

<p style="text-align: center;">College of Education Promotion & Tenure Criteria April 1995, Revised October 2002</p>

A. Research and Scholarship

Primary Importance I¹

- Publication of specific research studies or theoretical expositions as a book or monograph
- Publication of research studies in peer-reviewed national or international journals²
- Publication of nonresearch articles in peer-reviewed national or international journals
- 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 or contracts that are funded by an external agency using a refereed process
- Patent granted for educational product
- Technology product³ 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 or conference proceedings
- Validated instrument for assessing or categorizing technology products
- 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

- Presentations at nationally or internationally recognized professional meetings
- 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 product³ 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.

Tertiary Importance

- Review of books, tests, software in major national or international publications
- 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 letters in newspapers or articles in popular periodicals or trade journals.)
- Presentations at state/local/regional professional meetings
- Submission of a grant or contract proposal to an external agency
- Technology product³ 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, supervision of practice, or assigned consultation to Centennial School (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 product⁴, 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
- 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 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. Service⁵

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

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

Tertiary Importance

- Ad hoc reviewer, refereed journal or book series
- Editorial board member, nonrefereed journal
- Member, regional/state committee

University Service

Primary Importance I

- Chair, major university committee (for example, FCC, GRC, Personnel, FFPOC)
- Program coordinator

Primary Importance II

- Chair, other university committee
- New major, non-grant funding which supports departmental students

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

Community Service

- National training or consultation
- State/local consultation
- Liaison with state or regional organization or school district
- State/local workshop or inservice session

NINE BASIC METHODS OF RESEARCH

METHOD	PURPOSE	EXAMPLES
HISTORICAL	To reconstruct the past objectively and accurately, often in relation to the tenability of an hypothesis.	A study reconstructing practices in the teaching of spelling in the United States during the past fifty years; tracing the history of civil rights in the United States education since the civil war; testing the hypothesis that Francis Bacon is the real author of the “works of William Shakespeare.”
DESCRIPTIVE	To describe systematically a situation or area of interest factually and accurately.	Population census studies, public opinion surveys, fact-finding surveys, status studies, task analysis studies, questionnaire and interview studies, observation studies, job description surveys of the literature, documentary analyses, anecdotal records, critical incident report test score analyses, and normative data.
DEVELOPMENTAL	To investigate patterns and sequences of growth and/or change as a function of time.	A longitudinal growth study following an initial sample of 200 children from six months of age to adulthood; a cross-sectional growth study investigating changing patterns of intelligence by sampling groups of children at ten different age levels; a trend study projecting the future growth and educational needs of a community from past trends and recent building estimates.
CASE AND FIELD	To study intensively the background, current status, and environmental interactions of a given social unit; an individual, group, institution, or community.	The case history of a child with an above average IQ but with severe learning disabilities; an intensive study of a group of teenage youngsters on probation for drug abuse, an intensive study of atypical suburban community in the Midwest in terms of its socio-economic characteristics.
CORRELATIONAL	To investigate the extent to which variations in one factor correspond with variations in one or more other factors based on correlation coefficients.	To investigate relationships between reading achievement scores and one or more other variables of interest; a factor-analytic study of several intelligence tests; a study to predict success in college based on intercorrelation patterns between college grades and selected high school variables.
CASUAL COMPARATIVE or “EX POST FACTO”	To investigate possible cause-and-effect relationships by observing some existing consequence and searching back through the data for plausible causal factors.	To identify factors related to the “drop-out” problem in a particular high school using data from records over the past ten years; to investigate similarities and differences between such groups as smokers and nonsmokers, readers and nonreaders, or delinquents and nondelinquents, using data on file.
TRUE EXPERIMENTAL	To investigate possible cause-and-effect relationships by exposing one or more experimental groups to one or more treatment conditions and comparing the results to one or more control groups not receiving the treatment (random assignment being essential).	To investigate the effectiveness of three methods of teaching reading to first grade children using random assignments of children and teachers to groups and methods; to investigate the effects of a specific tranquilizing drug on the learning behavior of boys identified as “hyperactive” using random assignment to groups receiving three different levels of the drug and two control groups with and without a placebo, respectively.
QUASI-EXPERIMENTAL	To approximate the conditions of the true experiment in a setting which does not allow the control and/or manipulation of all relevant variables. The researcher must clearly understand what compromises exist in the internal and external validity of his design and proceed within these limitations. ¹	Most so-called field experiments, operational research, and even the more sophisticated forms of action research which attempt to get at causal factors in real life settings when only partial control is possible; e.g., an investigation of the effectiveness of any method or treatment condition where random assignment of subjects to methods or conditions is not possible.

Footnotes to Promotion & 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. Examples of nonexperimental research designs have been described by Isaac and Michael (1990) [see attached table] and include: historical, descriptive, developmental, case and field, correlational, and *ex post facto*.

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.

Issac, S., & Michael, W.B. (1990). *Handbook in research and evaluation*. San Diego, CA: Edits.

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 junior faculty. In those instances where junior faculty are active at higher levels, their case is credited accordingly.

	Enrollments	Ratings Instructor/courses (x)	Grades Given (X)	Comments
Fall 1990				
EdL 400 - Ed Leadership: Theory & Practice	28	4.5(5.0)/4.3(5.0)	3.6	Several students from other programs
EdL 476 - School Financial Management	11	4.3(5.0)/4.4(5.0)	3.4	Revised course
Educ 492 - Middle Level Institute	23	4.8(5.0)/4.8(5.0)	3.9	New course
Spring 1991				
EdL 400 - Ed Leadership; Theory & Practice	21	_____*		*not collected
EdL 476 - School Financial Management	4	4.2(5.0)/4.4(5.0)	3.5	
[release time for tele-course program development]				Not funded but future program delivery mechanism
Summer 1991				
Fall 1991				
Spring 1992				
Summer 1992				
Fall 1992				