

**Statements of Evidence for Recommendations Regarding Appointment,  
Reappointment, and Promotion for Clinical Title Series faculty**

**Department of Kinesiology and Health Promotion**

**University of Kentucky**

***Narrative***

This document is designed to serve as the Departmental expectations for appointment, reappointment and promotion for Clinical Title Series faculty.

The Department of Kinesiology and Health Promotion offers educational programs in exercise science, health and physical education teacher preparation, health promotion, sport leadership, exercise physiology, biomechanics and sport psychology. Given the critical application of skill to profession, highly qualified educators are necessary to support students throughout their academic and professional journey. Thus, Clinical Title Series faculty will make valuable instructional and/or service contributions in the experiences of students matriculating in these program areas.

Appointees in the Clinical Title Series shall be subject to annual performance review as instructor or assistant professor. Associate and full professor will undergo bi-annual performance review. All appointments, reappointments, and promotions shall be decided on the basis of merit and as evidenced in the areas in which activity shall be regularly assigned. Although it is not feasible to specify exact criteria for evaluating the credentials of an individual for appointment, reappointment, or promotion to any one particular rank in the Clinical Title Series, the following criteria provide guidance for evaluators.

- Although it is typically expected that the majority of time will be devoted to 1) applied clinical teaching and 2) service, the DOE and position description will be determinants of the faculty member's evaluation in each applicable specified area. Faculty with the majority of the DOE allocated to clinical teaching and service will present evidence from each category. Clinical faculty members with significant contributions to research or other scholarly activity and/or assigned administrative duties on their DOE are typically expected to also include evidence of their performance in those categories.
- Required and expected evidences can be specifically indicated and additional evidences contributing to verification of high merit may be provided to illustrate excellence and are not in a particular order. It is not expected that candidates will demonstrate all additional evidences but rather a representative sample of major accomplishments. In all cases, the quality, quantity and significance of the contributions will be considered.
- 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.

Employees within this track are primarily responsible for supporting the University of Kentucky's mission of "Facilitates learning, informed by scholarship and research" and models and exemplifies the institution's core values of:

- Integrity;
- Excellence;
- Mutual respect and human dignity;
- Diversity and inclusion;
- Academic freedom;
- Personal and institutional responsibility and accountability;
- Shared governance;
- A sense of community;
- Work-life sensitivity;
- Civic engagement; and
- Social responsibility

**Effective teaching can be evaluated utilizing the following criteria:**

- Faculty Reflective Statement
- Student work representing learning impact
- Course Materials
- Peer Review
- Student Feedback and Communication
- Evaluation of Teaching (TCE)

### **Clinical Instructor**

Meets the following criteria:

- Professional certification or licensure relevant to the topical area or terminal degree
- Minimum of master's degree
- Potential for significant professional contributions in area of expertise across applied and experiential settings
- Evidence demonstrating competence

### **Clinical Assistant Professor**

Meets the criteria for Clinical Instructor, plus:

- Minimum of terminal degree,
  - a. The requirement for a terminal degree may be waived upon: (a) the positive majority vote of the faculty in the educational unit who are at or above the rank of Assistant Professor;
  - (b) the positive recommendations of the educational administrator and the dean; and, (c) the approval of the Provost

### **Clinical Associate Professor**

Meets criteria for Clinical Assistant Professor plus:

- Significant professional experience and verifiable accomplishments in the academic or disciplinary field
- Substantial commitment to the field and achievements exceeding customary standards of practice
- Innovative or creative contributions to instruction and service to the University, region, and/or nation
  - The individual also shall have earned regional recognition as a clinicianRegional recognition may be demonstrated by (but not all required):
    - Presentations, invitations to speak
    - Peer reviewed presentations at regional or national meetings
    - Peer reviewer (journals, submissions to meetings)
    - Leadership positions in regional professional organizations or committees
    - Awards or recognition from regional organizations or institutions
    - Active participation in professional organizations, committees, presentations
    - Letters of reference, at least four of which should be from external sources

### **Clinical Professor**

Meets criteria for Clinical Associate Professor plus:

- Outstanding practitioner in opinion of colleagues and administrators with regional, national, and/or international recognition for expertise, eminence, and contribution to field
- Outstanding practitioner and that regional, and perhaps, national, recognition has been accorded the individual and beyond that excellence in areas of emphasis has been achieved and appropriately documented with evidence appropriate to these areas
- Documented excellence and distinction in clinical or applied areas of emphasis
- Minimum of terminal degree
  - In absence of terminal degree, post-graduate training in a clinical field often in conjunction with national or international formal recognition of excellence and distinguished contributions in the profession that demonstrate equivalent experiential knowledge, distinction, and competency analogous to terminal degree (examples include but are not limited to such awards or recognitions as State or National Government Resolution of Honor/Lifetime Achievement, Carnegie Medal, Pulitzer Citation, Emmy nomination (local or national) or Academy Award, nomination such as category of documentary short, Olympic/Paralympic Order, Presidential Medal of Freedom, Order of the British Empire, or in rare circumstances and an extremely high example - the Pulitzer Prize or Nobel

### Samples of Evidence

Teaching (primary role)	Service (secondary if assigned)	Scholarship (only if contracted)
<ul style="list-style-type: none"> <li>• Course coordination for courses with multiple sections</li> <li>• Development and implementation of new courses, curricula, and programs (face-to-face, online, or hybrid)</li> <li>• Development of instructional materials, including appropriate use of emerging and digital technologies</li> <li>• Direction of graduate students</li> <li>• Essential course development</li> <li>• Evidence of effective student advising and direction of graduate studies, including mentoring and supervision of graduate student projects, theses and/or dissertations (may include, but is not limited to, graduation timeline/rates, letters from students, student publications)</li> <li>• Evidence of external funding supporting professional development and personnel preparation</li> <li>• Evidence of innovative course development and evaluation or evidence of leadership in the development of new courses and the introduction of new methods of instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Certification/specialty recognition in area of expertise</li> <li>• Compilation/organization of student outcomes reports</li> <li>• Consultation requests from state/region</li> <li>• Documentation of achievement and maintenance of competencies required for work setting</li> <li>• History of performance reviews documenting outstanding status</li> <li>• Invitations to teach and/or guest lecture</li> <li>• Leadership role in development or introduction of new/innovative education, organizational strategies, assessment strategies, etc.</li> <li>• Leadership role in development/dissemination of an evidence-based approach to practice</li> <li>• Leadership role related to professional expertise on a national or international organization, commission, task force, or board</li> <li>• National and/or International invitations to teach and/or assist with curriculum or clinical training</li> <li>• National and/or international recognition</li> </ul>	<ul style="list-style-type: none"> <li>• Authorship and/or participation in publications, presentations, grants at the state/regional level</li> <li>• Presentations at state/regional, national, and/or international conferences</li> <li>• Substantial contributions to continuing education/professional practice /invited presentations</li> <li>• External funding from state /regional level funding agencies</li> <li>• Record of generating external funding through competitive grants</li> <li>• Journal editor/reviewer for publications or grant funding</li> <li>• Significant record of external funding for research, clinical education, or clinical programs</li> </ul>

<p>(may include, but is not limited to, sample course materials, curriculum approval and implementation, student feedback, peer review)</p> <ul style="list-style-type: none"> <li>• Evidence of leadership in curriculum development and/or personnel preparation (may include, but is not limited to, letters, emails, official documentation)</li> <li>• Graduate student placement in industry or academia</li> <li>• Graduate student publications</li> <li>• Invited teaching at peer or aspirant institution</li> <li>• Member of graduate committees</li> <li>• Mentoring faculty colleague, as evidenced by documented communication, awards, mentee achievements, etc.</li> <li>• Mentoring students, both undergraduate and graduate</li> <li>• Narrative of significant continuous improvement (may include, but is not limited to, documented communication, growth data, explanation of effort)</li> <li>• National, regional, state, university, and COE awards and recognition for teaching excellence</li> <li>• Ongoing professional learning related to effective adult learning, instructional innovation (including, e.g., new</li> </ul>	<p>as an outstanding practitioner</p> <ul style="list-style-type: none"> <li>• Nomination for and/or receipt of awards and honors</li> <li>• Opinions of outside professional peers</li> <li>• Positive student satisfaction surveys</li> <li>• Recognition for exceptional/excellent achievement (within UK or external)</li> <li>• Role in development and/or implementation of an evidence-based approach to service delivery</li> <li>• Role in development or introduction of new/innovative education, organizational strategies, assessment strategies, etc.</li> <li>• Service on professional boards/committees of national/international organizations, as evidenced by meeting minutes, documented communication, images, explanation of tasks, etc.</li> <li>• Service on statewide committees/boards, as evidenced by meeting minutes, documented communication, images, explanation of tasks, etc.</li> <li>• Successful participation in interdisciplinary service</li> <li>• Supervision/mentoring of students</li> </ul>	
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<p>course content, team teaching, use of a problem-solving approach, and/or use of technology), and discipline-specific knowledge and skills</p> <ul style="list-style-type: none"> <li>• Participating in educational development activities to strengthen knowledge, skills, and/or abilities.</li> <li>• Publication of instructional materials</li> <li>• Service as a course coordinator</li> <li>• Significant self-development activities that led to demonstrated enhanced teaching effectiveness</li> <li>• Student academic advising</li> <li>• Student evaluations, including written comments</li> <li>• Student outcomes</li> <li>• Student professional development and mentoring</li> <li>• Student satisfaction</li> <li>• Teaching awards</li> <li>• Training and supervision of teaching (graduate) and/or learning (undergraduate) assistants</li> <li>• Use of research-based, innovative, inclusive, and/or high-impact teaching and assessment practices</li> </ul>		
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Revised 4/17/25

Statements of Evidence for Clinical Title Series

College: College of Education

Unit: Kinesiology and Health Promotion

Approved by Provost: Tannock, 5/19/2025

Approved by College Dean: 4/17/2025

Approved by Unit Director (Indicating Approval by Faculty): 4/17/2025