee, and that the thesis or dissertation can be completed by the candidate to meet the Graduate School deadlines, https://catalog.ufl.edu/graduate/calendar/

The student should go to the Graduate School website and get a checklist of requirements and critical dates:
http://graduateschool.ufl.edu/graduation/checklists
https://catalog.ufl.edu/graduate/calendar/

All students planning to graduate must file for graduation in ONE.UF by the published deadline, which is very early in the semester. It is easier to cancel later than to file late, so if there is a chance of graduating in the current semester, the student should file for graduation. Degree applications do not carry over from one semester to the next. If the degree is not awarded, the student must 1) request that their academic unit remove their name from the current term degree list, 2) re-apply for the degree award in a subsequent term, by the published deadline for that term, and 3) meet all other requirements for the term the degree will be awarded. See http://graduateschool.ufl.edu/graduate-life/graduation/degree-applications/ for more information.

There are registration requirements for the final semester for thesis and dissertation students: 3 hours of 7980 Doctoral Research for PhD students and 3 hours of 6971 Masters Research for thesis MAs in fall or spring; 2 hours in summer.

4.5.2.5 Clearing prior

Students who complete all the requirements and meet all deadlines for the degree except for Final Submission and/or Final Clearance from the Graduate Editorial Office may Clear Prior. Clear Prior permits students to be exempt from registration for the following term, when the degree will be awarded. Students must file a new degree application within published deadlines. The deadline for submitting the final thesis/dissertation is typically just before classes begin the following semester. For criteria and other information, see "clear prior" on: https://catalog.ufl.edu/graduate/regulations/#text

4.5.3. MA/PhD Committee members

The responsibilities of the (non-Chair, non-external) members of the MA/PhD committee are to advise the student on their project, and to evaluate the student's performance on the exams. The main responsibility of the external member is to ensure that graduate school regulations are followed and that the student is treated fairly by the committee.

4.6. Mentoring TA/RAs

The mentor and the TA/RA should meet regularly so as to communicate expectations, plan and coordinate tasks or course content, and to allow feedback in a timely fashion.

Mentors of TAs and RAs should complete an evaluation report at least annually. Mentors can use the format of their choice for the evaluation letter. For an example evaluation form, see TAEVAL.doc on the shared drive (\\ad.ufl.edu\clas\share\lin\Teaching evaluations). The evaluation report will be included in the student's annual evaluation packet.

For TA mentoring resources, see:
https://ufl.pb.unizin.org/ta-handbook/
https://teach.ufl.edu/passport-to-great-teaching/

4.7. Student evaluations

4.7.1. Individual Development Plan (IDP)

In accordance with graduate school policy, each PhD student must have an IDP every year, starting their first year. http://graduateschool.ufl.edu/faculty--staff/resources/individual-development-plan-idp-policy/. The purpose of the IDP is to assist the student in setting and making progress toward academic and professional goals. The IDPs are also also meant to help strengthen the relationship and coordination between the student and their advisor. Linguistics has developed its own IDP template for use with graduate students. The graduate coordinator keeps IDPs on file for each student and will send out existing IDPs and reminders early in the Fall semester. Faculty are required to meet with advisees each Fall, revising the document to reflect changes in goals, progress, and accomplishments and to discuss short term goals for the academic year.

4.7.2. Annual Student Evaluation

During the Spring semester, the graduate coordinator will ask students to complete the Graduate Student Annual Activities Report Form (form will be provided by the graduate coordinator). Students report on their progress through the program as well as professional development achievements such as presentations or publications. Teaching and RA evaluations are also included. This information is supplied to the graduate coordinator and advisor. At a faculty meeting late in Spring (usually March), the evaluations are discussed, especially noting particularly problematic or praiseworthy case. After the meeting, advisors write an annual evaluation letter for their students, encouraging them on their progress and noting any areas where particular praise or correction is needed. These are also filed with the graduate coordinator and become a part of the student's file. Students who have fallen out of good standing with the

department are officially notified of such in these letters.

5. Exams

MA students must pass the comprehensive exams and a final exam. PhD students must also pass a qualifying exam.

5.1. Comprehensive exam

The Comprehensive Exam is three exams in the areas of syntax, morphology, and phonology. The goal of the comprehensive exams is to ensure that candidates have a basic competency in the core areas of linguistic knowledge and analysis before advancing too far into the program. The Comprehensive Exam is required of all MA and PhD candidates. Incoming students with sufficient prior training may be given permission by the graduate coordinator to attempt the Comprehensive Exams prior to enrolling in the core courses. If they pass the exams, they need not take the corresponding courses. Students are required to take the comprehensive examinations at the earliest opportunity after they have completed the first year courses in Syntax, Morphology, and Phonology. This is typically just before they start their third semester in the program. Students are permitted two attempts at each exam. If they fail an exam once, they may attempt it a second time. A second failure results in dismissal from the graduate program.

For more details as to the structure and timing of this exam, see section "Comprehensive Examination" of the graduate student handbook http://sites.clas.ufl.edu/linguistics/files/Linguistics-Graduate-Student-Handbook.pdf.

The comprehensive examinations are created and evaluated by the comprehensive exam committee (see section 9.2.7). For the rubric, see http://lin.ufl.edu/files/Comprehensive-Exam-Rubric.pdf

5.2. Qualifying exam

All PhD students must pass a qualifying exam in order to advance to candidacy (ABD status). In Linguistics, this is an exam and not a paper, though the exam answers often take the form of papers.

The exact structure of the qualifying exam is determined by the supervisory committee and there is a lot of flexibility. While timed seated exams are acceptable, these are uncommon. More common is for the committee to determine 3-4 long-response questions for the student to answer over a more generous period of time. The form and content of those questions and the time frame for students is entirely up to the committee. Most committees require a dissertation proposal as part of the quals. The relationship of the dissertation proposal/project design to the quals is also up to the committee. Some committees require a proposal defense to precede a qualifying exam defense, some have it as part of the qualifying exam defense, and some require it after.

Here are some (non-exhaustive) examples of what this could look like:

Example A: a committee requires a student to turn in a short prospectus outlining their dissertation topic, but does not require that it be formally defended. They then decide to give a student three questions related to their dissertation topic, providing them one week for each question and expecting 10-15 page responses to each. Two weeks after the final paper is due, a qualifying defense takes place. After passing, the full prospectus is required to be expanded into a proposal and defended in another meeting.

Example B: A committee requires a proposal be defended before the quals are set. They then give the student three questions related to their dissertation, giving them one month each to complete and turn them in and expecting 25-30 page responses that correspond closely to dissertation chapters. A qualifying exam defense is then scheduled.

Example C: A committee sets three questions for the student to be completed along with a proposal over a three month period. At the end of the three months, the questions as well as the proposal must be defended in the qualifying exam.

The qualifying exam requires an oral defense. The rubric for grading can be found on http://lin.ufl.edu/resources/forms. We recommend that the rubric be completed after the qualifying examination takes place and turned in to the Linguistics office manager.

The results of the qualifying examination, successful or unsuccessful, must be filed with the Graduate School. There is a qualifying exam form available from the Linguistics office manager. It must be completed and returned so that it can be entered into GIMS. If the student fails the qualifying examination, a reexamination may be requested, but it must be recommended by the supervisory committee. At least one semester of additional preparation is considered essential before reexamination. Graduate school policy also requires that the student's committee be dissolved and reformed. It is up to the chair and other committee members whether they wish to join the new committee and in what capacity.

Students who have not passed their qualifying defense before the end of their eighth semester are no longer considered to be in good standing with the department. Generally students are encouraged to complete quals by the end of their sixth semester.

5.3. Non-Thesis MA

The MA non-thesis option requires a final comprehensive exam whose form is determined in consultation with the student's chair. Typically the final project takes the form of a paper or presentation on a research topic, but the form is quite open, and may include an oral defense or completion of a reading list, among other possibilities.

5.4. MA Thesis/ PhD. Dissertation defense

The MA thesis and PhD options require formal writing of a thesis that constitutes original research and advances the field by making a novel theoretical and/or empirical contribution. Theses must be defended and the PhD thesis must be defended publically.

The final exam for PhD students must be advertised to and welcoming to the public. Generally a flyer is posted in the department and wherever else the student and committee may deem appropriate at least two weeks before the exam takes place. The linguistics office manager can help with preparing paperwork for final exams as well as advertising PhD defenses.

Final examinations for the MA and PhD must be attended by the entire supervisory committee. The Graduate School allows the final examination to be conducted using video and/or telecommunications. The student and chair or co-chair must be in the same physical location. All other members may participate from remote sites via technological means.

All members of the supervisory committee must sign the Final Exam form and the Electronic Thesis and Dissertation (ETD) Signature Page, for the student to meet the requirements of the examination. The signed forms should be given to the Linguistics Office Manager, who will place the originals in the student's academic file and submit the electronic versions to the Graduate School via the Graduate Information Management System (GIMS). Once the student successfully defends, s/he will also sign the Final Exam Form and the UF Publishing Agreement. The signed ETD Signature Page may be held until all Committee stipulations have been met regarding the document. It must be posted electronically to GIMS no later than the Final Submission Deadline for the intended term of degree award.

Final Examination forms must also be submitted for MA thesis and non-thesis final examinations.

For deadlines see http://graduateschool.ufl.edu/about-us/offices/editorial/editorial-deadlines/

6. Mentoring Undergraduate students

Faculty are strongly recommended to engage undergraduate students in research. This can be in the form of them volunteering as an assistant on a project, or them doing an independent study. Faculty are also encouraged to mentor these undergraduate students with regard to applying to graduate school, or finding a career path after graduation.

6.1. Recruiting undergraduate student mentees

Faculty can recruit undergraduate students for research by personally approaching students about opportunities, advertising on the UF linguistics undergraduate mailing list, or by posting the data base managed by the Center for Undergraduate Research (https://cur.aa.ufl.edu/become-a-mentor/submit-to-cur-database/), and a data base managed by the UF undergraduate Linguistics Society. Students will also approach faculty members on their own. Although faculty are strongly encouraged to involve undergraduates in research, faculty members are advised to be judicious in taking on students. If a student wants to do a research project that is not within the faculty member's line of interest or expertise, the faculty member should feel free to decline taking on the student.

6.2. Research participation (LIN4911), independent study (LIN4905)

It is strongly encouraged that undergraduate students involved in research register for the zero-credit LIN4911. This allows the department to keep track of how many students are engaged in research. LIN4911 will be listed as "Research participation" on the student's transcript.

Students who want to be more deeply engaged in research and want to start their own research project are encouraged to register for LIN4905 (independent study). The end product is typically a written report or critical literature review pertaining to the research project.

Students will need to sign up for LIN4911 and LIN4905 before the end of drop/add, using the forms on https://lin.ufl.edu/resources/forms/. The form needs to be signed by the mentor and the undergraduate coordinator and given to the department office manager. The office manager will register the student for the course. LIN4911 and LIN4905 are graded with a letter grade. Since LIN4911 is zero credit, the letter grade will not contribute to the student's GPA.

6.3. Undergraduate (honors) thesis

A student who has an upper level GPA of at least 3.5 is eligible for writing an honors thesis. In linguistics, this is a two-semester process. In one semester, the student registers for LIN4905 (see above); in the second semester the student registers for LIN 4970 with the same mentor on the same project. The end product of LIN4970 is a written thesis. This thesis needs to be evaluated by the student's mentor and a second reader (faculty, postdoc or graduate student). The second reader can be external to the department. The advisor and the second reader decide on the student's honors designation (none, magna cum laude, or summa cum laude). In addition, the advisor will be asked to provide a letter grade for LIN4970.

Students will need to sign up for LIN4970 before the end of drop/add, using the form on https://lin.ufl.edu/resources/forms/. It is advised that the LIN4970 form includes a timeline for the student (see below) and includes the name of the second reader. The form needs to be signed by the mentor and the undergraduate coordinator, and given to the department office manager. The office manager will register the student for the course.

The undergraduate coordinator will contact the mentor about halfway through the semester for a prospective honors designation (magna cum laude, summa cum laude). This is NOT the final designation. The final designation is determined after the mentor and second reader have evaluated and approved the thesis. The undergraduate coordinator will need to know the final designation by the last day of classes.

Approved theses need to be submitted to the UF libraries. For submission deadlines and more information see https://guides.uflib.ufl.edu/etds/honors_theses. Note that the deadline is in advance of the last day of classes. It is advised that the student hand in the final version of the thesis to the advisor and second reader at least two weeks before the thesis submission deadline.

6.4. Faculty credit for mentoring undergraduates

Mentoring of undergraduates can be mentioned on the AAR, and LIN4911, LIN4905 and LIN4970 will be listed under "courses taught" on the AAR cover sheet. Undergraduate mentoring is an expectation for faculty (Teaching merit criterion, level C) and chairing undergraduate honors theses is meritorious (level B).

In addition, LIN4911, LIN4905 and LIN4970 will be listed on the FAR and can be assigned some percentage of effort.

6.5. Undergraduate funding opportunities

Faculty should encourage undergraduates to apply for funding for their research. Examples are the Emerging Scholars Program (freshmen and sophomores), the CLAS Scholars Program, the University Scholars Program (freshmen, sophomores, juniors). For an overview of undergraduate funding opportunities see https://cur.aa.ufl.edu/scholarships/. The Ronald E. McNair Scholars Program provides opportunities for minorities and students who are first-generation/low income, http://mcnair.aa.ufl.edu/. Faculty typically receive a small stipend for mentoring students who receive scholarships.

6.6. Combined BA/MA program

Linguistics offers a combined degree program that offers a BA and MA degree in 5 years. Senior undergraduates start taking graduate classes in the final year of their

undergraduate program. Then they enroll in our MA program and finish the MA program in one year. Students need to apply by February 15 of the spring semester in their junior year. For more details see https://lin.ufl.edu/files/Combined_degree_April_2012.pdf and https://catalog.ufl.edu/UGRD/colleges-schools/UGLAS/LIN_BA/.

6.7. Letters of Recommendation

A student may ask you to write a letter of recommendation when they are applying for graduate programs or jobs. You should never feel obliged to write such letters, especially not when you do not know the student well.

If the letter is part of a job application, and you want or need to include disciplinary status, GPA, UFID or social security number, grades/exam scores or standardized test scores, the student should provide you with a completed FERPA release form https://registrar.ufl.edu/assets/pdfs/ferparelease.pdf

7. Teaching

7.1. General expectations

 "Members of the faculty have a responsibility to […] treat students, staff, and colleagues fairly and civilly in discharging one's duties as teacher, researcher, and intellectual mentor." (UFF-CBA)

Course syllabi need to adhere to UF policies and need to be publicly accessible. For what to list and examples see: http://syllabus.ufl.edu/syllabus-policy/

For merit criteria related to teaching, see http://sites.clas.ufl.edu/linguistics/files/LIN-merit-criteria.pdf.

For teaching and advising/mentoring awards, see https://clas.ufl.edu/awards-and-recognition/

7.2. Peer evaluations

It is recommended that faculty have their teaching evaluated by one of their peers at least once per academic year. The chair will remind faculty of such evaluations, but faculty are advised to be pro-active in this respect. Evaluation letters will be included in the annual report. There is no expected format for the evaluation letter. For an example evaluation form and procedures see the materials on the shared drive (\\ad.ufl.edu\clas\share\lin\Teaching evaluations).

7.3. Teaching resources

For UF teaching resources and workshops see https://teach.ufl.edu/

UF instructor guide: https://ufl.pb.unizin.org/instructorguide/

UF Faculty handbook: http://handbook.aa.ufl.edu/teaching/

8. Mentoring junior faculty

8.1. Procedure

Junior faculty will be assigned at least one mentor by the department Chair. The mentor is typically a more senior faculty member in a related line of research. If desired, the junior faculty can add one or more mentors of their choice, which can be outside of the department.

The main mentor is responsible for:
a. calling a meeting about twice per year with the junior faculty. It is advisable that the mentor and mentee meet shortly after the mentee receives the Chair's annual evaluation letter. In the meeting, the mentor and junior faculty will discuss
- the junior faculty member's short- and long-term goals
- their progress towards these goals since the last meeting, also in relation to the tenure and promotion criteria, and the department's merit criteria
- identifying and suggesting solutions for any problems or concerns.

b. Advising the junior faculty on preparing their AAR and third year review packet, if applicable
c. Providing assessment and advice on readiness for tenure and/or promotion
d. Advising, as appropriate, on the preparation of the junior faculty's tenure and/or promotion packet

The mentorship typically lasts from the hiring of the new faculty to the time that their packet is sent forward for tenure and/or promotion. The junior faculty mentor may be asked to write a letter which will be included in the Third year review packet (see section 3.3).

For best practices see https://gov.clas.ufl.edu/files/CLAS-Faculty-Council-2019-Mentoring-Report.pdf

9. Service and administration

9.1. General expectations

Faculty are expected to
- Attend monthly faculty meetings, scheduled by the chair
- Serve on department committees (see below)
- Regularly attend colloquia and other events organized by the department
- Respond in a time fashion to inquiries from the Chair, colleagues, and students.

For merit criteria related to service, see http://sites.clas.ufl.edu/linguistics/files/LIN-merit-criteria.pdf

9.2. Departmental committees

Faculty are expected to serve on at least one departmental committee each semester. Outside of department-level committees, faculty are also encouraged to serve on committees at the college level (CLAS) and the University level as an important part of shared governance. service being commensurate with seniority. The service expectations, both within and outside the department, are different for senior vs. junior faculty in that senior faculty are expected to be on more, or on more effort-demanding committees than junior faculty.

With the exception of the Tenure and Promotion committee and Merit Pay committee[2], committee chairs and members are appointed by the department Chair. For further details as to responsibilities of the committees, see the by-laws on http://sites.clas.ufl.edu/linguistics/files/Linguistics-department-by-laws.pdf. The descriptions below are based on the by-laws, however, some duties may be at the discretion of the department Chair.

9.2.1. Tenure and Promotion committee (elected)

The Tenure and Promotion committee is responsible for receiving input from mentors of untenured faculty members before evaluating the progress of these colleagues budgeted in Linguistics. In addition, the Tenure and Promotion committee presents tenure and promotion cases to faculty for discussion before the faculty votes on tenure and promotion. Finally the Tenure and Promotion committee can suggests edits to the department's Tenure and Promotion criteria (https://lin.ufl.edu/files/LIN-Professor-criteria.pdf; https://lin.ufl.edu/files/LIN-Lecturer-criteria.pdf.)

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[2] Note that per the by-laws the merit committee need not be elected.

9.2.2. Merit committee

The merit committee evaluates the performance of faculty members budgeted in linguistics in the areas of teaching, research, and service. The merit committee examines the annual activities reports and merit checklists that faculty complete in the Spring (see Section 3.2) and makes an assessment of faculty performance on the basis of the department's merit criteria (http://sites.clas.ufl.edu/linguistics/files/LIN-merit-criteria.pdf). These assessments are reported to the chair who uses them in determining merit-based raises. The chair has discretion in assigning merit pay and is not required to simply distribute the merit money according to the committee's report. Faculty on the merit committee are expected to excuse themselves from the meeting while their own performance is evaluated by the other members.

9.2.3. Administrative Advisory Committee

The Administrative Advisory Committee advises the Chair on all matters of policy and procedures that are of concern to the unit.

9.2.4. Curriculum committee

The Curriculum Committee is responsible for initiating and/or evaluating all curricular changes. This committee also reviews the catalogs (undergraduate and graduate) periodically.

9.2.5. Admissions Committee

Graduate admissions is overseen by the Admissions Committee and the graduate coordinator. Admissions is a centralized process in the department. Applicants do not apply to work with individual faculty members or on particular research teams, as is often the case in Europe. The admissions committee has the demanding job of evaluating MA and PhD applications and deciding which applicants are an optimal fit to the UF Linguistics department. The admissions committee takes numerous factors into account in making its decisions: GREs/IELTS/TOEFL scores, letters of reference, statement of purpose, prior linguistic training, undergraduate record, research potential, and match with current faculty research interests, among others. It also takes into account the need for a diverse student population, including with respect to likely research interests.

In recent years, the admissions committee has focused efforts on ensuring incoming students with clearly stated research interests have faculty members willing to work with them. The committee will therefore frequently solicit application evaluations from non-committee members and ask them to conduct interviews with applicants and offer their recommendations and comments to the admissions committee.

The deadline to apply for the MA/PhD program is December 1st if the student wants to be considered for funding. The admissions committee aims to make admissions decisions by the end of January so that initial offers can be made to students by mid February. By university policy, students who are offered admission have until April 15th to provide their

acceptance or rejection of the offer.

After the December 1st deadline, the Graduate Coordinator makes applications available to the admissions committee for review. The committee then meets to discuss applications with the goal of deciding which applications to admit and how to prioritize them for funding. The graduate coordinator works with the committee to make final decisions on funding offers and send admission and offer letters to applicants using official university templates.

A second admission deadline of April 1st is also available. Students who apply between Dec 1st and April 1st are not considered for funding. We do not allow Spring admission.

We receive between 80 and 120 applications a year and typically admit 20-25 PhD students and a number of MA students. Once funding decisions are made, the result is typically a Fall cohort of 7-10 new students.

Students may apply to the MA or PhD program. A prior MA is not required to apply to the PhD program and we encourage students with a strong linguistics background and the goal of a doctorate to apply directly to the PhD program. Students who apply to the PhD program but lack a strong background are sometimes admitted as MA students instead.

For admission information and required documentation, including additional requirements for international students, see https://lin.ufl.edu/graduate/admissions/

9.2.6. Student Employment Committee

The Student Employment Committee oversees the utilization of departmental financial resources and sees to the professional development of Teaching Assistants. It is primarily responsible for providing a ranking for TA employment for the next academic term or year. Other responsibilities may include: a) assigning the faculty visitation of TA classes and providing the instrument for the evaluation; b) selecting the TA of the year nominee; c) ensuring that the evaluation is based on the all-faculty assessment of academic progress and the TA evaluations provided by academic coordinators. The functions listed under a) through c) may also be performed or coordinated by the department chair or another designated faculty member.

The Student Employment committee typically consists of the coordinators of the various programs employing linguistics students: LIN 3010, LIN 2000, ELI, ASE, plus the graduate coordinator and a committee chair. Students are questioned about their employment preferences in early Spring for the following academic year. The department strives to fund all continuing students who want funding but are sometimes not able to do so. Various teaching position are described at http://lin.ufl.edu/graduate/financial-aid/.

9.2.7. Comprehensive Exams Committee

See section 5.1 on the purpose and timing of the Comprehensive Exams. The Comprehensive Exams Committee is responsible for scheduling, writing, administering, and evaluating the exams. The evaluation rubric can be found at http://lin.ufl.edu/files/Comprehensive-Exam-Rubric.pdf. The committee sets the dates of the exams and provides students with study guides and past exam questions in the Spring. Students are encouraged to study for the exams over the summer, as it is possible to fail the exams. Exams are graded on a scale of High Pass, Pass, Low Pass, and Fail. Each exam is graded anonymously by each of the committee members to ensure fairness. After the exams have been graded, the committee reports the results to students as soon as practical and to the faculty at the first faculty meeting of the Fall semester.

9.2.8. Other committees

Current other committees are (1) The visiting scholars committee, responsible for overseeing and mediating visiting scholar applications, initiating international visitors' visa paperwork, getting the visiting scholar started at UF; (2) the Monday Seminar Committee; (3) the Website Committee; (4) the Undergraduate Vitality Committee.

The Chair can appoint ad-hoc committees of specified duration as are needed to deal with matters of importance to the Department.