

# Statement of Evidences of Activity in Instruction, Research and Other Creative Activity, and Service for Evaluations Regarding Promotion, Tenure, and Reappointment Dossiers

## Department of Early Childhood, Special Education, & Counselor Education (EDSCE) University of Kentucky

The Department of Early Childhood, Special Education, and Counselor Education (EDSCE) includes programs in interdisciplinary early childhood education (IECE), special education (EDS; learning and behavior disorders [LBD], moderate and severe disabilities [MSD], applied behavior analysis [ABA]), visual impairments [BVI], orientation and mobility [O&M]), and counselor education (CED). The *Statement of Evidences for Promotion Dossiers* for the department are intended to be consistent with the Governing Regulations and Administrative Regulations of the University of Kentucky.

The [Administrative Regulation 2:1-1](#) (Procedures for Faculty Appointment, Reappointment, Promotion, and the Granting of Tenure) contains language under Section III B. which reads:

### B. Criteria and Evidences of Activity

1. The University-level criteria and evidences of activity to be used in evaluations for appointment, reappointment, promotion, and tenure for the various faculty title series are specified in various sections of the Administrative Regulations as indicated below.
  - (a) Regular Title Series (see AR 2:2-1 and 2:2-2)
  - (b) Extension Title Series (see AR 2:3)
  - (c) Special Title Series (see AR 2:4)
  - (d) Research Title Series (see AR 2:5)
  - (e) Clinical Title Series (see AR 2:6)
  - (f) Librarian Title Series (see AR 2:7)
  - (g) Adjunct Title Series (see AR 2:8)
  - (h) Emeritus Faculty (see sub-section III.C4 below)
  - (i) Lecturer Series – Unit criteria and evidences of activity, and procedures for appointment, reappointment, promotion, and merit review of Lecturer Series Faculty shall be developed by the faculty of those educational units that employ Lecturer Series faculty and submitted to the dean of the college for approval (see AR 2:9).
  - (j) Voluntary Title Series- Criteria for academic ranks of voluntary faculty shall be developed by the faculty of those educational units that employ Voluntary Series faculty and submitted to the dean of the college for approval. (see AR 2:10).
2. In addition to the above, each unit's faculty shall develop policy statements describing the evidences of activity in instruction, research and other creative activity, and service that are appropriate to their field(s), for use in guiding evaluations for promotion and tenure. The departmental statement is operative in the unit upon approval by the dean (GR Part VII section A.6.c). If no such statements are approved for a unit, then only specifications of the University-level regulations shall be used for evaluation.

## **Guidelines for Tenure, Promotion, and Reappointment for Clinical Title Series**

The following guidelines will be used by the Department of Early Childhood, Special Education, and Counselor Education in evaluating applications for Promotion and Reappointment for Clinical Title Series:

**Reappointment:** a candidate *must* demonstrate at least a *Record of Competence* in each of the areas of teaching and services. 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.

**Promotion to Clinical Associate Professor:** a candidate *must* demonstrate at least a consistent *Record of Achievement* in each of the areas of performance evaluation (teaching and service/engagement) and must demonstrate at least regional recognition.

**Promotion to Clinical Professor:** a candidate *must* demonstrate a regional to national record of performance in (a) a *Record of Achievement* in all distribution of effort areas ; and (b) a *Record of Achievement with Distinction* in all distribution of effort areas.

Note that a prospective faculty member seeking the rank of professor in the Clinical Title Series upon appointment *must* meet the criteria for promotion to professor 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**

The following tables include indicators of *Competence, Achievement, and Achievement with Distinction* for each of the performance areas of teaching and service/engagement, and research/scholarship (if applicable). The activities on each list include activities that meet the criteria for inclusion in the category.

The lists are not exhaustive. Other activities may be judged by EDSCE 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. *Note: Across teaching, research, and service, if there are circumstances that would greatly impact the type or quantity of qualifiers, activities, or examples the chair's letter will clarify that.*

## **A. Teaching Clinical Title Series**

### **The Standard**

Teaching assists students in developing the knowledge, skills, and abilities within their field as well as developing dispositions to continue their learning. Teaching includes classroom performance but also interactions with students for faculty to share their scholarly knowledge and expertise. Fundamental responsibilities of teaching encompass instruction, clinical supervision, advising, mentoring, tutoring, and membership on graduate committees.

Faculty will provide data that have been gathered, reviewed, and presented in a way that aims to reduce potential bias, allow for evaluation, and show continuous teaching improvement. Teaching effectiveness is documented with materials presented in the teaching portfolio and contain documentation such as teacher course evaluations, student feedback, peer observations of teaching, peer review of syllabi, letters/communication from students, evidence of pedagogical innovations, evidence of academic rigor of courses, teaching awards and recognition, peer

review, contributions to course development, and professional development activities. Other noteworthy contributions include collaborative efforts, and interdisciplinary instructional activities. For joint endeavors, the candidate should indicate the extent of their contribution.

**Documentation for Promotion from Clinical Assistant to Clinical Associate**

Evidence of teaching, advising, and mentoring includes, but is not limited to, demonstration of positive and effective contributions in the five activities listed below.

<b>Activity, Qualifiers, Examples, Requirements for Teaching</b>
<p><b>I. Rigor</b>  Rigor in teaching is evidenced by syllabi containing clear expectations for students and appropriate readings and assignments that align with the learning outcomes for the course.</p> <p><b><i>Rigor Documentation Examples</i></b></p> <ul style="list-style-type: none"> <li>• Teacher course evaluations quantitative ratings or qualitative comments related to learning outcomes, expectations, or assignments.</li> <li>• Teacher course evaluation quantitative rating for “Quality of Course”.</li> <li>• Peer review of syllabi related to rigor of course expectations and clear learning outcomes that are observable and measurable.</li> <li>• Evidence of evaluation rubrics developed for student assignments.</li> <li>• Evaluations from Center for Teaching and Learning or instructor-created evaluations speaking to expectations and assignments of the course.</li> <li>• Faculty statement of ongoing efforts (e.g., changes made to the course based on student feedback, updating course expectations/assignments/outcomes to reflect current practices/literature in field).</li> <li>• Letters/communication from current or former students speaking to rigor.</li> <li>• Demonstration of contemporary and current readings from professional literature/or textbooks.</li> <li>• Demonstration of relevant assignments aligned to learning outcomes.</li> </ul> <p><b><i>Rigor General Expectation</i></b></p> <ul style="list-style-type: none"> <li>• Teacher course evaluation rating of Quality of Course are very good or demonstration of improvement over time.</li> </ul>
<p><b>II. Responsiveness to Feedback</b>  Responsiveness to feedback from students and peers as evidenced by modifications to courses over time, workshops attended, or other professional development activities designed to improve teaching effectiveness.</p> <p><b><i>Responsiveness Documentation Examples</i></b></p> <ul style="list-style-type: none"> <li>• Teacher course evaluations quantitative ratings or qualitative comments related to faculty responding to feedback from students.</li> <li>• Faculty statement of teaching providing evidence of adaptation of teaching based on student feedback.</li> <li>• Student or peer feedback letters/communication regarding evidence of modifications made by faculty.</li> </ul>
<p><b>III. Effectiveness</b>  Development and implementation of effective teaching strategies.</p>

### ***Effectiveness Documentation Examples***

- Teacher course evaluation quantitative ratings or qualitative comments related to effective teaching.
- Teacher course evaluation quantitative rating for “Quality of Teaching”.
- Evaluations from Center for Teaching and Learning or instructor-created evaluations speaking to faculty effective teaching.
- Peer evaluation and observation of effective teaching.
- Statement of teaching regarding ongoing efforts (e.g., materials prepared for teaching, new teaching methods implemented).
- Letters/communication from current or former students speaking to effective teaching.
- Receipt/nomination for teaching awards.
- Certificate of completion of professional development activities related to effective teaching strategies or methods.

### ***Effectiveness General Expectation***

- Teacher course evaluation rating of Quality of Teaching are very good or demonstration of improvement over time.

## **IV. Supervision**

Supervision of field and clinical experiences.

### ***Supervision Documentation Examples***

- Teacher course evaluation quantitative ratings or qualitative comments related to supervision of clinical experiences.
- Evaluations from Center for Teaching and Learning or instructor-created evaluations speaking to effectiveness of supervision.
- Cooperating Teacher/Field Work Supervisor evaluations and or statements related to effectiveness of supervision responsibilities.
- Peer evaluation and observation of supervision efforts.
- Statement of teaching regarding ongoing efforts in making continuous improvement in supervision efforts.
- Letters/communication from current or former students speaking to effective supervision.

## **V. Mentoring**

Service in advising students, serving on master’s, specialist, or doctoral level committees.

### ***Mentoring Documentation Examples***

- Number of undergraduate mentees (undergraduate research, professional advice).
- Number of graduate advisees.
- Number of master’s level committees.
- Number of doctoral level committees.
- Completion rate of advisees.
- Letters/communication from current or former students speaking to effective mentoring.

## **Documentation for Promotion from Clinical Associate Professor to Clinical Professor**

Standards for promotion from Clinical Associate to Clinical Professor include continued evidence as indicated by the statements above *plus* the following:

## Activity, Qualifiers, Examples, Requirements for Teaching

### I. Other Noteworthy Contributions

Additional contributions demonstrated consistent and sustained excellence and commitment to teaching.

#### *Other Noteworthy Documentation Examples*

- Collaborative efforts across disciplines.
- Interdisciplinary instructional activities.
- Innovative teaching methods.
- Effective use of teaching resources within and outside the university.
- Documentation of teaching success of graduates.
- Receipt of grants/contracts to fund educational activities for students.
- Leading professional development activities related to effective teaching.
- Invitations to testify before academic or government groups concerned with educational programs.
- National or International invitations to teach and/or assist with curriculum or clinical training.
- National and/or international recognition as an outstanding practitioner.
- Leadership role in development or introduction of new/innovative strategies for clinical education.
- Leadership role in development/dissemination of an evidence-based approach to practice.
- Service on professional boards/committees of national/international organizations.
- Leadership role related to professional expertise on a national or international organization, commission, task force, or board.

## **B. Service to the Profession Clinical Title Series**

### **The Standard**

Service to the profession, institution, and community refers to applying academic expertise in a way that directly benefits those audiences and supports the mission of the University. It entails active engagement and meaningful contributions that enhance the collective advancement of knowledge, professional practice, and societal well-being. Faculty whose work distribution includes service should clearly demonstrate excellence and impact in these activities. The principal standard should always be quality rather than quantity.

### **Documentation for Promotion from Clinical Assistant to Clinical Associate**

Evidence of service to the profession includes, but is not limited to, the activities listed below. For joint endeavors, the candidate should indicate the extent of their contribution.

An expectation for promotion from Assistant to Associate is the faculty member has an established regional or state recognition in the field.

<b>Activity, Qualifiers, Examples, Requirements for Service</b>
<p><b>I. Service to the Profession/Field</b> Service is provided to provide scholarly expertise to advance the field. Regional, state, and national outlets are considered to be important.</p> <p><b><i>Service to Profession Qualifiers</i></b></p> <ul style="list-style-type: none"><li>• Service as a committee chair holds more value than committee member.</li><li>• Elected positions are highly valued.</li><li>• Service to national/international organizations is highly valued.</li><li>• Professional reputation of the organization is valued.</li><li>• Reputation of journal is considered in evaluating guest reviews provided</li></ul> <p><b><i>Service to Profession Examples</i></b></p> <ul style="list-style-type: none"><li>• Committee or Board member within a professional organization at either state, national, or international level.</li><li>• Attendance and contribution to professional organization meetings.</li><li>• Guest reviewer for professional journals.</li><li>• Grant proposal reviewer.</li><li>• Conference proposal reviewer.</li><li>• Invited university/college level presentations or guest lectures.</li><li>• Honors, awards, special recognition related to service.</li></ul>
<p><b>II. Service on University, College, or Departmental Committees</b> Faculty participates in committees or activities to serve the mission and accomplish the goals of the University, College or Department,</p> <p><b><i>Service on Committee Qualifiers</i></b></p> <ul style="list-style-type: none"><li>• Service as committee chair holds more value than committee member</li><li>• Committee participation outside of the department is valued.</li></ul>

***Service on Committee Examples***

- Chair/committee member of committee.
- Chair/member of search committees.
- Participation in activities of the unit, college, or university to accomplish a goal.
- Mentor of student organizations.

***Service on Committee General Expectations***

- Consistent attendance and participation in committee work while providing thorough reporting of activities of the committee to the department or college.

**III. Community Engagement**

***Community Engagement Examples***

- Consultation provided at the local or state level.
- Advisory or policy-making board member at the state/regional level.
- Invited talks and presentations to community groups.
- Volunteer services provided for organizations whose mission aligns with candidate's area of expertise or mission of university.

**Documentation for Promotion from Clinical Associate Professor to Clinical Professor**

An expectation for promotion from Clinical Associate to Clinical Professor is the faculty member has at least a regional recognition and perhaps a national recognition in the field.

Standards for promotion from Clinical Associate to Clinical Professor include continued evidence as above *plus* the following:

**Activity, Qualifiers, Examples, Requirements for Service**

**I. Service to the Field**

***Service to the Field Examples***

- Elected leadership position at the state, national, or international level in a professional organization.
- Chair or program chair of a state organization.
- Advisory or national policy-making board member.
- Editorial board member of professional journal.
- Associate editor or executive editor of professional journal.
- Engagement in conference planning.

**II. Service on University/College and Departmental Committees**

***Committee Required General Expectations***

- Demonstrated participation in committee work at the departmental level and College or University levels.
- Leadership role (e.g., committee chair) in a committee.

**III. Community Engagement**

***Community Engagement Examples***

- Invited talks/presentations at the national or international level.
- Provides consultation or training at a national level.

## **C. Research and Scholarship Clinical Title Series**

### **The Standard**

Research and scholarship are studious inquiry or examination, especially critical investigation or experimentation that have as their purpose to improve the development, refinement, and application of knowledge. Faculty whose work distribution of effort includes research, should clearly demonstrate high quality in these endeavors. The principal standard should always be quality rather than quantity.

### **Documentation for Promotion from Clinical Assistant to Clinical Associate**

Documentation of research and scholarship is only required when an individual in a clinical title series has distribution of effort devoted to research/scholarship. Evidence of research and scholarship includes, but is not limited to, the activities listed below. For joint endeavors, the candidate should indicate the extent of their contribution. An expectation for promotion from Clinical Assistant to Clinical Associate is the faculty member has an established regional or state recognition in the field.

<b>Activity, Qualifiers, Examples, Requirements for Research</b>
<p><b>I. Publications</b></p> <p>A body of scholarly works published in quality outlets. Quality is considered based on evidence such as impact factor, citation scores, acceptance rates, sponsorship by a major professional organization, and readership. A record of consistency or increased publication across time is shown.</p> <p><b><i>Publication Qualifiers</i></b></p> <ul style="list-style-type: none"><li>• Publications in refereed academic outlets are preferable to other publications.</li><li>• Solo or lead roles are highly valued.</li><li>• National/international outlets have a higher level of prestige than local/state outlets.</li><li>• Hierarchical listing from most to least valued:<ol style="list-style-type: none"><li>1. Journal articles in well-respected refereed journals. Metrics including acceptance/rejection rates, impact factors, citation scores, sponsorship by major professional organization, and other journal metrics provide information to evaluate research and scholarly work. Empirical or data-based publications hold more value than literature reviews or theoretical papers.</li><li>2. Books (authored and edited) published in well-respected academic publishing outlets. Books that are authored, or both authored and edited, hold more value than edited books.</li><li>3. Practitioner-based or position paper journal publications.</li><li>4. Book chapters in well-respected academic publishing outlets. Peer-reviewed chapters are valued higher than book chapters not reviewed.</li><li>5. Invited manuscripts (e.g., commentaries, featured articles) especially if peer reviewed.</li><li>6. Conference Proceedings- Refereed proceedings hold more value than listing of papers presented.</li></ol></li></ul>

7. Other Professional Contributions- technical reports, policy papers, position statements, monographs. Other contributions can be more valued depending on the nature of the organization and potential impact.

***Publication Examples***

- Peer-reviewed journal articles.
- Books (authored, edited).
- Book chapters.
- Conference proceedings.
- Non-peer reviewed paper.
- Technical reports.
- White papers.

**II. Presentations**

Presentations at refereed professional conferences at the regional and national level.

***Presentation Qualifiers***

- Presentations with peer review process are more valued than non-peer review.
- International and national audiences are more valued than regional/state/local audiences.
- Reputation of organization is valued (e.g., major professional organization is more valued than a civic or community organization).
- Keynote and invited presentations are highly valued.
- Poster is less valued than a presentation, panel, round table, conference workshop.

***Presentation Examples***

- Conference presentations.
- Keynote presentations.
- Poster presentations.
- Presentations to civic groups.

**III. Funding**

Faculty seek funding to advance their research agenda.

***Funding Qualifiers***

- Submission of grants, even if not awarded, is valued.
- Consider the role in grant application with PI, Co-PI, and Senior Personnel, or other major participant role more valued than lesser roles.
- Hierarchical listing from most to least valued:
  1. External funding is of higher value than internal funding.
  2. Large awards from national/international sources (federal, foundation, private) are of higher value than smaller awards from state/regional sources.
  3. Submission of research grants is more valued than training grants.

***Funding Examples***

- External funding grant submission and awards.
- Internal funding grant submission and awards.

**IV. Other Research Activities of Excellence**

***Other Activities Examples***

- Implementation of longitudinal research.
- Receipt of nominations or research awards from professional organizations or the university.
- Publication award/nomination.

- Development of research centers.

## Documentation for Promotion from Clinical Associate to Clinical Professor

An expectation for promotion from Clinical Associate to Clinical Professor is the faculty member has at least a regional and perhaps a national recognition in the field.

Standards for promotion from Clinical Associate to Clinical Professor include continued evidence as above *plus* the following:

### Activity, Qualifiers, Examples, Requirements for Research

#### I. Publications

##### *Publication Examples*

- Continued trajectory of publication.
- Demonstration of established line(s) of research.
- Publication across a broad range of highly regarded outlets.
- Publication involving interdisciplinary teams.
- Mentorship of junior faculty and/or students as co-authors.

#### II. Presentations

##### *Presentation Examples*

- Continued trajectory of professional presentations at highly valued outlets.
- Keynote or invited presentations.

#### III. Funding

##### *Funding Examples*

- Continued submission of grants, even if not awarded.
- Mentoring junior faculty/students in grant submissions.



Clinical Title Series Statements of Evidence

College: Education

Unit: Early Childhood, Special Education, & Counselor Education (EDSCE)

Approved by Provost: Thomas, 11/13/2025

Approved by College Dean: 11/12/2025

Approved by Unit Director (Indicating Approval by Faculty): 9/25/2025