

**Statements of Evidence for Recommendations Regarding Appointment,  
Reappointment, Nonrenewal of Appointment, Terminal Appointment, Promotion,  
and Faculty Performance for Lecture Series faculty**

**Department of Special Education & Rehabilitation Counseling (EDSRC)**

**University of Kentucky**

The Department of Special Education and Rehabilitation Counseling (EDSRC) includes programs in special education (EDS) (learning and behavior disorders [LBD], moderate and severe disabilities [MSD], and assistive technology [AT]), rehabilitation counseling (RC), and interdisciplinary early childhood education (IECE). The *Statements on Evidence for Lecture Series Faculty* for the department is intended to be consistent with the Administrative Regulations of the University of Kentucky.

The Administrative Regulation, AR 2.9 [Lecture Series Faculty] contains key changes, which reads as follows:

1. Clarifies that educational units that employ faculty in the Lecturer Series shall establish by majority vote (of the tenure-eligible and tenured faculty) the maximum number or percentage of Lecturer Series faculty that may be employed by the unit.
2. Requires that faculty in these educational units shall establish unit criteria and procedures for appointment, reappointment, nonrenewal of appointment, terminal appointment, promotion and faculty performance review for Lecturer and Senior Lecturer faculty employees. Such criteria must have the majority vote of the tenure-eligible and tenured faculty and be submitted to the dean for college approval.
3. Requires faculty in the Lecturer Series to hold a terminal degree or professional experience appropriate to the field of assignment.
4. Requires periodic faculty performance reviews (annually for lecturer and biannually for Senior lecturer).
5. Provides an opportunity for periodic professional development.
6. After an initial four-year period of satisfactory performance, permits rolling contracts of up to two (2) years for faculty employees at the rank of Lecturer and up to three (3) years at the rank of Senior Lecturer.
7. Identifies a process of intervention when a faculty employee on a rolling contract receives an unsatisfactory performance review.
8. Requires that the educational unit administrators shall consult with the appropriate faculty employees of the unit and obtain their written judgments when considering a promotion of a Lecturer faculty employee to Senior lecturer.

*Note: EDSRC has determined the maximum number of Lecturer Series faculty that may be employed by the unit is five (32%).*

### **I. Guidelines for Appointment, Reappointment, Nonrenewal of Appointment, Terminal Appointment, Promotion and Faculty Performance for Lecturer Title Series**

The following guidelines are used by the Department of Special Education and Rehabilitation Counseling in evaluating candidates for the Lecturer Title Series:

**Appointment:** a candidate *must* be approved for appointment by majority vote of EDSRC regular title faculty.

**Reappointment:** a candidate *must* demonstrate at least a *Record of Competence* in each of the two areas of performance evaluation (teaching and service/engagement).

**Nonrenewal of Appointment:** a candidate who receives teaching evaluations below the College mean for both quality and value of teaching, and/or unsatisfactory reviews based on peer evaluation; and/or who demonstrates inadequate service after intervention and remediation in the subsequent year performance review *shall* receive nonrenewal of appointment.

**Terminal Appointment:** a candidate who receives an unsatisfactory performance review for two consecutive years *shall* receive a terminal appointment.

**Faculty Performance:** a candidate *must* demonstrate at least (a) a consistent *Record of Achievement* in each of the two areas of performance evaluation (teaching and service/engagement). See indicators of competence below.

**Promotion to Senior Lecturer:** a candidate *must* demonstrate a record of performance either in (a) a *Record of Achievement* in each of the two areas of performance evaluation (teaching and service/engagement); or (b) a *Record of Achievement with Distinction* in teaching and service/engagement areas of performance evaluation; and upon consultation with and written recommendation of tenure-eligible and tenured faculty receive consideration for promotion.

*Note: A prospective Lecturer seeking the rank of Senior Lecturer in the Lecturer Title Series upon appointment must meet the criteria for promotion to Senior Lecturer 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:**

Indicators of *Competence, Achievement and Achievement with Distinction* for each of the two performance areas of teaching and service/engagement are included on the following pages. It should be noted that the indicators on each list are examples of activities that meet criteria for inclusion in the category.

The lists are not exhaustive. Other activities may be judged by EDSRC 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.

### **A. Teaching**

Teaching is the fundamental responsibility of the faculty. Teaching encompasses not only classroom teaching, but also such activities as clinical supervision, advising, mentoring, and tutoring.

Teaching effectiveness must be documented with student evaluations and course syllabi. Teaching documentation may also include evidence of pedagogical innovations, evidence of academic rigor of courses, procedures admired or adopted by peers within or outside one’s department, special teaching awards and recognition, peer review, contributions to course development, and professional development activities. Other noteworthy contributions include teaching beyond regular duties, collaborative efforts, interdisciplinary instructional activities, teaching via distance learning format, and assisting in student advising.

### **Competence**

The Lecturer will be evaluated by students, peers and supervisors as demonstrating a consistent record in teaching. Indicators include:

1. Evidence that students perceive the course to be of value as indicated by the College mean on course evaluations.
2. Evidence that students perceive the course to be of quality as indicated by the College mean on course evaluations.
3. Evidence that the instructor has demonstrated appropriate laboratory management technique (if applicable).
4. Evidence that the instructor has demonstrated professional standards of supervision (if applicable).

5. Evidence of successful integration of technology into teaching.
6. Evidence of participation in professional development to demonstrate knowledge of current information in his/her field.

### **Achievement**

The Lecturer will be evaluated by students, peers and supervisors as demonstrating consistently high quality teaching. Indicators include:

1. Evidence that students perceive the course to be of value as indicated by the College mean on course evaluations.
2. Evidence that students perceive the course to be of quality as indicated by the College mean on course evaluations.
3. Evidence that the instructor has demonstrated appropriate laboratory management techniques (if applicable).
4. Evidence that the instructor has demonstrated professional standards of supervision (if applicable).
5. Evidence of successful integration of technology into curricula/teaching.
6. Development of pedagogical methods and materials that demonstrate a significant impact on learning.
7. Evidence of participation in professional development to demonstrate knowledge of current information in his/her file.

### **Achievement with Distinction**

The Lecturer will be evaluated by students, peers and supervisors as demonstrating consistently exceptional teaching. Indicators include:

1. Evidence that students perceive the course to be of value as indicated by the Department mean on course evaluations, or that of the College, if higher.
2. Evidence that students perceive the course to be of quality as indicated by the Department mean on course evaluations, or that of the College, if higher.
3. Evidence that the instructor has demonstrated appropriate laboratory management technique (if applicable).
4. Evidence of significant contributions to the mentoring of graduate students (if applicable).
5. Evidence of successful integration of technology into teaching.
6. Development of pedagogical methods and materials that demonstrate a significant impact on learning.

7. Evidence of participation in professional development to demonstrate knowledge of current information in his/her field.
8. Significant contributions to major curriculum changes, course development, and other instructional programs.

In addition, evidence of an exceptional level of teaching may be based on extensive peer review.

### **B. Service/Engagement**

Indicators of *Competence, Achievement and Achievement with Distinction* for Service are provided below. It should be noted that the indicators on each list are examples of activities that meet the criteria for inclusion in the categories promotion to Senior Lecturer. Reappointment to Lecturer must meet at least a level of *Competence*. Promotion to Senior lecturer must meet a level of *Achievement with Distinction*. The lists are not exhaustive. In addition to the activities listed below, service/engagement includes non-compensated consultation, in-service activities, acquisition of resources, and activities deemed appropriate as determined by department faculty. Activities should be appropriately documented.

Contributions may be documented through organizational minutes or agendas, letters of recognition and/or appreciation, recognized authorship of professional documents or technical reports, invited presentations, or awards.

#### **Competence**

1. Contributes to area program of study; invited class presentations.
2. Contributes professional expertise to the Department.

#### **Achievement**

1. Contributes to area program of study; invited class presentations.
2. Contributes professional expertise to the Department.
3. Has a role of responsibility within Department.
4. Provides consultation or training at the local, state, or regional level.

#### **Achievement with Distinction**

1. Contributes to area program of study; invited class presentations.
2. Contributes professional expertise to the Department.
3. Has a role of responsibility within the Department.
4. Provides consultation or training at the local, state, or regional level.
5. Hold elected office of a state or regional professional organization.

6. In the area of one's professional expertise, contributes on a national level.

## **II. Process for Intervention for Unsatisfactory Performance**

Remediation will be implemented for demonstration of unsatisfactory performance in identified areas. The Department Chair in consultation with the Program Chair will determine what action is required.

## **III. Weighing The Evidence**

A recommendation for Reappointment or promotion to Senior Lecturer should clearly present evidence that the candidate has made and will continue to make significant contributions. The recommendation should identify the candidate's relative balance of responsibilities and accomplishments in teaching and service/engagement. Numerical ratings of teaching effectiveness and letters, for example, should be used to document the case, but are not the case in-and-of themselves. Due diligence should be given to both quality and quantity.

Demonstrated excellence in two areas for Lecture Title Series, is normally required. The appropriate balance among teaching and service/engagement is generally determined by the candidate's letter of appointment, distribution of effort, and expectations of the department.

In unusual cases, the department may recommend reappointment or promotion for a candidate whose efforts and abilities do not appear appropriately balanced among teaching and service/engagement. In such cases, the department must demonstrate that the candidate is clearly exceptional in teaching and service/engagement; that the candidate has performed in accordance with the department's expectations; and that the overall balance within the candidate's department will not be adversely affected. Where a recommendation is made primarily on an exceptional record in either teaching or service/engagement, the evidence must show clearly that the candidate is one of the very best in his or her field, and that the candidate's special competence or talents will bring added distinction and visibility or otherwise be of special value to the department. Unusual rapport with students is important, but not by itself sufficient to support a case for promotion primarily on teaching. Significant public service contribution may strengthen a case for reappointment or promotion.

In weighing the evidence, the department faculty will consider the candidate's contributions to the department's mission.