

Statements of Evidence for Recommendations Regarding Tenure, Promotion, and Reappointment Dossiers

Department of Special Education & Rehabilitation Counseling (EDSRC)

University of Kentucky

The Department of Special Education and Rehabilitation Counseling (EDSRC) includes programs in special education (EDS) (learning and behavior disorders [LBD], moderate and severe disabilities [MSD], and assistive technology [AT]), rehabilitation counseling (RC), and interdisciplinary early childhood education (IECE). The *Statements on Evidence for Tenure Dossiers* for the department are intended to be consistent with the Governing Regulations and Administrative Regulations of the University of Kentucky.

The Governing Regulations, GR VII A.6 [Faculties of Departments] contains new language under sub-section 6.c, which reads in part as follows:

The department faculty *shall* develop statements describing the evidences of activity in instruction, research and service that are appropriate to their field(s) for use in guiding evaluations for promotion and tenure. If developed and approved by the department faculty, those statements must be submitted by the chair of the department to the dean for review and final approval before statements are made operative in the department. Revisions to a department's statement's, upon approval of the department faculty, must also be submitted by the department chair to the dean for review and final approval.

I. Guidelines for Tenure, Promotion, and Reappointment for Regular Title Series

The following guidelines will be used by the Department of Special Education and Rehabilitation Counseling in evaluating applications for Tenure and/or Promotion and Reappointment for Regular Title Series:

Reappointment: a candidate *must* demonstrate at least a *Record of Competence* in each of the three areas of performance evaluation (teaching, research/scholarship, and service/engagement). Reappointment is defined in University regulation as a pre-tenure status.

Promotion to Associate Professor with Tenure: a candidate *must* demonstrate at least (a) a consistent *Record of Achievement* in each of the three areas of performance evaluation (teaching, research/scholarship, and service/engagement).

Promotion to Full Professor: a candidate *must* demonstrate a national record of performance either in (a) a *Record of Achievement* in each of the three areas of performance evaluation (teaching, research/scholarship, and service/engagement); (b) a *Record of Achievement with Distinction* in research/scholarship, teaching, and service/engagement areas of performance evaluation.

Note that a prospective faculty member seeking the rank of full professor with tenure in the Regular Title Series upon appointment *must* meet the criteria for promotion to professor in order to receive tenure.

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 three performance areas of teaching, research/scholarship 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 EDSRC 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. Research/Scholarship

Faculty at nationally recognized research extensive institutions are expected to make substantial contributions to the research and scholarship in their fields of specialization. To receive tenure and promotion to associate professor, a faculty member must be able to provide evidence that his or her accomplishments in this area are well-recognized by peers and have begun to have a national impact. Evidence of such contributions includes publication in refereed, nationally distributed, and abstracted/indexed journals; publications of books, book chapters, and monographs, refereed (and indexed, if appropriate); and external funding for scholarship and research. Factors that the EDSRC faculty considers in evaluating the quality of a candidate’s research and scholarship include the reputation of the journals in which the candidate has published, the acceptance/rejection rates of the journals in which he or she has published, the frequency with which the candidate’s works are cited in the literature (e.g., citation index for disciplines with such indexes; or as indicated by peers), the reputation of funding sources, the acceptance/rejection rates of funding sources, and the amount of external funding.

For promotion to full professor, evidence of sustained contributions in the area of research and scholarship of a quality and quantity commensurate with the standards of a

research extensive institution is required. In addition to meeting all the requirements for tenure and associate professor, a faculty member at this level must be able to provide evidence that his or her scholarship has been nationally recognized and has had a substantial impact on his or her field of specialization. In addition, a significant number of first authored and/or single authored publications are desirable. Lists of performance indicators are given below. The lists are not exhaustive.

Competence

1. Presentations at state or regional conferences.
2. Articles published in refereed journals.
3. Technical reports.
4. Grant submitted (external).
5. University grants (funded).

Achievement

1. Principal Investigator or Co-principal Investigator on external grant (funded).
2. Publications in national/international refereed professional journals or monographs (abstracted/indexed).
3. Chapter in a book.
4. Presentations at national professional conferences (evidence of refereed process).
5. Invited reviewer for book, book chapter(s) or journal manuscript(s).
6. Invited lecturer (keynote address or equivalent) at state or regional conference.
7. Invited review panel member for national conference.
8. Research and scholarly activity found in citation index.
9. Editor, section editor, special edition editor or editorial board member of state or regional professional journal.

Achievement with Distinction

1. Sustained contributions in nationally/internationally recognized professional journals (refereed and indexed) and edited books.
2. National recognition for publications (e.g., awards, articles in national newspapers).
3. Editorial Board member for nationally/internationally recognized, refereed journal.

4. Author or co-author of book or scholarly monograph.
5. Principal or Investigator or Co-investigator on research external grants (funded).
6. Editor, section editor or special edition editor of a national journal.
7. Editor of a book (in print or in press).
8. Evidence of publication impact (e.g., citation index; or recognized by peers).
9. Invited presentations at national or international conferences.

B. Teaching

Teaching is the fundamental responsibility of the faculty. Teaching encompasses not only classroom teaching, but also such activities as clinical supervision, advising, mentoring, tutoring, and membership on graduate committees.

Teaching effectiveness must be documented with student evaluations and course syllabi. Teaching 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, and interdisciplinary instructional activities.

Competence

The faculty member will be evaluated by students, peers and supervisors as generally demonstrating a consistent record of improvement 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 of effective student advising.
4. Evidence that the instructor has demonstrated appropriate laboratory management technique (if applicable).
5. Evidence of significant contributions to the education of graduate students (if applicable).
6. Evidence that the instructor has demonstrated professional standards of supervision (if applicable).
7. Evidence of successful integration of technology into curricula/teaching.

Achievement

The faculty member will be evaluated by students, peers and supervisors as consistently demonstrating 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 of effective student advising.
4. Evidence that the instructor has demonstrated appropriate laboratory management techniques (if applicable).
5. Evidence of significant contributions to the education of graduate students through serving on thesis/dissertation committees.
6. Evidence that the instructor has demonstrated professional standards of supervision (if applicable).
7. Evidence of successful integration of technology into curricula/teaching.
8. Development of pedagogical methods and materials that demonstrate a significant impact on learning.
9. Significant contributions to major curriculum changes, course development, and other instructional programs.

Achievement with Distinction

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

1. Evidence that students perceive the course to be of value as indicated by the Department mean on course evaluations.
2. Evidence that students perceive the course to be of quality as indicated by the Department mean on course evaluations.
3. Evidence of effective student advising.
4. Evidence that the instructor has demonstrated appropriate laboratory management technique (if applicable).
5. Evidence of significant contributions to the education of graduate students through serving as chair of thesis/dissertation committees.
6. Evidence of significant contributions to the education of graduate students through co-authorship on publications.

7. Evidence of successful integration of technology into curricula/teaching.
8. Development of pedagogical methods and materials that demonstrate a significant impact on learning.
9. Significant contributions to major curriculum changes, course development, and other instructional programs.

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

C. Service

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 Associate Professor with Tenure and to Full Professor. Promotion to Associate Professor with tenure must meet at least a level of *Competence*. Promotion to Full Professor must meet at least a level of *Achievement*. The lists are not exhaustive. In addition to the activities listed below, service/engagement includes non-compensated consultation, products developed for a variety of media/technology, professional reviewing activities, in-service activities, service related grants and acquisition of resources. 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, awards, or through publication of related reports or distributed literature.

Competence

1. Serves on and contributes to school and/or agency committees; contributes to area program of study; invited class presentations.
2. Belongs to professional organizations, attends local meetings, and contributes to local program of work; invited talks and presentations to professional groups.
3. Contributes professional expertise to the community.

Achievement

1. Officer or board member of a state or regional professional organization.
2. Member of a University or College committee.
3. Has a role of responsibility within Department (chair committees); serves on and contributes to College or University committees; represents University at community or regional level.

4. Attends state meetings or professional organizations; active in state organization or contributes substantially to state work (i.e., policy-making or professional literature).
5. In the area of one's professional expertise, contributes to the resolution of a problem at a state or local level; serves on a state policy-making and/or advisory board.
6. Provides consultation or training at the local, regional, or state level.

Achievement with Distinction

1. Officer or board member of a national/international professional organization.
2. President or Chair of a state or regional professional organization.
3. Attends national meetings and holds national office or contributes substantially to national work (e.g., policy-making, boards, or professional literature; chair or program chair of state organization).
4. Has role of responsibility at University level (chairs committees; represents University at state level; chair of accreditation committee; works on University-wide projects statewide or regional training).
5. In the area of one's professional expertise, contributes to the resolution of a problem at a national level; serves on a national policy-making and/or advisory board.
6. Provides consultation or training at a national level.

II. Guidelines for Tenure, Promotion, and Reappointment for Special Title Series

The procedures for handling recommendations for reappointment, promotion, and the granting of tenure in the Special Title Series are the same as those for processing similar recommendations related to the regular Title Series (AR II-1.0-1). However, the pertinent special criteria associated with the approval of a Special Title Series position shall serve as guidance for evaluators in matters related to reappointment, promotion, and granting of tenure. In addition, the University ARs state that employment in a Special Title Series position does not "normally" imply a specific responsibility to engage in research.

The following guidelines will be used by the Department of Special Education and Rehabilitation Counseling in evaluating applications for Tenure and/or Promotion and reappointment for Special Title Series:

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

Promotion to Associate Professor with Tenure: (a) a consistent *Record of Achievement* in each of the two areas of performance evaluation (teaching and service/engagement).

Promotion to Full Professor: (a) a *Record of Achievement* in each of the two areas of performance evaluation (teaching and service/engagement); (b) a *Record of Achievement with Distinction* in teaching and service/engagement areas of performance evaluation.

Note that a prospective faculty member seeking the rank of full professor with tenure in the Special Title Series upon appointment *must* meet the criteria for promotion to professor in order to receive tenure.

Definitions:

The definitions of “*Competence*,” “*Achievement*,” and “*Achievement with Distinction*” refers to those as defined in the Regular Title Series, in which the faculty member demonstrates effort and ability in a particular area of performance evaluation.

Indicators:

Indicators of Competence, Achievement and Achievement with Distinction for each of the two performance areas of teaching and service/engagement are given 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 EDSRC 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

Indicators for Teaching for the Special Title Series is the same as previously prescribed for Regular Title Series in the areas of *Competence*, *Achievement*, and *Achievement with Distinction*, with the exception of the generation of significant grants.

B. Service/Engagement

Indicators for Service/Engagement for Special Title Series is the same as previously prescribed for Regular Title Series in the areas of *Competence*, *Achievement*, and *Achievement with Distinction*.

Weighing The Evidence

A recommendation for promotion to Associate Professor with Tenure, promotion to Full Professor, or Reappointment 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 research, teaching, and service/engagement. Numbers of publications, citation count, 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 at least two areas, one of which must be research for Regular Title Series, is normally required. The appropriate balance among research, teaching, and service 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 tenure, promotion, or reappointment for a candidate whose efforts and abilities do not appear appropriately balanced among research, teaching, and service/engagement. In such cases, the department must demonstrate that the candidate is clearly exceptional in either teaching or research (for regular title series) or teaching (for special title series), adequate in the other, as well as in service; 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 research or teaching, 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. Where a recommendation is based primarily on exceptional teaching, the impact of the candidate's contribution should extend beyond the university; there should be evidence that the candidate has contributed creatively to teaching in the field. Unusual rapport with students is important, but not by itself sufficient to support a case for tenure primarily on teaching. Significant public service contribution may strengthen a case for tenure, promotion, or reappointment, except in the case of faculty with budgeted engagement responsibilities, cannot be the primary basis for such a recommendation.

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