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LEHIGH UNIVERSITY
College of Business and Economics

Statement on Promotion and Tenure Standards

Preamble

This document prescribes the responsibilities of faculty in the College of Business and Economics and the standards used in the review of faculty for reappointment, tenure and promotion. For Lehigh University as a whole, R&P Section 2.2 broadly addresses these responsibilities and policies, consistent with the fact that faculty reappointment, tenure and promotion actions are recognized and granted formally by the Board of Trustees.

The general aims of the College of Business and Economics are to educate men and women for careers in business and closely-related fields and to conduct research that advances knowledge in these fields. Accordingly, the reputation and quality of the College's performance depend upon how well its faculty perform these activities. The continuing vitality and intellectual growth of the faculty flow from their significant contributions in these two areas as well as from their serving as constructive members of the professional community.

Fundamental Principles

Excellence in teaching, research and scholarship, and service to the university are the criteria for reappointment, promotion, and tenure. Performance in these three areas is evaluated independently, and a deficiency in one area cannot be offset by exceeding the requirements in another. In addition, reappointment prior to the granting of tenure and promotion should be based on satisfactory progress being made toward meeting each of the three standards. The standards apply fully when tenure and promotion are under consideration.

Research and Scholarship Standards

The standards for promotion and tenure at Lehigh recognize the increasing importance of research and scholarship in enhancing the academic reputation of the institution. Evidence of outstanding accomplishment in research and scholarship is demonstrated by a record of scholarly excellence and productivity that is recognized and attested to by external scholars as well as by peers at Lehigh. A candidate's research and scholarship must have had a significant and positive impact in the field.

Research is evaluated primarily in terms of publications in leading refereed academic journals in the faculty member's area of research or a related area, and such publications carry the most weight. However, the assessment of the research and scholarly accomplishments of a faculty member is based on the entire portfolio, which may also include articles in other respected academic journals, scholarly books and monographs, chapters in scholarly books, articles in highly respected practitioner journals, texts and other books, published cases, awards that recognize outstanding research, presentations at major conferences, invited paper presentations, external grants for supporting research, as well as responsibilities as editors, associate editors, and editorial board members of respected scholarly journals.

In short, the quality and impact of the faculty member's research are the primary criteria in such evaluation. To this end, the following guidelines apply:

- The impact and visibility of research is to be evaluated by such measures as the quality of outlets, awards and honors bestowed upon research, citations in scholarly and practitioner outlets, and use in companies and other organizations such as government.
- External referees asked to evaluate a candidate's research should be recognized leaders in their discipline.
- Both collaborative and solely-authored research are recognized, as is interdisciplinary research.
- It is highly desirable that the research output of a faculty member be part of a programmatic research stream.
- Evidence of an active stream of work-in-progress must be present to indicate continued research productivity.

It is important to stress that the standards above are applied within the context of the quality aspirations of Lehigh University and faculty workloads and resources. Post-tenure promotion to full professor requires that both the quantity and quality of the candidate's research continue to provide a significant contribution to the candidate's field or discipline.

Teaching Standards

Faculty must demonstrate a high overall level of teaching effectiveness. Command of the subject, clarity of communication, the active pursuit of new knowledge and insight, and a sensitivity to the needs of students are indispensable qualities of effective teachers. Such skills and capacities spring from the same qualities that lead to successful scholarly inquiry.

The characteristics of effective teaching include:

- Being knowledgeable and current in one's discipline;
- Being well prepared and organized for class;
- Being effective in presentation;
- Being available to students outside of the classroom for discussion and explanation;
- Integrating current research findings into courses;
- Providing students with bridges between materials taught in related courses;
- Providing prompt and useful feedback on student work;
- Making use of course materials and pedagogy that are current and innovative;
- Adopting appropriate technology where it enhances student learning.

Teaching performance is assessed through:

- Peer evaluation of course development and contributions to curricular revision.
- Standardized student evaluations that provide information on overall effectiveness, course quality, content, presentation, organization, clarity of objectives, and relevance;
- Classroom observation by tenured faculty.

- Appraisal of teaching materials, such as course syllabi, homework assignments, and examinations.
- Awards that recognize outstanding teaching.

In assessing performance, consideration is given to the context of one's teaching responsibilities, including such factors as the number of courses taught, the number of preparations, class size, level (graduate or undergraduate), the elective or non-elective nature of the course, and support provided.

Service Standards

Service is an integral part of the academic landscape and is an important factor in the promotion and tenure process. Appropriate service activities are those that support and respond to the evolving needs of the Department, the College, the University, the profession, along with related service to the community. These activities include leadership and administrative positions, committee memberships, refereeing and reviewing responsibilities, and mentoring. Willingness to assume these duties is important to the operation and reputation of Lehigh University. However, the nature and quantity of service activities change as a faculty member progresses through the ranks. Because junior faculty are laying the foundation of their research programs in their early years, it is desirable not to burden them with onerous service commitments.

Service performance manifests itself through such activities as:

- Leadership and administrative positions in the Department, the College, and the University;
- Leadership and participation in committee work for the Department, College, and University;
- Mentoring of junior faculty and students, including serving on dissertation and thesis committees;
- Service to professional organizations, the business community, and government;
- Presentations given outside of academe associated with the faculty member's area of expertise;
- Attendance and participation at Department, College and University events;
- Academic advising and service to student organizations.

Another dimension of service contribution is collegiality. Attributes of collegiality include cooperativeness, dedication to learning and education, responsiveness to institutional needs, and willingness to work for a common cause. Collegiality must not be defined, however, in such a way as to preclude constructive criticism and dissenting opinions.

To assess service contributions, it is the collective judgment of a faculty member's colleagues that is called upon. For this purpose, it is the quality and impact of a faculty member's service contributions that are considered rather than merely the number of committee memberships and activities.

Conclusion

This Statement is a living document, one that is premised upon the goal of advancing the academic and professional reputation of Lehigh University and its College of Business and Economics, as reflected in external evaluations of institutional and business school quality. Both the University and the College believe that this reputation depends critically on the collective efforts and success of the faculty, and it is to these ends that the document is addressed.

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