Expectations for Tenure (Approved May 9, 2014)

The College of Education’s Promotion and Tenure Criteria are intended guidelines to help faculty members attain levels of performance necessary for advancement. Lehigh University's standard for tenure and promotion is excellence in all three areas of scholarship, teaching and service. A successful faculty member will meet this standard by achieving a demonstrated balance of excellence in scholarship, teaching and service. Expectations for tenure are described below.

Scholarship

The successful candidate for tenure will provide clear evidence that he/she has demonstrated excellence in scholarship. The fundamental expectation is that the candidate will produce a focused program of peer-reviewed scholarship that advances knowledge and is consistent with the rigors and expectations of one's specific or interdisciplinary field. Because, a tenure decision represents a long-term university investment in a faculty member, the candidate must demonstrate scholarly leadership and national / international recognition in one's field. The candidate must also demonstrate the potential for continued and sustained productivity across one's career.

Excellence in scholarship is judged through internal and external (i.e., outside reviewers) evaluation. Consideration is given to each of the following indicators:

- **Peer-reviewed scholarship.** Because peer-reviewed or refereed publications provide a means of external evaluation of one's work, strong consideration is given to peer-reviewed products in one’s portfolio in relation to non-peer reviewed work. Although the candidate's portfolio may consist of multiple scholarly products including non-peer reviewed work that can have an important impact on one's field, candidates are expected to demonstrate a strong record of peer-reviewed publications.

- **Knowledge-generating scholarship.** Importance is also given to scholarship that adds knowledge to the field and/or stimulates or encourages growth in new directions. Examples of such scholarship include empirical research and conceptual articles that advance theory, uniquely synthesize research, or provide new models for the application of innovative practices. Although publications in peer-reviewed practitioner-oriented outlets that translate or disseminate research or best practices for implementation for practitioners are valued, this type of work should not be the majority of one's work.

- **Productivity.** Although quality is the primary indicator of excellence, the quantity of one's work must be sufficient to demonstrate impact, scholarly merit, and a continuous and sustained scholarly commitment to one's field. To evaluate productivity, consideration includes the number or rate of publications per year, continuous publication across years and products that are developed and under review.
• **Quality and Impact.** The quality and impact of candidate’s work is evaluated using multiple indicators. These indicators may include: (a) first authorships, (b) the rigor, sophistication, and innovation of published work, (c) the quality of publication dissemination outlets (e.g., reputable journals and book publishers in one’s field, impact and/or national rankings of journals, presentations at national and international conferences), (d) the emerging record of citations and other evidence that one’s work is influencing other scholars in the field and (e) external reviewer letters attesting to the relative contributions of one’s scholarship to the field. At the time of tenure, the expectation is that the candidate’s contributions are receiving national / international recognition.

• **Independent Scholarship.** Although continued collaboration with one’s former graduate advisor or post-graduate mentor is helpful in the early stages of one’s career, the candidate must demonstrate leadership in generating new projects that do not depend upon that former advisor’s or mentor’s program of research. Independence may be determined by first-authored publications and/or sufficient evidence of publications that do not involve one’s former advisor. When continued collaboration with one’s former advisor or mentor is necessary because of the prominence or centrality of that former advisor or mentor in the field, the candidate is expected to have a distinct research agenda over which he or she exerts leadership.

• **External Funding.** Although external funding is not required for tenure, external funding at the national or international level that supports scholarship or training efforts may provide another indicator of leadership and national or international recognition.

**Teaching**

Lehigh faculty members are expected to be highly effective teachers and mentors, who provide excellent instruction and guidance to students through courses, the supervision of student research (e.g., dissertations, master’s theses) and other collaborative efforts (e.g. co-authorships in publications, novel projects, and presentations). Teaching excellence is judged through multiple indicators including:

• Well-developed course syllabi, which reflect sound pedagogical and research-based practices in one’s field and provide sufficiently rigorous and meaningful learning experiences (e.g., course content, assignments) for students.

• Evidence of innovation in course instruction (e.g., unique learning experiences for students, the development of curriculum or new learning materials, novel development and/or use of technologies).

• A consistent record of strong student end-of-course evaluations across courses.

• Reflective teaching as evidenced by self-evaluation and responsiveness to student and faculty feedback for improvement.
• Demonstrable leadership in supervising quality graduate student projects and research (e.g., doctoral qualifying projects, dissertations, master’s theses) as chair or a member of a student’s committee.

• Evidence of promoting students’ professional development by way of co-authorship on peer-reviewed publications, projects and presentations.

Service

Because the successes of the university and individual professions require engaged commitment and leadership, service to the University and one’s profession are expected. Both the quality of one’s service and the quantity of service activities are important consideration for tenure.

With regard to university service, faculty are expected to show a willingness to contribute to and demonstrate leadership in the operation of the academic enterprise. Service activities to the university during the early pre-tenure years are typically limited to participation in program activities and departmental activities to allow pre-tenured faculty to establish their research and teaching agendas. By the time the candidate approaches the tenure decision, growth is expected in the form of greater participation and contribution to department, college, and university committees. Although chairing such a committee is not expected for tenure, demonstrated leadership and active participation are expected.

Professional service is intertwined with scholarship as well as the candidate’s and university's national visibility and recognition. Pre-tenure faculty members are expected to demonstrate increasing growth in leadership and engagement in service activities commensurate with their professional development and years in rank. Quality indicators of professional service activities include membership/leadership in committees of professional organizations; holding office in professional organizations at the state, regional, or national/international level; presentations of national-level workshops, and editorial work, including appointments on journal editorial boards and ad hoc reviewing.
A. Research and Scholarship

Primary Importance I

• Publication of specific research studies or theoretical expositions as a book or monograph
• Publication of research studies in peer-reviewed national or international journals
• Publication of nonresearch articles in peer-reviewed national or international journals that generate new knowledge
• Publication of nonresearch articles in peer-reviewed national or international journals that translate research to practice
• Publication of articles in renowned national or international periodicals that have significant impact on one’s field but are nonrefereed
• Publication of textbooks. (A textbook should either extend knowledge of one’s field beyond what a journal article can do, promote best practices in the field, or do both.)
• Research, training, and/or demonstration grants, contracts, or sub-contracts that are funded by an external agency using a refereed process
• Patent granted for educational product
• Technology product that is instructional and/or a professional resource and has the following:
  Validation — Recognition by national or international reviewing agency/organization or national or international commercial distribution
  Comprehensiveness — Much material covered (breadth) and wide range of high quality materials and/or activities (richness)
• Publication of a psychological or educational test which has undergone a refereed process

Primary Importance II

• Chapters in edited textbooks, research volumes and books of readings.
• Validated instrument for assessing or categorizing technology products
• Paper published in conference proceedings (peer reviewed only)
• Editorship of a book of readings or special issue of a journal that has undergone a refereed process
• Research, training, and/or demonstration grants or contracts that have been funded by an external agency using a non-refereed process

Secondary Importance

• Peer-reviewed or invited presentations at nationally or internationally recognized professional meetings.
• Paper published in conference proceedings (except peer reviewed)
• Publication in peer-reviewed journals of nonrefereed articles (for example, editorials; comments; reviews of tests, books, or software)
• Publication of research or non-research articles in peer-reviewed journals that are not nationally or internationally recognized
• Internal faculty research grants
• Technology product\(^3\) that is instructional and/or a professional resource and has the following:
  Validation — If Web site, multiple external links to site and/or recognition by state/regional agency or organization.
  Comprehensiveness — Little material covered (breadth) or limited range of materials and/or activities and/or of medium quality (richness)
• Submission of a final technical report on a funded project or an evaluation report on an externally funded project.
• Submission of grant or contract proposal to an external agency that employs a competitive review

**Tertiary Importance**
• Publication of supplemental teaching material
• Publication of research or non-research articles in journals that are edited and/or refereed by non-academic peers (This category includes articles in newsletters of national organizations, letters in newspapers or articles in popular periodicals or trade journals, and the COE Theory to Practice.).
• Presentations at local/state/regional professional meetings
• Technology product\(^3\) that is instructional and/or a professional resource and has the following:
  Validation — Local or no recognition
  Comprehensiveness — Little material covered (breadth) and/or materials or activities not particularly rich (richness)
• Submission of an annual report as a requirement for continuation of an externally funded project

**B. Teaching/Advising**

**Primary Importance I**
• Teaching performance in didactic courses, seminars, and supervision of practice. (Note: Courses which require new preparations or courses which are newly developed and implemented and which meet specifically defined department or program goals or needs as stated in the departmental plan are weighted more heavily than are routine course assignments.)
• Chair, completed dissertation
• National teaching or mentoring award
• State/local or university teaching or mentoring award
• Development and delivery of a new online learning course
• Implementation of innovative approaches to teaching and learning (for example, design and development of a technology product\(^4\), modularization of courses, appropriate use of online learning, incorporation of constructivist learner-centered activities, incorporation of unusual scheduling flexibility to address learner needs, exemplary use of newer technologies in teaching and learning.)
• Mentoring student publication or presentation at a national or international conference of work conducted at Lehigh
Primary Importance II
• Development of a summer institute or continuing education program that generates revenues
• Teaching classes markedly larger than the departmental norm during the probationary period
• Advising student loads markedly larger than departmental norm during the probationary period
• Mentoring student publication or presentation at state, regional, or local conferences of work conducted at Lehigh
• Assigned consultation to a local school district, agency, counseling center, or the like as part of regular academic duties
• Chair, completed qualifying project
• Consultant, statistics/research design in the COE for research project, dissertation, qualifying project, or grant
• Member, dissertation committee

Secondary Importance
• Teaching of cross-program or cross-department courses that serve the college or university
• Teaching an independent study course
• Teaching apprentice teaching
• Member, qualifying project committee

C. Service

Professional Service

Primary Importance I
• Member (or chair) of national or international review panel (for example, U.S. Dept. of Education, NIMH, NSF)
• Editor, refereed journal, book series, or renowned national or international periodical that has significant impact on one’s field but is not refereed.
• Elected officer, national or international organizations
• Advisory committee member or consultant to a major research, training, or demonstration grant outside of the university
• Advisor or consultant to a government, government-affiliated agency, or non-governmental organization

Primary Importance II
• Associate editor, refereed journal
• Chair, national or international committee
• Chair, national or international conference
• Serving on a dissertation committee at another university

Secondary Importance
• Editorial or review board member, refereed journal
• Chair, regional/state committee
• Member, national or international committee
• Editor, newsletter, communiqué, or column
• Chair, state/local conference
• Editor, computer news group; computer bulletin board
• Site visitor for APA or another accrediting body

Tertiary Importance
• Ad hoc reviewer, refereed journal or book series
• Editorial board member, nonrefereed journal
• Member, regional/state committee
• Reviewer of presentation proposals for international/national conferences

University Service

Primary Importance I
• Chair, major university committee (for example, FCC, GRC, Personnel, FFPOC)
• Program Director
• Chair or major leadership role in COE accreditation or external review

Primary Importance II
• Chair, other university committee
• New major, non-grant funding which supports departmental students
• Ongoing consultation to Centennial School
• Program admissions coordinator

Secondary Importance
• Other new non-grant funding which supports departmental students
• Chair, college committee
• Coordinator of minority recruitment
• Practicum coordinator

Tertiary Importance
• Director, existing departmental grant
• Member, university committee
• Member, college committee
• Occasional consultation or inservice to Centennial School

Community Service
• National training or consultation
• State/local consultation
• Liaison with state or regional organization or school district
• State/local workshop or inservice session
Footnotes to Promotion and Tenure Criteria

1. Publication in peer-reviewed national or international journals is required for tenure and promotion. It is the quality of this work that is important. While the number of such publications one should have cannot be quantified, an average of fewer than one publication per year is risky. At least three methods are available to evaluate the quality of a candidate’s overall publications: (a) how often the candidate’s work has been cited (for example, listings in the Social Sciences Citation Index); (b) the rejection rates of the journals in which the candidate publishes; and (c) invitations to the candidate to serve on editorial boards.

Research and nonresearch articles are both highly valued. For example, literature reviews, guidelines for teaching practice, and conceptual articles are all valued, provided they are published in peer-reviewed national or international journals or in renowned non-refereed journals. A candidate may make a case that a non-peer-reviewed national or international journal is renowned and therefore comparable to a peer-reviewed journal by documenting that journal’s circulation, rejection rate, and likely impact on the field.

While both research and nonresearch articles are highly valued, because candidates are graduate faculty guiding doctoral students, the overall record of publications presented for tenure must include research articles. While the overall record may have a practitioner-focus or be weighted towards nonresearch articles, an absence of articles reflecting research comparable to that expected of student dissertations places the faculty member at risk.

Research articles may be experimental or nonexperimental. Both true experimental and quasi-experimental (group or single subject design) research are highly valued. Nonexperimental research may use qualitative methods, quantitative methods, or a blend of the two methodologies; all three approaches are highly valued.

The primary criteria for an article being a “research article” are (a) investigation of one or more research questions; (b) using a research design (experimental or nonexperimental design) and rigorous methodology; and (c) collection of data to answer the questions posed. Candidates are encouraged to highlight their research publications in presenting their credentials.

2. JOURNALS — The quality of the journal, not the method of delivery (print or online), is the key issue here. When submitting evidence, the faculty member needs to demonstrate that the journal is edited and/or refereed by academic peers, not simply by graduate students or others.

3. TECHNOLOGY PRODUCTS FOR SCHOLARSHIP: Those things —designed and developed for use by an audience broader than simply Lehigh learners— that support, demonstrate, or advance one’s research agenda. Given the collaborative nature of technology development, faculty members need to make clear what role they played in the actual development (for instance, instructional designer, programmer, resource developer, content expert, evaluator). In addition, the faculty member should make clear the relationship of the product to his or her research agenda.

Such products may be of three main types:

*Instructional* — must include all four of the following:
- goals or learning tasks
- learning materials and activities
* instructional strategies
* learner assessment and/or feedback

*Professional Resource — such as:*
  * Content Collection
  * Database
  * Teacher Resource
  * Informal Education

*Neither Instructional nor a Professional Resource — such as:*
  * Online exhibit
  * Compilation of games
  * Collection of Links

4. TECHNOLOGY PRODUCTS FOR TEACHING: Those things designed primarily for use with Lehigh learners or that do not support, demonstrate, or advance one’s research agenda. Given the collaborative nature of technology development, faculty members need to make clear what role they played in the actual development (for instance, instructional designer, programmer, resource developer, content expert, evaluator).

5. It is understood that there is a distinction between the level of an activity within the service hierarchy and the quality of performance of that activity. Excellence in service can occur at any level. It is also understood that involvement in activities at the higher levels, while expected from senior faculty, is not typical for pre-tenure faculty. In those instances where pre-tenure faculty are active at higher levels, their case is credited accordingly.
Promotion to the rank of professor in the Lehigh University College of Education (COE) is based upon demonstrated leadership and impact upon one’s field. Contributions are viewed in the aggregate with respect to overall impact. Promotion to professor is based upon quality, level of accomplishment, commitment, and impact of teaching, scholarship and service, beyond that demonstrated for promotion to associate professor.

Teaching must show mastery, mentoring and progress of students, leadership in instructional practice, quality and level of interaction with students and/or significant contributions to field-relevant and/or interdisciplinary pedagogy.

Scholarship for promotion to professor should reflect a specific line of continuous research that is influencing one’s disciplinary and/or interdisciplinary field of study and should include “top-tier” peer-reviewed professional journals and publication outlets. External funding is a strong indicator of impact, but is not a requirement for promotion to professor. Field differences in the value of external funding should be considered in decisions about promotion to professor. External funding should result in dissemination of findings, generating new knowledge, innovations in education or training, and/or impact on policy or procedures. Impact or influence on the direction of one’s disciplinary and/or interdisciplinary field is typically reflected in such things as positive comments by external reviewers and the frequency of citations of one’s contributions by colleagues at comparable institutions, recognizing one’s work as having generated new knowledge or created novel inquiry paradigms, frameworks, or technologies.

Service should reflect a balance of “distinguished” university roles (e.g., key committees) and professional service at the national or international level (e.g., office in professional organization, grant panel review membership, etc.).

There is no one combination of accomplishments or one formula that automatically results in promotion to professor. Instead, promotion to professor is a matter of judgment about the substance, quality and impact of contributions. The professors in the COE will consider each portfolio with respect to its unique strengths and its balance of high-level accomplishments, and those faculty members may differ in their judgments. Time in rank is not a consideration in decisions about promotion to professor.

Types of evidence of accomplishment for promotion to professor in the COE are detailed in the document, Criteria for Promotion and Tenure (revised October, 2002).

Approved by Vote of the Lehigh University College of Education Faculty
February 3, 2012