

**Statements of Evidence for Recommendations Regarding Appointment,
Reappointment, Nonrenewal of Appointment, Terminal Appointment, Promotion,
and Faculty Performance for Lecture Series faculty**

Department of Educational Leadership Studies (EDL)

University of Kentucky

Introduction: The Department of Educational Leadership Studies employs Lecturers with a doctorate in the field of educational leadership who can teach graduate level courses. The typical employment period is for a fixed term (AR 2:9 I) of 12 months with an option to renew for additional periods of time. The typical graduate teaching load for fall, spring and summer sessions is seventy-five (75) percent instruction each semester (i.e. 2 courses or 6 graduate credit hours) with the remaining twenty-five (25) percent of the annual assignment apportioned among other assigned duties that serve the EDL graduate program. Lecturers teaching graduate level teaching assignments must be approved by the Provost (AR 2:9 VI, Conditions of Employment; A. Distribution of Effort). As a Lecturer, individuals will be expected to attend Departmental and College meetings and serve on Departmental-level committees. “Lecturer Series faculty employees are not eligible for tenure, sabbatical leave or membership in the Graduate faculty” (AR 2:9, VI, Conditions of Employment, B. 1) and thus may not serve as members of graduate student advisory committees. “Lecturer series faculty employees are eligible for faculty membership with voting privileges in the college faculty and University Senate, subject to approval of tenured and tenure-track members of the faculty in the College to which they have been assigned” (AR2:9, B, 1). Lecturer Series faculty employees may serve as a member of local and state-level committees as approved by the Department and are expected to hold office hours and supervise practicum and field experiences.

Faculty members in the Department of Educational Leadership Studies voted on November 2, 2010 to limit the number of Lecturer Positions to a maximum of 3 at any one time. EDL may vote to change the number of Lecturers as circumstances suggest the need.

The *Statements on Evidence for Lecture Series Faculty* for the EDL is intended to be consistent with the Administrative Regulations of the University of Kentucky.

I. Guidelines for Appointment, Reappointment, Nonrenewal of Appointment, Terminal Appointment, Promotion and Faculty Performance for Lecturer Title Series

The following guidelines are used by the Department of Educational Leadership Studies (EDL) in evaluating candidates for the Lecturer Title Series:

Appointment: a candidate *must* be approved for appointment by majority vote of EDL faculty holding regular title series appointments.

Reappointment: a candidate *must* demonstrate at least a *Record of Competence* in each of the two areas of performance evaluation (teaching and service/engagement).

Nonrenewal of Appointment: a candidate who receives teaching evaluations below the College mean for both Quality and Value of Teaching, and/or unsatisfactory reviews based on peer evaluation; and/or who demonstrates inadequate service after intervention and remediation in the subsequent year performance review *shall* receive nonrenewal of appointment.

Terminal Appointment: a candidate who receives an unsatisfactory performance review for two consecutive years *shall* receive a terminal appointment.

Faculty Performance: a candidate *must* demonstrate at least (a) a consistent *Record of Achievement* in each of the two areas of performance evaluation (teaching and service/engagement). See indicators of competence below.

Promotion to Senior Lecturer: a candidate *must* demonstrate a record of performance either in (a) a *Record of Achievement* in each of the two areas of performance evaluation (teaching and service/engagement); or (b) a *Record of Achievement with Distinction* in teaching and service/engagement areas of performance evaluation; and upon consultation with and written recommendation of tenure-eligible and tenured faculty receive consideration for promotion. A person is eligible to be promoted to the rank of Senior Lecturer generally after a minimum of 5 years of continuous service in the lecturer series. However, in some unique cases, a person could be allowed to apply earlier.

Note: A prospective Lecturer seeking the rank of Senior Lecturer in the Lecturer Title Series upon appointment must meet the criteria for promotion to Senior Lecturer in order to receive promotion.

Definitions:

“*Competence*” refers to activities through which the faculty member demonstrates effort and ability in a particular area of performance evaluation.

“*Achievement*” refers to substantive contributions to the field of education and/or one’s academic/professional specialty area.

“*Achievement with Distinction*” refers to significant contributions to one’s discipline and/or one’s academic/professional specialty area. Such distinctive contributions are identified through rigorous peer review and approval.

Indicators:

Indicators of *Competence*, *Achievement* and *Achievement with Distinction* for each of the two performance areas of teaching and service/engagement are included on the following pages. It should be noted that the indicators on each list are examples of activities that meet criteria for inclusion in the category.

The lists are not exhaustive. Other activities may be judged by EDL faculty as meeting the requirements for a given category of performance. In addition, the candidate may

choose to cite the same activity for more than one category. For example, certain teaching activities might also be considered service/engagement activities. In such cases, candidates may justify the awarding of credit for more than one category of performance evaluation.

A. Teaching

Teaching is the fundamental responsibility of the faculty. Teaching encompasses not only classroom teaching, but also such activities as practicum/internship supervision and mentoring.

Teaching effectiveness must be documented with University of Kentucky student evaluations (“Quality and Value of Teaching”) and course syllabi. Additional student evaluations of teaching quality and value of teaching may be collected and documentation may also include evidence of pedagogical innovations, evidence of academic rigor of courses, procedures admired or adopted by peers within or outside one’s department, special teaching awards and recognition, peer review, contributions to course development, and professional development activities. Other noteworthy contributions include teaching beyond regular duties, collaborative efforts, interdisciplinary instructional activities, teaching via distance learning format, and assisting in student advising.

Competence

The Lecturer will be evaluated by students, peers and supervisors as demonstrating a consistent record in teaching. Indicators include:

1. Evidence that students perceive the course to be of value as indicated by the College mean on course evaluations.
2. Evidence that students perceive the course to be of quality as indicated by the College mean on course evaluations.
3. Evidence that the instructor has demonstrated appropriate laboratory management technique (if applicable).
4. Evidence that the instructor has demonstrated professional standards of supervision (if applicable).
5. Evidence of successful integration of technology into teaching.
6. Evidence of participation in professional development to demonstrate knowledge of current information in his/her field.

Achievement

The Lecturer will be evaluated by students, peers and supervisors as demonstrating consistently high quality teaching. Indicators include

1. Evidence that students perceive the course to be of value as indicated by the College mean on course evaluations.
2. Evidence that students perceive the course to be of quality as indicated by the College mean on course evaluations.
3. Evidence that the instructor has demonstrated appropriate laboratory management technique (if applicable).
4. Evidence that the instructor has demonstrated professional standards of supervision (if applicable).
5. Evidence of successful integration of technology into teaching.
6. Evidence of participation in professional development to demonstrate knowledge of current information in his/her field.
7. Development of pedagogical methods and materials that demonstrate a significant impact on learning.

Achievement with Distinction

The Lecturer will be evaluated by students, peers and supervisors as demonstrating consistently exceptional teaching. Indicators include:

1. Evidence that students perceive the course to be of value as indicated by the Department mean on course evaluations, or that of the College, if higher.
2. Evidence that students perceive the course to be of quality as indicated by the Department mean on course evaluations, or that of the College, if higher.
3. Evidence that the instructor has demonstrated appropriate laboratory management technique (if applicable).
4. Evidence of significant contributions to the mentoring of graduate students (if applicable).
5. Evidence of successful integration of technology into teaching.
6. Development of pedagogical methods and materials that demonstrate a significant impact on learning.
7. Evidence of participation in professional development to demonstrate knowledge of current information in his/her field.
8. Significant contributions to major curriculum changes, course development, and other instructional programs.

9. Evidence that the lecturer's own research informs his/her teaching.

In addition, evidence of an exceptional level of teaching may be based on extensive peer review.

B. Service/Engagement

Indicators of *Competence, Achievement and Achievement with Distinction* for Service are provided below. It should be noted that the indicators on each list are examples of activities that meet the criteria for inclusion in the categories promotion to Senior Lecturer. Reappointment to Lecturer must meet at least a level of *Competence*. Promotion to Senior lecturer must meet a level of *Achievement with Distinction*. The lists are not exhaustive. In addition to the activities listed below, service/engagement includes non-compensated consultation, in-service activities, acquisition of resources, and activities deemed appropriate as determined by department faculty. Activities should be appropriately documented.

Contributions may be documented through organizational minutes or agendas, letters of recognition and/or appreciation, recognized authorship of professional documents or technical reports, invited presentations, or awards.

Competence

1. Contributes to area program of study; invited class presentations.
2. Contributes professional expertise to the Department.
3. Contributes to professional organizations at a state or regional level.
4. Serves on committees at the department or college level.

Achievement

1. Contributes to area program of study; invited class presentations.
2. Contributes professional expertise to the Department.
3. Contributes to professional organizations at a state or regional level.
4. Serves on committees at the department or college level.
5. Has other role(s) of responsibility within Department.
6. Participation in workshops or other activities to improve teaching.
7. Provides consultation or training at the local, state, or regional level.

Achievement with Distinction

1. Contributes to area program of study; invited class presentations.
2. Contributes professional expertise to the Department.

3. Contributes to professional organizations at a regional or national level.
4. Serves on committees at the department or college level.
5. Has other role(s) of responsibility within Department.
6. Participation in workshops or other activities to improve teaching.
7. Provides consultation or training at the local, state, or regional level.
8. Hold elected office of a state or regional professional organization.
9. In the area of one's professional expertise, contributes on a national level.
10. Uses his/her own research to contribute to the profession through publications, presentations, or other methods of dissemination.

II. Process for Intervention for Unsatisfactory Performance

Remediation will be implemented for demonstration of unsatisfactory performance in identified areas. The Department Chair in consultation with the Dean of the College and a team of peers will determine what action is required.

III. Recommendation for Reappointment or Promotion to Senior Lecturer

A recommendation for Reappointment or promotion to Senior Lecturer should clearly present evidence that the candidate has made and will continue to make significant contributions. The recommendation should identify the candidate's relative balance of responsibilities and accomplishments in teaching and service/engagement. Numerical ratings of teaching effectiveness and letters, for example, should be used to document the case, but are not the case in-and-of themselves. Due diligence should be given to both quality and quantity.

Demonstrated excellence in two areas for Lecture Title Series, is normally required. The appropriate balance among teaching and service/engagement is generally determined by the candidate's letter of appointment, distribution of effort, and expectations of the department.

In unusual cases, the department may recommend reappointment or promotion for a candidate whose efforts and abilities do not appear appropriately balanced among teaching and service/engagement. In such cases, the department must demonstrate that the candidate is clearly exceptional in teaching and service/engagement; that the candidate has performed in accordance with the department's expectations; and that the overall balance within the candidate's department will not be adversely affected. Where a recommendation is made primarily on an exceptional record in either teaching or service/engagement, the evidence must show clearly that the candidate is one of the very best in his or her field, and that the candidate's special competence or talents will bring added distinction and visibility or otherwise be of special value to the department. Unusual rapport with students is important, but not by itself sufficient to support a case

for promotion primarily on teaching. Significant public service contribution may strengthen a case for reappointment or promotion.

In weighing the evidence, the department faculty will consider the candidate's contributions to the department's mission.