

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

Department of Kinesiology and Health Promotion

University of Kentucky

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

The evaluation of a faculty employee's performance should be commensurate with his or her approved distribution of effort agreement."

These criteria should be viewed as a general guide versus a rigid checklist. The Department recognizes and affirms that an individual's scholarly and creative agenda and discipline reflect unique characteristics, and these factors may necessitate different, but equally important patterns of productivity. It is incumbent upon the candidate to make a compelling case for the strength of the scholarly and creative record in all cases, but particularly in those that differ from the standards outlined in this document. This case should be made in the candidate's scholarship statement. Furthermore, while these guidelines describe the baseline level of accomplishment, the simple attainment of this level of productivity does not guarantee promotion.

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 Kinesiology and Health Promotion in evaluating candidates for the Lecturer Title Series:

Appointment: a candidate *must* be approved for appointment by majority vote of KHP regular title and special title series faculty.

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 indicating low 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 KHP 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.

Criteria in this document should be viewed as a general guide versus a rigid checklist. The Department recognizes and affirms that an individual’s agenda and discipline reflect unique characteristics, and these factors may necessitate different—but equally appropriate— patterns of productivity. It is incumbent upon the candidate to make a compelling case for the strength of the record in all cases, but particularly in those that differ from the standards outlined in this document. This case should be made in the candidate’s narrative statement and accompanying evidence.

A. Teaching

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

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, interdisciplinary instructional activities, and teaching via distance learning format.

Competence

The Lecturer will be evaluated by students, peers and supervisors as demonstrating a consistent record in teaching. Indicators may include, but are not limited to:

1. Evidence that students perceive the course to be of value as indicated by the course evaluations.
2. Evidence that students perceive the course to be of quality as indicated by the 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 participation in professional development to demonstrate knowledge of current information in his/her field.
6. As a colleague, the faculty member does the following:
 - a. Respects and defends the free inquiry of colleagues.
 - b. Shows due respect for the opinions of others in exchanges of criticism and ideas.
 - c. Acknowledges the contribution of others to the faculty member's academic work.
 - d. Strives to be objective when engaged in the professional judgment of colleagues.
 - e. Does not engage in exclusionary, exploitative, harassing, discriminatory, or retaliatory behavior towards colleagues.
 - f. Treats colleagues with civility, understanding, and respect.

Achievement

The Lecturer will be evaluated by students, peers and supervisors as demonstrating consistently high-quality teaching. Indicators may include, but are not limited to:

1. Evidence that students perceive the course to be of value as indicated by the course evaluations.
2. Evidence that students perceive the course to be of quality as indicated by the 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 participation in professional development to demonstrate knowledge of current information in his/her field.
6. As a colleague, the faculty member does the following:
 - a. Respects and defends the free inquiry of colleagues.
 - b. Shows due respect for the opinions of others in exchanges of criticism and ideas.
 - c. Acknowledges the contribution of others to the faculty member's academic work.
 - d. Strives to be objective when engaged in the professional judgment of colleagues.
 - e. Does not engage in exclusionary, exploitative, harassing, discriminatory, or retaliatory behavior towards colleagues.
 - f. Treats colleagues with civility, understanding, and respect.
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 may include, but are not limited to:

1. Evidence that students perceive the course to be of value as indicated by the course evaluations, or that of the College, if higher.
2. Evidence that students perceive the course to be of quality as indicated by the course evaluations, or that of the College, if higher.
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 participation in professional development to demonstrate knowledge of current information in his/her field.
6. As a colleague, the faculty member does the following:
 - a. Respects and defends the free inquiry of colleagues.
 - b. Shows due respect for the opinions of others in exchanges of criticism and ideas.
 - c. Acknowledges the contribution of others to the faculty member's academic work.
 - d. Strives to be objective when engaged in the professional judgment of colleagues.
 - e. Does not engage in exclusionary, exploitative, harassing, discriminatory, or retaliatory behavior towards colleagues.
 - f. Treats colleagues with civility, understanding, and respect.
7. Development of pedagogical methods and materials that demonstrate a significant impact on learning.
8. Evidence of significant contributions to the mentoring of graduate students (if applicable).

9. Significant contributions to major curriculum changes, course development, and other instructional programs.
10. Honors or special recognition for teaching accomplishments (i.e., Teachers Who Have Made a Difference, College of Education's Excellence in Teaching Award, etc.)

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 for 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 and should not be viewed as a required checklist. 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 (i.e., invited class presentations).
2. Contributes professional expertise to the Department (e.g., committee involvement, contributions to profession through reviewing journals, feedback from KHP faculty who review performance reviews, feedback from Chair with annual review).
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 (i.e., 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.
8. Contributes to service endeavors in the community.

Achievement with Distinction

1. Contributes to area program of study (i.e., 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. Contributes to service endeavors in the community.
9. Hold elected office of a state or regional professional organization.
10. In the area of one's professional expertise, contributes on a national level (e.g., peer review for journals, present at conferences).
11. Uses his/her own research to contribute to the profession through publications, presentations, or other methods of dissemination.

II. 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.

Revised 2/27/25



Lecturer Title Series Statements of Evidence

College: College of Education

Unit: Kinesiology and Health Promotion

Approved by Provost: Tannock, 4/9/2025

Approved by College Dean: 2/27/2025

Approved by Unit Director (Indicating Approval by Faculty): 2/27/2025