

Statement of Evidences of Activity in Research and Other Scholarly and Creative Activity, and Professional Status Activity for Evaluations Regarding Promotion 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 in the Research Title Series* for the department are intended to be consistent with the Governing Regulations and Administrative Regulations of the University of Kentucky.

The Administrative Regulations 2:5 - (Procedures for Faculty Appointment, Reappointment, and Promotion in the Research Title Series) contains language which reads:

A. The Definition of the Research Title Series

The Research Title Series is a professorial series for appointment and promotion of appropriately qualified individuals who participate in the University's academic program but whose activities shall be limited to participation in projects which (1) involve research or other creative activity, (2) are of limited and specified duration, and (3) the institution operates under contracts, grants, or other designated funds. A faculty employee on appointment in the Research Title Series shall not have any regularly scheduled teaching or service assignments. Interim appointment and payment of salary from funds other than those associated with contracts, grants, and other designated funds may occur, with approval of the Provost, when there is a gap of six months or less between approved contracts, grants, or other sources of designated funds. However, in such circumstances, the appointee's assignment shall be completely consistent in a general sense with the duties which the individual had and will be expected to continue under a program for research or other creative activity which is supported from contracts, grants, or other designated funds.

B. Areas of Activity

Three areas of activity are important in the evaluation of individuals for appointment, performance review, and promotion in the Research Title Series: (1) research or other creative activity; (2) professional status and activity; and (3) ability to initiate and maintain a program of research or creative activity supported by contracts, grants, or other designated funds.

Academic Ranks, Titles, and Criteria

The academic ranks and related titles in the Research Title Series shall be: (1) Assistant Research Professor; (2) Associate Research Professor; and (3) Research Professor. Although it is not feasible to specify exact criteria for evaluating the credentials of an

individual for appointment or promotion to any one rank in the Research Title Series, the following statements are provided as guidelines.

1. Assistant Research Professor
Appointment to the rank of Assistant Research Professor shall be made when it has been determined that the individual has a current independent capability for conducting reliable research or other creative work supported through contracts, grants, or other designated funds, has a potential for significant professional growth in the field of research or creative activity, and holds the terminal academic degree appropriate to the field of assignment.
2. Associate Research Professor
Appointment or promotion to the rank of Associate Research Professor shall be made only after an indication of continuous improvement and contribution by the individual in research or other creative activity supported through contracts, grants, or other designated funds. Furthermore, the individual shall have earned some regional recognition for excellence appropriate to the field of assignment.
3. Research Professor
Appointment or promotion to the rank of Research Professor is an indication that, in the opinions of colleagues and administrators, the individual is outstanding in research or other creative activity supported through contracts, grants, or other designated funds and has earned national and, perhaps, international recognition. It should be further emphasized that this rank is a recognition of attainment rather than years of experience or length of appointment.

Guidelines for Tenure, Promotion, and Reappointment for Research 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 Research Title Series:

Reappointment: a candidate *must* demonstrate at least a *Record of Competence* in each of the three areas of performance evaluation stated in the areas of activity.

Promotion to Associate Professor: a candidate *must* demonstrate at least (a) a consistent *Record of Achievement* in each of the three areas of performance evaluation stated in the areas of activity.

Promotion to Professor: a candidate *must* demonstrate a national record of performance in (a) a *Record of Achievement* in each of the three areas of performance evaluation state in the areas of activity; and (b) a *Record of Achievement with Distinction* in the areas of activity of performance evaluation.

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

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 three performance areas of activity. 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 research activities might also be considered professional status activities. In such cases, candidates may justify the awarding of credit for more than one category of performance evaluation. *Note: Across the three areas of activity, 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. Research and Scholarship Research 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 Assistant Research Professor to Associate Research Professor

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 Assistant Professor to Associate Professor is the faculty member has an established regional or state recognition in the field.*

Activity, Qualifiers, Examples, Requirements for Research

I. Publications

Criteria for Promotion:

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.

Demonstrated record of publication within field-appropriate peer-reviewed journals.

The trajectory of publications and research activity should provide strong evidence for a record of relatively consistent or increasing research productivity during the probationary period and demonstrate a coherent program of research as the individual moves forward.

Consistent evidence as described below.

Publication Qualifiers

- Publications in refereed academic outlets dealing with themes, topics, and issues pertinent to the field of appointment are preferable to other publications.
- Solo or lead roles are highly valued.
- National/international outlets have a higher level of prestige than local/state outlets.
- Hierarchical listing from most to least valued:
 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.
 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.
 3. Practitioner-based or position paper journal publications.
 4. Book chapters in well-respected academic publishing outlets. Peer-reviewed chapters are valued higher than book chapters not reviewed.
 5. Invited manuscripts (e.g., commentaries, featured articles) especially if peer reviewed.
 6. Conference Proceedings- Refereed proceedings hold more value than listing of papers presented.
 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. 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 Associate Research Professor to Research Professor

An expectation for promotion from Associate to Professor is the faculty member has an established national or international recognition in the field.

Standards for promotion from Associate to 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.
II. Presentations Presentation Examples • Continued trajectory of professional presentations at highly valued outlets.

B. Professional Status and Activity

Research Title Series

The Standard

Professional status and activity refer 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 professional activity should clearly demonstrate excellence and impact in these activities. The principal standard should always be quality rather than quantity.

Documentation for Promotion from Assistant Research Professor to Associate Research Professor

Evidence of professional status and activity 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 with a clear expertise.

Activity, Qualifiers, Examples, Requirements for Service
Professional Status Activity Professional activity is provided to provide scholarly expertise to advance the field. Regional, state, and national outlets are important. Professional Activity Examples • Representation on committees, task forces, and initiatives affiliated with local, state, and regional committees, tasks forces, and initiatives affiliated with scholarly and foundations and organizations dealing with research issues and topics pertinent to the field. • Membership and participation associated with local, state, and regional community groups in projects pertinent to expertise in topics in the field. • Membership and participation in the peer-review process of scholarly work dealing with topics and issues pertinent to the field, including service on editorial boards; as a referee for peer-reviewed journals, books, and/or evaluation activities; and/or as a referee for peer-reviewed papers and presentations for national and/or international scholarly conferences. • Invited talks/presentations at the national and/or international level

Documentation for Promotion from Associate Research Professor to Research Professor

An expectation for promotion from Associate to Professor is the faculty member has an established national or international recognition in the field.

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

Activity, Qualifiers, Examples, Requirements for Service

Professional Status Activity

Professional Activity Examples

- | |
|--|
| <ul style="list-style-type: none"> • Elected leadership position at the national and/or international level in a professional organization. • Chair or program chair of a national and/or international organization. • Advisory or national policy-making board member. • Editorial board member of professional journal. • Editor or executive editor of professional journal. • Engagement in conference planning. • Consultation with national and/or international organizations in the field. |
|--|

C. Development of Contracts, Grants, or Other Designated Funds

Research 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 research should clearly demonstrate excellence and impact in these activities. The principal standard should always be quality rather than quantity.

Documentation for Promotion from Assistant Research Professor to Associate Research Professor

Evidence of development of funding activities 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.

Activity, Qualifiers, Examples, Requirements for Funding

Funding

Faculty seek funding to advance their research agenda.
--

Funding Qualifiers

- | |
|--|
| <ul style="list-style-type: none"> • 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: • External funding is of higher value than internal funding. • Large awards from national/international sources (federal, foundation, private) are of higher value than smaller awards from state/regional sources. |
|--|

Funding Examples

- | |
|--|
| <ul style="list-style-type: none"> • Continuous submission of grants, to further research agenda. |
|--|

- Collaborative partnerships with stakeholders resulting in the creation of research spaces and access to new populations as demonstrated through community events, a presence in educational settings, and evidence of agreements such as IRB approvals, memoranda of understanding, and letters of support.
- Contribution to sponsored research from private foundations or federal and state agencies on topics pertinent to the field.
- Funded external grants as principal investigator or co-investigator reflecting a focus in a program of research.

Funding General Expectations

- Principal Investigator or Co-PI on external grant submissions.
- Mentoring junior faculty in grant submissions.
- Honors, awards, or special recognition related to research.
- Fully funding salary on external funding (e.g., contracts, grants)
- Include student support on grants, when appropriate.

Documentation for Promotion from Associate Research Professor to Research Professor

An expectation for promotion from Associate to Professor is the faculty member has an established national or international recognition in the field.

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

Activity, Qualifiers, Examples, Requirements for Funding

Funding

Funding Examples

- Continued submission of grants.

Funding General Expectations

- Fully funding salary on external funding (e.g., contracts, grants)
- Principal Investigator on external grant submissions.
- Increased rigor of grants awarded over time (e.g., Goal 1 IES to Goal 3 IES)



Research Title Series Statements of Evidence

College: Education

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

Approved by Provost: Tannock, 6/6/2025

Approved by College Dean: 5/8/2025

Approved by Unit Director (Indicating Approval by Faculty): 5/6/2025