

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 Tenure 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 unites that employ Voluntary Series faculty and submitted to the dean fof 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 Promotion for

Lecturer Title Series

The following guidelines will be used by the EDSCE in evaluating applications Promotion **Lecturer Title Series**. Productivity in the areas of teaching and service should be consistent with identified percentage allocations for activities in a faculty member's Distribution of Effort (DOE) document. The percentage of distribution in the DOE for Lecturers should reflect a primary focus on teaching and service. Candidates for promotion must demonstrate a *Record of Competence* in the following areas:

- I. Teaching
- II. Service

Definitions

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

Indicators

The following tables include indicators of *Competence* for each of the two performance areas of teaching and service/engagement. The activities on each list include those that meet the criteria for inclusion in the category. Candidates are not expected to participate in all the activities listed under each category, but rather the list provides examples of activities. Although each faculty in the EDSCE will present a different profile of these activities, each candidate must recognize that regardless of rank, there must be evidence of excellence in teaching and service.

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 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 Lecturer 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 Lecturer to Senior Lecturer

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

Activity, Qualifiers, Examples for Teaching
I. Rigor Rigor in teaching is evidenced by syllabi containing clear expectations for students and appropriate readings, current practices in the field of study, and assignments that align with the learning outcomes for the course. <i>Rigor Documentation Examples</i> • Teacher course evaluations quantitative ratings or qualitative comments related to learning outcomes, expectations, or assignments. • Teacher course evaluation quantitative rating for “Quality of Course”. • Peer review of syllabi related to rigor of course expectations, current practices and topics, and clear learning outcomes that are observable and measurable. • Evidence of evaluation rubrics developed for student assignments. • Evaluations from Center for Teaching and Learning or instructor-created evaluations speaking to expectations and assignments of the course. • 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). • Letters/communication from current or former students speaking to rigor. • Demonstration of contemporary and current readings from professional literature/or textbooks. • Demonstration of relevant assignments aligned to learning outcomes. <i>Rigor General Expectation</i> • Teacher course evaluation rating of Quality of Course is very good or demonstration of improvement over time.
II. Responsiveness to Feedback 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. <i>Responsiveness Documentation Examples</i> • Teacher course evaluations quantitative ratings or qualitative comments related to faculty responding to feedback from students. • Faculty statement of teaching providing evidence of adaptation of teaching based on student feedback. • Student or peer feedback letters/communication regarding evidence of modifications made by faculty.
III. Effectiveness Development and implementation of effective teaching strategies. <i>Effectiveness Documentation Examples</i> • 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 is 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.

B. Service to the Profession Lecturer 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 Lecturer to Senior Lecturer

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.

Activity, Qualifiers, Examples for Service
I. Service to the Profession/Field Service is provided to provide scholarly expertise to advance the field. Regional, state, and national outlets are considered to be important. <i>Service to Profession Qualifiers</i> • Service as a committee chair holds more value than committee member. • Elected positions are highly valued. • Service to national/international organizations is highly valued. • Professional reputation of an organization is valued. <i>Service to Profession Examples</i> • Service to a state organization as a board or advisory member. • Committee or Board member within a professional organization at either state, national, or international level. • Attendance and contribution to professional organization meetings. • Guest reviewer for professional journals. • Grant proposal reviewer. • Conference proposal reviewer. • Invited university/college level presentations or guest lectures. • Honors, awards, special recognition related to service.
II. Service on University, College, or Departmental Committees Faculty participates in committees or activities to serve the mission and accomplish the goals of the University, College, or Department. <i>Service on Committee Qualifiers</i> • Service as committee chair holds more value than committee member • Committee participation outside of the department is valued. <i>Service on Committee Examples</i> • 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.
- Member of ad-hoc committees or task forces within department.

Service on Committee General Expectation

- 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.



Lecturer 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