

Part III. Written Statements on Evidences Appropriate to Department Disciplines for Use in Promotion and Tenure

The faculty of the Educational Policy Studies & Evaluation (EPE) Department follows the criteria and process for tenure and promotion as set forth in the University of Kentucky Administrative Regulations (AR 2:1-1), effective August 20, 2016. Furthermore, the EPE faculty relies for reinforcement, elaboration, and expansion of statements of evidence for tenure and promotion on the following documentation: “Appointment, Reappointment, Promotion, and the Granting of Tenure in the Regular Title Series” (AR 2:2-1), with attention to “General Criteria for Ranks” (AR 2:2-1 Section V), effective August 20, 2016; “Appointment, Reappointment, Promotion and the Granting, of Tenure in the Special Title Series” (AR 2:4), effective August 20, 2016; “Appointment, Reappointment, and Promotion in the Clinical Title Series” (AR 2:6), effective June 12, 2007; “Lecturer Series Faculty” (AR 2:9), effective June 8, 2010; and this document, an updated version of “EPE Statement on Tenure and Promotion,” circulated December 14, 2010 to EPE faculty.

Regular Title Series

The standards identified here represent types of evidence that will be considered in a promotion and/or tenure review in the Department of Educational Policy Studies and Evaluation for faculty serving in the Regular Title Series. Productivity in the areas of research, 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 Regular Faculty should reflect a primary focus on research and teaching. As a matter of department practice, EPE designates a two/two (2 fall/2 spring) teaching load as the baseline teaching workload [Appendix II” Faculty Workload Policy Statement” (AR 3:8)].

There are three categories of academic performance on which promotion and tenure evaluations are made in the Department of Educational Policy Studies and Evaluation Education. Candidates for promotion or tenure must demonstrate their competence in the following areas:

- I. Teaching
- II. Research
- III. Service

What follows is the approved Statements of Evidence for the Department of Educational Policy Studies and Evaluation to assist faculty in defining the range of their work and providing evidence of that work for promotion and tenure purposes. Candidates are not expected to participate in all the activities listed under each category. Many combinations of activities are possible. Although it is recognized that each faculty member in the Department of Educational Policy Studies and Evaluation will present a different profile of their activities, each candidate must recognize that regardless of rank there must be evidence of excellence in the areas of teaching, scholarship/creative activity, and service.

Illustrative criteria and evidences for teaching, advising, and other instructional activities:

- Courses offered for academic degree credit in EPE: syllabi, assignments, samples of student work, COE peer review of teaching visits, and summaries of student course evaluations.

- Courses offered for academic degree credit beyond EPE in other pertinent university programs and departments: syllabi, assignments, samples of student work, and summaries of student course evaluations.
- Academic advising and masters/doctoral committee work in EPE: summary and roster of advisees or committee participation by EPE degree program; roster of advisees who have completed degrees; awards and recognition for advisees.
- Academic teaching, advising, or other involvement beyond EPE: Teaching in such University of Kentucky-sponsored activities as the Honors Program, the Freshman Discovery Program, and the General Education Program; advising of students in other academic programs, who are conducting work pertinent to the field of educational policy studies and evaluation.
- Academic teaching, advising, or other instructional activities beyond the University of Kentucky: Activities in external programs, organizations, or college and universities pertinent to the field of educational policy studies and evaluation.
- Awards for teaching and/or advising by the University of Kentucky and its affiliated units; by regional, national, and international scholarly and professional organizations.

Criteria for Promotion

From Assistant to Associate Professor (with tenure)

- Comprehensive evidence of teaching effectiveness from student, peer, and self-evaluations.
- Participation in academic advising and service on masters and/or doctoral committees.

From Associate to Full Professor

- Continued evidence as described above, PLUS
- Effective mentoring of masters and/or doctoral students as evidenced by service as committee chair or member, completion rates, and students' subsequent success.
- Additional program or new coursework development that reflects current disciplinary trends.

Illustrative criteria and evidences for research, evaluation, and other creative activities:

- Articles published in peer-reviewed scholarly journals dealing with themes, topics, and issues pertinent to the field of educational policy studies and evaluation.
- Books published by established academic and scholarly presses on topics pertinent to the field of educational policy studies and evaluation.
- Chapters published in books, as part of an anthology or scholarly encyclopedia edited and published by established academic and scholarly organizations and presses on topics pertinent to the field of educational policy studies and evaluation.
- Papers and presentations at scholarly and professional conferences, invited talks, and/or keynote addresses on topics pertinent to the field of educational policy studies and evaluation.

- Application for and acquisition of external funding for sponsored research and/or evaluation grant projects from private foundations or federal and state agencies on topics pertinent to the field of educational policy studies and evaluation.
- Contribution to sponsored research and/or evaluation grant projects from private foundations or federal and state agencies on topics pertinent to the field of educational policy studies and evaluation, demonstrated through the publication of peer-reviewed manuscripts, technical reports, white papers, or other pertinent products.
- Published articles or intellectual contributions to the broader conversation about topics pertinent to the field of education policy studies and evaluation, all pertaining to established research and/or evaluation work, peer-reviewed journals, books, book chapters, conference papers, or as part of sponsored research grant projects.

Criteria for Promotion

From Assistant to Associate Professor (with tenure)

- Demonstrated record of publication within field-appropriate peer-reviewed journals.
- Any additional evidence of scholarly activity highlighted above.
- 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.
- Recognition on a regional or national level as appropriate to the field of assignment, as per “General Criteria for Ranks” (Section V of AR 2:2-1).

From Associate to Full Professor

- Continued evidence as described above, PLUS
- Publication of research and contribution to discourse in a broader range of highly regarded outlets, demonstrating established regional, national and international recognition appropriate to the field of assignment, as per “General Criteria for Ranks” (Section V of AR 2:2-1)
- Funded external grants as principal investigator reflecting a focus in a program of research.

Illustrative criteria and evidences for professional, university, and public service:

- Membership and significant participation in intramural committees, task forces, and initiatives within EPE and the University of Kentucky College of Education.
- Membership and significant participation associated with shared governance at the University of Kentucky.
- Membership and significant participation in intramural committees, task forces, and initiatives within the University of Kentucky and its affiliated academic units outside of the College of Education.
- Membership and significant participation in committees, task forces, and initiatives affiliated with national and/or international scholarly and foundations and organizations dealing with issues and topics pertinent to the field of educational policy studies and evaluation.

- Membership and significant participation associated with local, state, national, and international community groups in projects pertinent to expertise in educational policy studies and evaluation.
- Membership and significant participation in the peer-review process of scholarly work dealing with issues and topics pertinent to the field of educational policy studies and evaluation, including service on editorial boards; as a referee for peer-reviewed journals, books, and/or evaluation activities; as a reviewer for national funding agencies; and/or as a referee for peer-reviewed papers and presentations for national and/or international scholarly conferences.

Criteria for Promotion

From Assistant to Associate Professor (with tenure)

- Assistant professors' primary focus should be on research and teaching. A variety of service activities are encouraged but should reflect a small portion of the total distribution of effort.

From Associate to Full Professor

- Significant professional, university, and public service activity, PLUS
- Participation in leadership roles regarding service and/or administration (e.g., department, college, or university leadership; service on editorial boards; leadership within professional organizations).

Special Title Series

The standards identified here represent types of evidence that will be considered in a promotion review in the Department of Educational Policy Studies and Evaluation for faculty serving in the Special Title Series. Productivity in the areas of research, 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 Special Title Series Faculty should reflect a primary focus on teaching, research, and service.

There are three categories of academic performance on which promotion evaluations for Special Title Series Faculty are made in the Department of Educational Policy Studies and Evaluation. Candidates for promotion must demonstrate their competence in the following areas:

- I. Teaching
- II. Scholarship/Creative Activity
- III. Service

What follows is the approved Statements of Evidence for the Department of Educational Policy Studies and Evaluation to assist faculty in defining the range of their work and providing evidence of that work for promotion purposes. Candidates are not expected to participate in all the activities listed under each category. Many combinations of activities are possible. Although it is recognized that each faculty member in the Department of Educational Policy Studies and Evaluation will present a different profile of their activities, each candidate must recognize that regardless of rank there must be evidence of excellence in the areas of teaching, scholarship/creative activity, and service.

Illustrative criteria and evidences for research, evaluation, and other creative activities:

- Application for and acquisition of external funding for sponsored research or evaluation grant projects from private foundations or federal and state agencies on topics pertinent to the field of educational policy studies and evaluation.
- Leadership of and contribution to sponsored research or evaluation grant projects from private foundations or federal and state agencies on topics pertinent to the field of educational policy studies and evaluation, demonstrated through the publication of peer-reviewed manuscripts, technical reports, white papers, or other pertinent products.
- Establishment, development, and/or expansion of a center, institute, or other organization through scholarly endeavors.
- Articles published in peer-reviewed scholarly journals; books published by established academic and scholarly presses; and/or chapters published in books as part of an anthology or scholarly encyclopedia edited and published by established academic and scholarly organizations and presses; papers and presentations at scholarly and professional conferences; all dealing with topics part of the aforementioned sponsored research or evaluation grant projects.

Criteria for Promotion

From Special Title Assistant to Special Title Associate Professor

- Demonstrated record of publication within field-appropriate research or other scholarly outlets.
- Demonstrated ability to acquire external funding supporting the work of faculty and students.
- The trajectory of research or activity should provide strong evidence for a consistent and coherent body of work within the realm of the individual's initial appointment.
- Demonstrated growth or documented increases in revenue and/or resources in connection with a center, institute, or other organization through scholarly endeavors.

From Special Title Associate to Special Title Full Professor

- Continued evidence as described above, PLUS
- Publication of research and/or other scholarly work that, in the opinions of colleagues, administrators, and outside evaluators, the individual is outstanding and has earned national and/or international recognition.
- Ability to acquire interdisciplinary and cross-institutional funding for research and/or other scholarly work.
- Establishment of new revenue sources through scholarly or creative endeavors.

Illustrative criteria and evidences for teaching, advising, and other instructional activities:

- Courses offered for academic degree credit in EPE: syllabi, assignments, samples of student work, COE peer review of teaching visits, and summaries of student course evaluations.
- Academic advising and masters and/or doctoral committee work in EPE: summary and roster of committee participation by EPE degree program; roster of committee service for advisees who have completed degrees.
- Awards for teaching and/or advising by the University of Kentucky and its affiliated units; by regional, national, and international scholarly and professional organizations.

Criteria for Promotion

From Special Title Assistant to Special Title Associate Professor

- Comprehensive evidence of teaching effectiveness from student, peer, and self-evaluations.
- Participation in academic advising and service on masters and/or doctoral committees.
- Supervision of students in center, institute, or other organization.

From Special Title Associate to Special Title Full Professor

- Continued evidence as described above, PLUS
- Effective mentoring of masters and/or doctoral students as evidenced by service as committee chair or member, completion rates, and students' subsequent success.
- Additional program or new coursework development that reflects current disciplinary trends.

Illustrative criteria and evidences for professional, university, and public service:

- Collaboration with P-20 partners on the development and support of initiatives and programs leading to the solution of problems within the realm of educational policy studies and evaluation.
- Development and delivery of professional development opportunities and trainings.
- Membership and significant participation in intramural committees, task forces, and initiatives within EPE and/or the University of Kentucky College of Education.
- Membership and significant participation associated with local, state, national, and international community groups in projects pertinent to expertise in educational policy studies and evaluation.
- Membership and significant participation in committees, task forces, and initiatives affiliated with national and/or international scholarly and foundations and organizations dealing with issues and topics pertinent to the field of educational policy studies and evaluation.

Criteria for Promotion

From Special Title Assistant to Special Title Associate Professor

- Development of collaborations with P-20 partners, both within academia and beyond.
- All other service activities are encouraged but should reflect a small portion of the total distribution of effort.

From Special Title Associate to Special Title Full Professor

- Significant professional, university, and public service activity, PLUS
- Outstanding engagement and collaboration with P-20 partners including the acquisition of external funding to continue the development and support of initiatives and programs.
- Participation in leadership roles regarding service (e.g., department, college, or university leadership; leadership within local, state, national, and/or international organizations).

Clinical Title Series

The standards identified here represent types of evidence that will be considered in a promotion review in the Department of Educational Policy Studies and Evaluation for faculty serving in the Clinical Title Series. Productivity in the areas of research, 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 Clinical Faculty should reflect a primary focus on teaching, research, and service.

There are three categories of academic performance on which promotion evaluations for Clinical Faculty are made in the Department of Educational Policy Studies and Evaluation. Candidates for promotion must demonstrate their competence in the following areas:

- I. Teaching
- II. Research
- III. Service

What follows is the approved Statements of Evidence for the Department of Educational Policy Studies and Evaluation to assist faculty in defining the range of their work and providing evidence of that work for promotion purposes. Candidates are not expected to participate in all the activities listed under each category. Many combinations of activities are possible. Although it is recognized that each faculty member in the Department of Educational Policy Studies and Evaluation will present a different profile of their activities, each candidate must recognize that regardless of rank there must be evidence of excellence in the areas of teaching, scholarship/creative activity, and service.

Illustrative criteria and evidences for research, evaluation, and other creative activities:

- Application for and acquisition of external funding for sponsored research or evaluation grant projects from private foundations or federal and state agencies on topics pertinent to the field of educational policy studies and evaluation.

- Leadership of and contribution to sponsored research or evaluation grant projects from private foundations or federal and state agencies on topics pertinent to the field of educational policy studies and evaluation, demonstrated through the publication of peer-reviewed manuscripts, technical reports, white papers, or other pertinent products.
- Articles published in peer-reviewed scholarly journals; books published by established academic and scholarly presses; and/or chapters published in books as part of an anthology or scholarly encyclopedia edited and published by established academic and scholarly organizations and presses; papers and presentations at scholarly and professional conferences; all dealing with topics part of the aforementioned sponsored research or evaluation grant projects.

Criteria for Promotion

From Clinical Assistant to Clinical Associate Professor

- Demonstrated record of publication of within field-appropriate research or evaluation outlets.
- Demonstrated ability to acquire external funding supporting the work of faculty and students.
- The trajectory of research or evaluation activity should provide strong evidence for a consistent and coherent body of work within the realm of the individual's initial appointment.

From Clinical Associate to Clinical Full Professor

- Continued evidence as described above, PLUS
- Publication of research and/or evaluation studies that, in the opinions of colleagues, administrators, and outside evaluators, the individual is outstanding and has earned national and/or international recognition.
- Ability to acquire interdisciplinary and cross-institutional funding for research and/or evaluation studies.

Illustrative criteria and evidences for teaching, advising, and other instructional activities:

- Courses offered for academic degree credit in EPE: syllabi, assignments, samples of student work, COE peer review of teaching visits, and summaries of student course evaluations.
- Academic advising and masters and/or doctoral committee work in EPE: summary and roster of committee participation by EPE degree program; roster of committee service for advisees who have completed degrees.
- Awards for teaching and/or advising by the University of Kentucky and its affiliated units; by regional, national, and international scholarly and professional organizations.

Criteria for Promotion

From Clinical Assistant to Clinical Associate Professor

- Comprehensive evidence of teaching effectiveness from student, peer, and self-evaluations.
- Participation in academic advising and service on masters and/or doctoral committees.

From Clinical Associate to Clinical Full Professor

- Continued evidence as described above, PLUS
- Effective mentoring of masters and/or doctoral students as evidenced by service as committee chair or member, completion rates, and students' subsequent success.
- Additional program or new coursework development that reflects current disciplinary trends.

Illustrative criteria and evidences for professional, university, and public service:

- Collaboration with P-20 partners on the development and support of initiatives and programs leading to the solution of problems within the realm of educational policy studies and evaluation.
- Application for and acquisition of external funding supporting collaboration with P-20 partners on the development and support of the aforementioned initiatives and programs.
- Membership and significant participation in intramural committees, task forces, and initiatives within EPE and/or the University of Kentucky College of Education.
- Membership and significant participation associated with local, state, national, and international community groups in projects pertinent to expertise in educational policy studies and evaluation.
- Membership and significant participation in committees, task forces, and initiatives affiliated with national and/or international scholarly and foundations and organizations dealing with issues and topics pertinent to the field of educational policy studies and evaluation.

Criteria for Promotion

From Clinical Assistant to Clinical Associate Professor

- Development of collaborations with P-20 partners around new initiatives and programs.
- All other service activities are encouraged but should reflect a small portion of the total distribution of effort.

From Clinical Associate to Clinical Full Professor

- Significant professional, university, and public service activity, PLUS
- Outstanding engagement and collaboration with P-20 partners including the acquisition of external funding to continue the development and support of initiatives and programs.
- Participation in leadership roles regarding service (e.g., department, college, or university leadership; leadership within local, state, national, and/or international organizations).

Lecturer Title Series

The standards identified here represent types of evidence that will be considered in a promotion review

in the Department of Educational Policy Studies and Evaluation for faculty serving in the 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.

There are two categories of academic performance on which promotion evaluations for Lecturers are made in the Department of Educational Policy Studies and Evaluation. Candidates for promotion must demonstrate their competence in the following areas:

- I. Teaching
- II. Service

What follows is the approved Statements of Evidence for the Department of Educational Policy Studies and Evaluation to assist faculty in defining the range of their work and providing evidence of that work for promotion purposes. Candidates are not expected to participate in all the activities listed under each category. Many combinations of activities are possible. Although it is recognized that each faculty member in the Department of Educational Policy Studies and Evaluation will present a different profile of their activities, each candidate must recognize that regardless of rank there must be evidence of excellence in the areas of teaching and service.

Illustrative criteria and evidences for teaching, advising, and other instructional activities:

- Courses offered for academic degree credit in EPE: syllabi, assignments, samples of student work, COE peer review of teaching visits, and summaries of student course evaluations.
- Courses offered for academic degree credit beyond EPE in other pertinent university programs and departments: syllabi, assignments, samples of student work, and summaries of student course evaluations.
- Academic advising and masters committee work in EPE: summary and roster of advisees or committee participation by EPE degree program; roster of advisees who have completed degrees; awards and recognition for advisees.
- Awards for teaching and/or advising by the University of Kentucky and its affiliated units; by regional, national, and international scholarly and professional organizations.

Criteria for Promotion

From Lecturer to Senior Lecturer

- Completion of five (5) years of continuous full-time service at the rank of Lecturer.
- Comprehensive evidence of teaching effectiveness from student, peer, and self-evaluations.
- Effective advising and mentoring of master's degree students as evidenced by service as committee chair or member, completion rates, and students' subsequent success.
- Additional program or new coursework development that reflects current disciplinary trends.

Illustrative criteria and evidences for professional, university, and public service:

- Faculty within the lecturer title series are not required to have a service component as part of their distribution of effort but may from time-to-time participate in intramural committees, the development of standards or new practices, task forces, or other initiatives within EPE and/or the University of Kentucky College of Education.

Notes and Dates on Previous Reviews and Amendments:

Regular, Clinical Title, and Lecturer Series language adopted by the department on October 31, 2016.