

# GUIDELINES FOR TENURE AND PROMOTION IN THE COLLEGE OF ARTS AND SCIENCES AT LEHIGH UNIVERSITY

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## Preamble

Lehigh, like all fine universities, is dedicated to the creation, dissemination, and application of human knowledge. Because it is the faculty who carry out each of these functions, hiring, tenure, and promotion decisions determine the constitution of the permanent faculty and largely establish the university's character and quality. The guidelines below provide substance, definition, and perspective for members of the College of Arts and Sciences on the university's basic tenure and promotion criteria ("excellence in teaching, research and scholarship, and service to the university"; R&P 2.2.1.5). A record of demonstrated excellence in teaching, research and scholarship, and service is the criterion for reappointment, tenure, and promotion. These guidelines are a supplement to and do not supersede the Rules and Procedures of the Faculty. They should be useful to faculty anticipating promotion, to those tenured faculty who are evaluating tenure and/or promotion, to the members of the CAS Tenure and Promotion Committees, and to administrators involved in the tenure and promotion processes. The university's policies and practices are intended to help faculty members attain levels of performance necessary for advancement.

College of Arts and Sciences faculty eligible for advancement should be familiar with both the university's Rules and Procedures of the Faculty and this document, and they should take an active role in the tenure and promotion process. It is the responsibility of faculty seeking advancement (tenure or promotion) to understand and to meet the standards and criteria for tenure or promotion. Departments should consider appending additional guidelines to this document<sup>1</sup> that are specific to their particular discipline, so that faculty anticipating promotion or tenure understand fully the departmental expectations for meeting university standards. It is the intent of this document and appended departmental guidelines to articulate the expectations for tenure and promotion, as all criteria for tenure or promotion considerations must be approved and published. Faculty eligible for tenure and promotion are encouraged to discuss the published college and departmental guidelines with their chair and other senior colleagues.

Lehigh hires as tenure-track assistant professors individuals whom it anticipates will achieve tenure and ultimately promotion to full professor. For this reason, the decision to hire must be carefully considered and rationalized in the context of established department, college, and university plans. Individual

performance (rather than changes in academic plans) is the primary basis defined for tenure decisions and is the subject of the standards addressed by this document.

Candidates for tenure and promotion in the College of Arts and Sciences should show effective and engaged teaching, a high-quality, productive program of scholarship that has a significant impact in the relevant field(s), and substantive contributions in service. Demonstrated distinction in scholarship and/or teaching is further required for advancement to full professor. In all domains, quality is the deciding factor. While a faculty member's contributions should define a significant body of work, the quality and impact, not the quantity, of the contributions are decisive. Each domain is individually important, with instruction and scholarship primary and equally important elements to a successful faculty career. Each faculty member is also expected to contribute an appropriate measure to the operation and evolution of the department, college, and university by performing administrative, advising, and program service functions. Because the nature of engagement will vary somewhat in each domain across faculty, there is no single, prescribed set of activities to follow.

The College of Arts and Sciences has high expectations for faculty performance in the areas of scholarship, teaching, and service. But we are also a supportive college, committed to assisting each faculty member to develop as a scholar, a teacher, and a committed citizen and future leader of Lehigh University.

### **Expectations for Tenure**

#### *Teaching*

Lehigh faculty are expected to be conscientious and effective teachers and mentors and to provide high-quality instruction at multiple levels of the curriculum, from lower-division service or survey courses, to undergraduate-major offerings and graduate-level courses (where applicable). Instructional contributions to both departmental and multidisciplinary programs are valued. Faculty are also expected to provide independent learning experiences for students such as independent study or undergraduate research, and (when applicable) to supervise graduate research.

Course content is to be current and relevant and instruction should actively develop students' critical thinking, analytical, and communication skills. A successful teacher demonstrates comprehensive knowledge of the subject matter, is able to make difficult concepts accessible, is well prepared for class, motivates students, and is approachable and available for reasonable periods of time outside

of class. Other pedagogical activities characteristic of a successful teacher include developing new courses---at times outside one's area of specialization---and contributing to curriculum revision and development as needed, in order to keep department or interdisciplinary programs current or to establish new programs.

The tenured faculty in a department have an important responsibility for making informed judgments about the quality of a candidate's teaching. Faculty can use a number of indicators to assess quality of teaching but these should include the elements of the teaching portfolio that the candidate assembles for periodic reviews (including the candidate's teaching statement; sample syllabi and assignments; mentoring outside the classroom; course evaluations from courses at different levels and instructional settings; and enrollments), and additional evidence from the department chair regarding the candidate's instructional accomplishments in the context of the department's curricular needs and teaching mission.

### *Research and Scholarship*

For all faculty, assessment of quality will be based on internal reading of the candidate's scholarly works, evaluations provided by external reviewers, and, where available, published reviews of the work. The successful candidate for tenure will provide clear evidence that she/he has established a high-quality program of scholarship independent of a graduate or postdoctoral mentor. Biennial assessments by tenured departmental faculty and evaluations by external experts during the tenure review (according to procedures described in Rules and Procedures of the Faculty) will be central in determining whether these expectations have been met.

**For faculty whose scholarship is disseminated primarily through publication** the fundamental expectation is that a candidate for tenure will produce a body of peer-reviewed work that meets disciplinary professional standards, makes an impact on scholarship in its area of specialization, and has begun to achieve national or international recognition for its quality.

While the quality of the work is critical, the quantity must be sufficient to demonstrate impact on the field, the status of the faculty member as scholar of unusual merit, and a sustained commitment to scholarship. Scholarly products and activities such as rigorously refereed publications, monographs, abstracts, contributions at meetings and conferences, invited presentations, published reviews, encyclopedia entries, unpublished manuscript and grant reviews, and membership on editorial boards are all appropriate vehicles for meeting these standards, although some are clearly more important to establishing a lasting and accessible body of work than others. Most tenure

portfolios will include a judicious mix of primary (peer-reviewed) indicators of scholarly productivity along with secondary indicators. Secondary indicators (including awards and prizes), while less crucial, are nevertheless important reflections of the candidate's engagement and status in the field. We do not specify here how much publication is sufficient for a tenure recommendation because the amount will vary depending on both the discipline and the nature of the publications involved. Departments should consider appending to this document more specific publication guidelines appropriate to particular disciplines<sup>1</sup>.

Scholarship may also be disseminated by media other than traditional print, including radio, film, video, and the World Wide Web. The emphasis in evaluation of scholarly products is on the quality and significance of the contribution as reflected through peer review rather than on the medium of publication.

Contributions within and/or across disciplines, as well as collaborative efforts, are valued. Faculty engaged in collaborative research should describe their individual contributions to joint efforts. When a faculty member has been active in interdisciplinary research, this research should be given the same importance as disciplinary research. Procedures for evaluating interdisciplinary research are provided in R & P.

In some science and social science disciplines, external funding is fundamental to scholarship as it provides resources and graduate student support for research; such funding is expected, therefore, at a level appropriate to the faculty member's field, as it represents an important component of a successful research program. In other disciplines, regular success in obtaining funding is less critical to scholarship. Nevertheless, in all cases, the pursuit of external funding (whether for grants, contracts, or fellowships) is an indicator of scholarly engagement, affords independent peer evaluation of research ideas and direction, and, when successful, provides positive supporting evidence of standing in the discipline. Departments should be explicit regarding their expectations for pursuit of external funding (that should meet disciplinary norms for excellent programs), as well as the importance placed upon success<sup>1</sup>.

**For faculty whose scholarship consists of professional achievements**, work of a professional nature is appropriate for tenure and promotion, either as the candidate's primary focus or in combination with more traditional, peer-reviewed scholarly achievements. Candidates who follow this track must provide accomplishments in two distinct areas: professionally related publication and professional work. Publication venues appropriate to professional production include (but are not limited to) non-fiction books, textbooks or professionally oriented computer software, published contributions at meetings and conferences,

invited presentations, and reviews or analyses in professional or trade publications. Work of a professional nature can include significant professional positions and consulting that enhance a faculty member's teaching and/or publication, and development, management and/or presentation of seminars, workshops and symposia that teach professional skills and practices.

Pursuit of external funding (whether for grants, contracts, or fellowships) may be an indicator of professional scholarship, where success provides positive supporting evidence of standing in the discipline. Departments should be explicit regarding their expectations for pursuit of external funding (that should meet disciplinary norms for excellent programs), as well as the importance placed upon success<sup>1</sup>.

**For faculty whose scholarship consists of creative achievements which typically are disseminated through production, exhibition, publication, or performance,** the fundamental expectation is that a candidate for tenure will produce a body of peer-reviewed work that meets clearly articulated professional standards, makes an impact on the area of specialization and/or scholarship in that area, and has begun to achieve national or international recognition for its quality. Primary indicators of such accomplishments include invitations to present, perform, direct, or design creative work in important (particularly invitational or juried) venues, publication or production of creative work (poetry, fiction, graphic art, design, compositions and arrangements, etc.), commissions or projects created for competition, selection of a candidate's compositions or creations for performance by others, or reviews of creative work in influential and well-respected publications. Supporting evidence for the quality of creative activity may include prizes and awards, grants and fellowships, invitations to judge competitions or conduct workshops or clinics, service on editorial boards or to organizations that promote creative activities.

Pursuit of external funding (whether for grants, contracts, or fellowships) can be an important part of creative scholarship, where success provides positive supporting evidence of standing in the discipline. Departments should be explicit regarding their expectations for pursuit of external funding (that should meet disciplinary norms for excellent programs), as well as the importance placed upon success<sup>1</sup>.

Although quality of creative accomplishments is more important than the number of productions, exhibits, performances, etc., assessment of creative activity will consider quantity as well, taking account of how energetic and productive a faculty member has been relative to the norms of the discipline.

### *Service*

Because the success of universities and professional organizations requires engaged commitment, service to both Lehigh and the profession is essential and valued. Service to the broader community may be relevant if it is professionally based and contributes substantively to a faculty member's teaching or research activities. Both the quality of one's service and number of activities are important in the consideration of a candidate's service record, although quality is paramount.

Faculty are expected to show a willingness to contribute to, and evidence of leadership in, the operation of the academic enterprise. Initially, institutional service may be limited largely to the department as untenured faculty establish their research and teaching programs. By the time faculty are considered for tenure, however, it is expected that they contribute quality service at the department, college, and/or university levels.

Among the various activities that fall under service, advising undergraduate and (when applicable) graduate students is a particularly important activity as it directly impacts the education of our students. Quality advising assists students not only in understanding and meeting department and university requirements for graduation but also in achieving their career and intellectual goals.

Service to the profession advances the field and the reputation of an individual faculty member, and although it also benefits the institution (by reflection) and often overlaps with scholarly development, it still represents an important and distinct contribution. As in the case of institutional service, there is an expectation of growth and evidence of leadership. Untenured faculty are expected to become actively involved in their professional organizations, but the pre-tenure contributions should be appropriate to their particular discipline and at a level of involvement suitable to their professional advancement.

### **Expectations for Promotion from Associate to Full Professor**

The requirements for promotion from associate to full professor go beyond the high level of accomplishments expected for tenure. Candidates are expected to build upon their established performance in scholarship, teaching, and service with a strong record of high quality performance, and to demonstrate distinction in scholarship and/or teaching. It is further expected that the faculty member will provide evidence of a significant and growing role in service to the university and her/his scholarly profession. As for tenure, each domain is individually important, but because the nature of engagement will vary somewhat in each domain across faculty, there is no single, prescribed set of activities to follow.

To demonstrate distinction in teaching, a candidate for promotion will show

a record of excellent contributions to education beyond day-to-day instruction. Relevant activities include substantive roles in course and curriculum development, the creation, implementation, and publication of pedagogical innovations, additional dissemination of pedagogical innovation through conferences and web pages, and preparation of textbooks and/or instructional materials. Additional evidence for distinction in this area might include grants that support efforts related to instruction, teaching awards, or other forms of recognition from external agencies. Most candidates for promotion at Lehigh will make the case based on distinction in research and scholarship, so in the rare case where the faculty member plans to make the case for distinction in teaching, the portfolio should indicate this intention.

To demonstrate distinction in scholarly activity, a candidate for promotion will present a record of scholarship that reflects national or international recognition and, as disciplinarily relevant, impact in her/his field. The credentials of the candidate should demonstrate a record of excellent publications, other professional results, or creative achievements as relevant to the discipline, as well as evidence of broadening contributions to the scholarly enterprise that includes significant service to the profession. A strong record of external support is expected in those fields where funding is necessary to maintain a strong research program. In other areas, success in obtaining external support should be appropriate to the discipline and the experience of leaders in the field.

In service, a candidate for promotion will provide evidence of growing contributions at Lehigh and to her/his profession. Significant service within the university includes distinguished department, college, and/or university committee service, development of major programs, initiatives, or comparable activities, or directing programs or activities with significant institutional impact. Professional contributions expected for promotion might include organizing conferences or symposia, chairing sessions at major meetings, service on advisory or review panels, or election to office or a growing role in professional organizations.

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<sup>1</sup> Departmental appendices to this document are to be reviewed by the College of Arts and Sciences Tenure and Promotion Committees and by the Dean to ascertain that they supplement, and do not contradict, either this document or the Rules and Procedures of the Faculty of Lehigh University.

**Art, Architecture and Design Department Appendix**  
**Guidelines for Tenure and Promotion**  
**College of Arts and Sciences, Lehigh University**  
**Approved: April 2014**

This department document should be read in conjunction with the University tenure and promotion policy as described in the Rules and Procedures of the Faculty, and the CAS approved Tenure and Promotion Guidelines. The latter two documents supersede the department guidelines.

The Department of Art, Architecture and Design is committed to the Guidelines for tenure and promotion in the College of Arts & Sciences at Lehigh University. The guidelines contained within this document clarify the expectations for Assistant Professors preparing for tenure and promotion to Associate Professor and tenured Associate Professors preparing for promotion to Full Professor in the Department of Art, Architecture and Design. The three areas in which performance is evaluated are teaching, research and scholarship, and service as described in the College guidelines for tenure and promotion. Further expectations of the Department of Art, Architecture and Design are outlined below.

**Expectations for Tenure and Promotion**

**Teaching:**

The mentoring and training of undergraduate students is an important component of the educational mission of the Department of Art, Architecture and Design. A/A/D recognizes a standard teaching load in each semester as two courses and in some cases (at their and their chair's discretion) individual faculty may engage in a modest amount of additional instruction: supervising undergraduate research, theses, independent studies and special topics. Studio classes and lecture/seminar classes are considered equivalent. Although every attempt is made to have faculty teach at multiple levels across the curriculum, teaching may be restricted to a balance between entry level classes and major or elective classes. In evaluating teaching we visit classes, review syllabi and student work. Excellence in teaching can be measured by teaching awards, consistently positive student reviews and comments on exit surveys, awards to students, acceptance of students into graduate programs and successful job placements in their respective fields.

Candidates for tenure should expect to have their classes visited at least once by all tenured faculty members in their discipline as an additional part of the evaluation process. These observations will allow tenured faculty to make more specific comments on the candidate's teaching in their subsequent review letters.

### **Research and Creative Work:**

All faculty in A/A/D are expected to be active artists, architects, designers and/or scholars. The faculty member will maintain a productive program of research and scholarship or creative activity, and should attain a level of recognition, national and/or international, that is appropriate to his or her discipline.

Exhibition of creative work is to be regarded as analogous to publication in other fields. Research/scholarship/creative work in A/A/D is varied and includes exhibition, publication and client-based work.

Evidence of research activity and of the faculty member's standing in the field may include: the dissemination of research through exhibitions, books, monographs, editions, chapters, exhibition catalogs, collections, and articles published in scholarly or professional journals. Conference papers, invited lectures, public and web-based presentations, and exhibitions curated are indicative of the faculty member's standing in the field. Supporting evidence for the quality of creative activity may include prizes and awards, grants and fellowships, invitations to judge competitions or conduct workshops or clinics, service on editorial boards or to organizations that promote art, architecture or design activities.

### **Service:**

Excellence in service means the faculty member must participate actively in departmental governance. This includes but is not limited to faculty reviews, department committees and working groups, participation in department meetings and events, and major, non-major and minor advising. In the studio disciplines faculty may be expected to work to maintain the studio culture and to work cross discipline to enhance curricular continuity. In individual instances faculty are involved in developing new or improving existing infrastructure in support of the department teaching and research needs. The department of A/A/D recognizes those efforts as valuable and necessary contributions in service to the department, the College, and University. It is expected that the service will be of high quality and carried out efficiently and well. They are also expected to provide service to the college and the university, as well as to their broader professional and scholarly

community outside the university, including professional organizations, juries, and publications in the faculty member's field of research. In addition, the faculty member should exhibit willingness to participate in collaborative projects within the department and, where relevant, with other departments.

**Expectations for Promotion from Associate Professor to Full Professor:**

The Department of Art, Architecture and Design expects its candidates for full professor to maintain a high level of professional activity, making an impact on their discipline. To be considered for promotion to full professor, associate professors should have a clearly demonstrated record of achievement beyond that required for tenure, and to take the lead in the growth and development of the department and the university. Excellent performance in teaching, research, and service is required together with a visible leadership role in one or more of these areas for promotion.

We have no additions to the college guidelines in Teaching and Research.

**Service:**

In the normal progress of a career, the amount of service provided to one's department, college and university increases with time. In addition to the expectations that all faculty actively participate in departmental governance, all associate professors are expected to mentor a pre-tenure faculty member when appropriate in their respective program. This entails visiting classes and studios, providing written and oral feedback and working with pre-tenure faculty on their research and scholarship plans.

**Chemistry Department Appendix  
Guidelines for Tenure and Promotion  
College of Arts and Sciences, Lehigh University**

This department document should be read in conjunction with the University tenure and promotion policy as described in the Rules and Procedures of the Faculty, and the CAS approved Tenure and Promotion Guidelines. The latter two documents supersede the department guidelines.

**Preamble**

The Department of Chemistry is committed to the Guidelines for tenure and promotion in the College of Arts & Sciences at Lehigh University. The guidelines contained within this document clarify the expectations for Assistant Professors preparing for tenure and promotion to Associate Professor and tenured Associate Professors preparing for promotion to Full Professor in the Department of Chemistry. The three areas in which performance is evaluated are teaching, research and scholarship, and service as described in the College guidelines for tenure and promotion. Further expectations of the Department of Chemistry are outlined below.

**Criteria for Tenure and Promotion to Associate Professor**

**Teaching.** All individuals will teach both graduate and undergraduate students during the course of their pre-tenure period. All junior faculty are expected to be readily approachable by students and to be actively involved in students' independent learning experiences through research. The mentoring and training of both undergraduate and graduate students is an important component of the educational mission of the Department of Chemistry. The progress and development of graduate students within a tenure candidate's research group will be monitored along with the expectations for teaching described in the College guidelines.

**Research and Scholarship.** The strong research emphasis in the Department of Chemistry coupled with the large start-up funds which are committed to an Assistant Professor are consistent with similar requirements in other natural sciences departments. While the Department will make every effort to nurture the development of the candidate's research program, it is expected that sufficient external funds will have been obtained to support a research group of appropriate size to impact his/her chosen field. With this said it is recognized that different sub-disciplines within chemistry will have different personnel and equipment requirements and so will require different levels of support.

The following will be used to evaluate the research performance of tenure candidates:

- Quality and number of publications in refereed journals of excellent reputation;
- Success in obtaining sufficient external financial support necessary for his/her research;
- Invitations to present his/her research results at universities, industrial organizations, and symposia;
- Invitations to write review articles.

**Service.** In the normal progress of a career, the amount of service provided to the Department, College and University increases. Candidates for tenure and promotion should be involved in service as described in the College guidelines, but it is also expected that the service will be of high quality and carried out willingly, efficiently and well. Membership on proposal study sections, review of proposals and journal articles, and active contributions to professional organizations are also examples of possible service.

### **Criteria for Promotion to Full Professor**

The Department of Chemistry expects its Full Professors to establish internationally-recognized research programs and to take the lead in the growth and development of the Department and the University. Excellent performance in teaching, research, and service is required together with a visible leadership role in one or more of these areas for promotion. The number of years a candidate remains in Associate Professor rank before being considered for promotion to Full Professor is based on productivity. Outstanding faculty will be promoted as fast as their productivity warrants.

**Excellence and Leadership in Teaching.** Demonstrated excellence and leadership in teaching is required in the education of both undergraduate and graduate students. Excellence in teaching is multidimensional and will be evaluated in several ways. Although specific methods for evaluating teaching (e.g. student evaluations, exit interviews, peer visits to classrooms, etc.) are important, the following may also be considered:

- Excelling in large lecture situations and in one-on-one interactions in small classes or in the laboratory;
- Stimulating students intellectually and challenging them in critical thinking through innovative approaches to teaching;

- Writing textbooks and instructional materials; Developing and teaching new courses in the chemistry curriculum.

**Excellence and Leadership in Research and Scholarship.** In the area of research and scholarship, the Department expects the candidate to have demonstrated both outstanding contributions and leadership in his or her field. Evidence for the desired qualities in this area will be found among the following items:

- Quantity and quality of publications in refereed journals of excellent reputation, and the frequency with which these publications are cited;
- Presentation of invited talks at scholarly meetings at the regional, national or international levels as well as at Universities and industrial organizations;
- Writing of review articles, chapters and books in the candidate's area of expertise; serving as an expert for members of the media; scientific consulting; patenting innovative research;
- Membership on editorial boards; reviewing for journals and funding agencies; organizing or chairing symposia or sessions at regional, national, or international meetings.

**Leadership in Service.** Academic governance of the University and the long-term excellence of its academic life depend critically upon the leadership of senior faculty, and candidates for Full Professor should thus be those who have shown the capacity and willingness to fill this role. The Department expects candidates to develop major initiatives, and to participate in committees and organizations responsible for Department and University governance. For example, initiatives could involve the following activities:

- Development of program projects, instrumentation grants, a facility, a research institute, or a center;
- Chairing one or more Departmental, College, University or Professional committees;
- Serving as a national or regional officer in a professional society;
- Consistent and effective mentoring of junior faculty.

**English Department Appendix**  
**Guidelines for Tenure and Promotion**  
**College of Arts and Sciences, Lehigh University**  
**Revised: April 2014**

This department document should be read in conjunction with the University tenure and promotion policy as described in the Rules and Procedures of the Faculty, and the CAS approved Tenure and Promotion Guidelines. The latter two documents supersede the department guidelines.

**Expectations for Tenure and Promotion**

**Teaching:** The College guidelines for tenure state our expectations with respect to teaching and candidates for tenure should consult these guidelines.

**Research and Creative Work:** Strong evidence of scholarly or creative achievement in the humanities requires a body of peer-reviewed work. There are several forms this could take, such as a completed manuscript under contract with an appropriate press; several significant publications in nationally prominent refereed journals or rigorously reviewed collections; or an incomplete manuscript under contract to an appropriate press, supplemented by publications in nationally prominent refereed journals or rigorously reviewed collections. In addition to such evidence, the tenure file may be strengthened by edited volumes; refereed electronic publications; book reviews; or publication in refereed conference proceedings. Further indication of the candidate's engagement and status in the field might include conference or panel organization; conference presentations; editorial board memberships; refereeing of articles or books for academic journals and presses; invited lectures; invited readings; or successful external grant applications.

**Service:** We use four criteria to evaluate service. We assess the extent to which faculty takes on advising tasks and the important, if sometimes routine, work of the committees, as demonstrated through volunteering for subcommittees or special tasks. We evaluate the quality of performance on a committee or in faculty meetings by assessing the contributions that individuals make in carrying out assignments and in expressing their views during deliberations. We consider how well faculty cooperate with others and how well they consider the best interests of the department as a whole. And, finally, we consider initiative at the department level, and beyond, as demonstrated by such things as proposing enhancements to

programs, developing new activities for students and/or faculty, or leading efforts to advance the missions of the department, the college, the university, or the profession.

### **Expectations for Promotion from Associate to Full Professor**

**Teaching.** The College guidelines state our expectations with respect to teaching and candidates for promotion to full professor should consult these guidelines.

**Research and Creative Work.** Quality rather than quantity is the primary criterion for promotion to full professor. To be considered for promotion to full professor, associate professors should have a clearly demonstrated record of achievement in publication beyond that required for tenure. Strong evidence of such scholarly achievement will include publication of a monograph by an appropriate press or an equivalent number of articles in refereed journals and refereed anthologies. Additional evidence includes book reviews and encyclopedia articles; presentations at colloquia, regional seminars, and national or international meetings; invited lectures or readings; and digital scholarship. No specific number of publications or combination of articles, books, or papers determines a promotion decision.

**Service:** See service expectations for tenure and promotion above for the criteria we use to evaluate service activities.

**History Department Appendix  
Guidelines for Tenure and Promotion  
College of Arts and Sciences, Lehigh University  
Revised: April 2014**

This department document should be read in conjunction with the University tenure and promotion policy as described in the Rules and Procedures of the Faculty, and the CAS approved Tenure and Promotion Guidelines. The latter two documents supersede the department guidelines.

In the interests of clarity and greater specificity, the History Department would like to append an additional statement of our expectations to the College's guidelines for tenure and promotion.

## **TENURE**

### **Teaching**

The department is satisfied that the College's guidelines for tenure state adequately our expectations with respect to teaching and urges candidates for tenure to consult these guidelines.

### **Service**

Service is highly valued. We believe service can be limited as new faculty members establish their teaching and research programs. By the time of tenure, service should occur at the departmental level as well as in at least one of the following areas: college, interdisciplinary programs, university, and professional.

### **Research and Scholarship**

We expect faculty to present papers at regional and national meetings and to publish. We look for a pattern of publication among junior faculty that is consistent and shows genuine promise of making a contribution to the profession. We anticipate that untenured faculty will demonstrate growth beyond the confines of their dissertation and increasing maturity in scholarship during their appointment. Untenured faculty, in consultation with the department chair and colleagues, should develop a coherent research plan with both short and long-term goals.

The scholarly and research productivity of untenured faculty will be evaluated primarily in terms of quality. Evidence of quality will be acceptance of work by refereed journals and reputable publishers, and presentations at conferences.

We cannot specify precisely how much publication is sufficient for a tenure recommendation. The format in which quality research appears is too varied and no simple equivalences are available. In the absence of a monograph, a number of

significant articles in nationally prominent refereed journals or in refereed anthologies will warrant comparable consideration. Publications and material accepted for publication will be the primary basis for evaluation of the research effort at the time of the tenure review. Work that is submitted, though not yet accepted, will be considered, but it cannot be given the same weight.

## **PROMOTION TO FULL PROFESSOR**

In regards to promotion through distinction in teaching, we believe that the College guidelines are acceptable. The below guidelines are meant to clarify and supplement the College guidelines regarding promotion through distinction in research.

### **Teaching**

Teaching is a profession in which we continue to grow and learn, and new courses and the revision of previously taught courses are areas in which evidence of such growth is found. Certain teaching duties are expected of all members of the department; candidates for promotion to full professor should demonstrate the ability to serve as role-models for teaching excellence by teaching willingly the various types of courses that the department needs to offer (e.g., writing intensive, graduate courses, and first-year seminars) and by sharing the burden of teaching at less desirable times. The department considers working with graduate students on theses, comprehensive exams, and dissertations as another potential arena for demonstrating teaching effectiveness. Candidates should regularly provide the department chair with appropriate documents related to their courses.

### **Research and Scholarship**

Tenured faculty are expected to continue active research programs. To be considered for promotion to full professor, associate professors should have a clearly demonstrated record of achievement in publication beyond that required for tenure. Quality rather than quantity remains the primary criterion for promotion to full professor. Evidence of scholarly productivity includes articles in refereed journals and anthologies, book reviews, and presentations at colloquia, regional seminars, and national meetings. Publication of a second monograph by a reputable press or an equivalent number of articles in refereed journals and refereed anthologies will be taken as strong evidence of scholarly effort. However, no specific number of publications or combination of articles, books, or papers determines a promotion decision.

**International Relations Department Appendix**  
**Guidelines for Tenure and Promotion**  
**College of Arts and Sciences, Lehigh University**

This department document should be read in conjunction with the University tenure and promotion policy as described in the Rules and Procedures of the Faculty, and the CAS approved Tenure and Promotion Guidelines. The latter two documents supersede the department guidelines.

**Basic Assumptions:** This document is offered by the Department of International Relations as an addition to the Guidelines established by the College of Arts and Sciences for tenure and promotion. Therefore, this document must be read in conjunction with the College document. Consistent with Lehigh University's guidelines, the department of International Relations expects a faculty member seeking tenure and/or promotion to demonstrate excellence in the three key areas of teaching, research, and service.

The Department believes that scheduled reviews are essential to guide untenured faculty by providing clear, consistent standards and, in particular, to identify at an early stage aspects of a colleague's record that fall short of prevailing departmental expectations. The Department is committed to recommending against the renewal of an untenured member's contract in the fourth year if there is strong evidence that the individual's record in teaching and research is unsatisfactory and unlikely, therefore, to produce a recommendation for tenure. The fourth year has been designated for this purpose to allow sufficient time for the emergence of a record in the three areas.

For tenured Associate Professors seeking promotion, the number of years spent in rank is considered irrelevant. This means that an individual cannot expect promotion simply by virtue of having been an Associate Professor for a given number of years, no matter how many. There must be a record of substantial achievement--particularly in research--**following** the attainment of tenure. However, if such a record exists, consideration for promotion will not be delayed on the grounds that insufficient time has been spent in the rank of Associate professor.

Our aim is to recruit, retain, promote, and reward faculty who meet the standards spelled out in this and in the College of Arts and Sciences documents. We also seek to state clear, consistent, and fair standards, and to establish a process that regularly communicates assessments of the record to candidates, while

involving them as much as possible in the process related to tenure and/or promotion at Lehigh.

### **Expectations for Tenure:**

**Teaching:** Our teaching expectations conform to those of the College; please see the College document for more information.

**Research and Scholarship:** The Department seeks to achieve national and international prominence. Research and scholarship are the means for reaching this goal. Hence excellence in research is expected of all candidates.

Research and scholarship will be evaluated by considering evidence (in the form of draft chapters of books and articles, conference organization and presentations, invited lectures or seminars, and the acquisition of research grants and awards) pointing to substantial work on major projects and the ultimate publication of such work in the form of books, monographs, or articles. Evidence of continuing effort is a minimal requirement; it alone will not suffice for positive departmental recommendations for tenure and/or promotions.

It is not very meaningful to define expectations regarding research by stipulating numbers of peer-reviewed books or articles that must be written or constructing a roster of acceptable journals. What a person publishes, where he or she publishes it, and how much is published cannot usefully be reduced to some equation or formula given a candidate's specific research interests. Periodic reviews will allow the department to communicate to the candidate with somewhat greater precision the appropriate criteria given his or her field specialization. Nevertheless, several guidelines for judging quality can be made explicit.

1) The Department will, in considering any book published by a candidate for promotion and tenure, give the most weight to those published by a major university press based upon external review. Commercial presses are not considered, by any means, vastly inferior, but the manuscript must have been published following an external review by reputable scholars, and the press must have a good reputation among scholars. This means that vanity press publications will not be considered favorably; it also means that manuscripts published by commercial presses without external review will be sent for peer review by the department, with the list of evaluators being constituted, in part, in consultation with the candidate.

2) If published reviews of a candidate's book (or books) are available, these will be taken into account during tenure and/or promotion reviews. This means that the Department expects not merely evidence of having published, but in addition, information regarding the quality of the work.

3) Edited books will be given less weight than solely or jointly authored ones, especially if the volume does not contain a substantial contribution by the candidate and is published without external review. This said, the department acknowledges and recognizes that some edited books have had a significant impact on the literature and, therefore, all such efforts will be evaluated carefully.

4) The Department will not attach much significance to the mere acquisition of advance contracts for unwritten manuscripts.

5) As regards articles, the most weight will be given to pieces in refereed journals (with an emphasis on those generally regarded as the major journals in the candidate's field), followed by solicited contributions. We regard as important the frequency with which these articles are cited or reprinted.

6) Presentations at national conferences and invitations to lecture outside Lehigh are also important, but of less weight than scholarly publications.

7) Research grants and fellowships, as evidence relevant to ascertaining the candidate's standing in his or her area of scholarship, are important to the department. The Department therefore strongly encourages its faculty to seek external funding for its research activities. However getting a grant proposal funded is not necessary for tenure.

8) Jointly written books and articles will not be treated less favorably unless the candidate's contribution is a subordinate one and such work constitutes the bulk of his or her list of publications.

9) The Department believes in the plurality of methods in scholarship and will not enshrine any particular methodological or political position as a standard for evaluation.

**Service:** Our service expectations conform to those of the College; please see the College document for more information.

### **Expectations for Promotion from Associate to Full Professor:**

Here too our expectations conform to those of the College especially in the teaching and service categories. However, we value a number of additional categories of service beyond those stipulated by the College of Arts and Sciences document. Additional important services to the profession include organizing panels at national or international conferences, serving as discussant on such panels, and reviewing journal articles, books, and grant proposals. We also value service to the local community, such as lectures for schools or other associations, and national or international service, such as intervention in policy debates through opinion articles or other means, and assistance to government agencies, international governmental organizations (IGOs), and non-governmental organizations (NGOs).

As far as research and scholarship is concerned, consistent with the College Guidelines for promotion to full professor, the standards of evaluation outlined for tenure also apply to promotion to full professorship.

**Modern Languages and Literatures Department Appendix  
Guidelines for Tenure and Promotion  
College of Arts and Sciences, Lehigh University  
Revised: April 6, 2018**

This department document should be read in conjunction with the University tenure and promotion policy as described in the Rules and Procedures of the Faculty, and the CAS approved Tenure and Promotion Guidelines. The latter two documents supersede the department guidelines.

**Expectations for Tenure and Promotion**

**Teaching:** The College guidelines for tenure state our expectations with respect to teaching and candidates for tenure should consult these guidelines.

**Research:** Strong evidence of scholarly achievement in the language, literature, and/or culture of a particular region outside of the English-speaking world, as demonstrated by a body of peer-reviewed work in the language of the candidate's field and/or English. This may include a completed book manuscript under final contract with an appropriate press (i.e., university presses, non-university related scholarly presses, as well as commercial presses which are considered prominent, peer-reviewed venues in the candidate's field); significant publications in nationally and/or internationally prominent refereed journals (print or online) or rigorously reviewed collections (sole-authored or co-authored); the coordination of edited volumes; or proof of significant progress in any of these areas. Further indication of the candidate's engagement should include conference presentations at nationally and internationally recognized professional meetings in the candidate's specialized field. Further indicators of the candidate's growing status in the field may include refereeing of articles or books for academic journals and presses; invited lectures; other publications such as scholarly translations, book reviews and conference proceedings; and successful internal or external grant applications.

**Service:** The College guidelines for tenure state our expectations with respect to service and candidates for tenure should consult these guidelines.

**Expectations for Promotion from Associate to Full Professor**

**Teaching:** The College guidelines for tenure state our expectations with respect to teaching and candidates for promotion should consult these guidelines.

**Research:** The criteria for promotion to full professor will be identical to that employed for promotion to associate professor with the expectation that the candidate's research and professional profile has grown on both a national and international level. No specific number of publications or combination of articles, books, or papers determines a promotion decision. Nevertheless, a significant body of research and contributions to the candidate's field must be clearly demonstrated.

**Service:** The College guidelines for promotion state our expectations with respect to service and candidates for tenure should consult these guidelines.

**Music Department Appendix  
Guidelines for Tenure and Promotion  
College of Arts and Sciences, Lehigh University**

This department document should be read in conjunction with the University tenure and promotion policy as described in the Rules and Procedures of the Faculty, and the CAS approved Tenure and Promotion Guidelines. The latter two documents supersede the department guidelines.

**FOR TENURE**

**Teaching:**

Substantive material used in teaching: Repertoire and activities or assignments must be challenging, appropriate and substantial whether designed for ensembles, student recitalists, or for history or theory courses. Faculty should present the full range of music available in the particular field.

Student accomplishment: Excellent teaching in specialty areas should be evident in the work students produce in ensemble performances, in recitals, in compositions, or in written projects. While the faculty member cannot be responsible for the level of student talent, there should be evidence of good teaching and coaching in the choice of repertoire or projects undertaken and the distinction with which they are completed.

Other evidence of teaching excellence: Teaching awards, consistently positive responses on exit surveys, positive reviews of concerts involving students, awards to students or ensembles, acceptance of students into good graduate programs.

**Scholarship:** [no additions]

**Service:**

Excellence in service means the faculty member must participate actively in department affairs. This is most important in the area of recruiting through our scholarships and talking with prospective students, as well as advising students in specialty areas, being aware of the progress and problems of those students, assisting with recitals and juries, and attending a reasonable number of student ensemble or recital performances. In addition, some musical service to the university and larger community (e.g., in local schools, performances at university functions) should be undertaken. The faculty member should exhibit willingness

to participate in collaborative projects within the department and, where relevant, with other departments. The untenured members should undertake some modest service to the college or university in elected or appointed committees or in acting as a non-major advisor.

**FOR PROMOTION** [no additions]

**Philosophy Department Appendix  
Guidelines for Tenure and Promotion  
College of Arts and Sciences, Lehigh University**

This department document should be read in conjunction with the University tenure and promotion policy as described in the Rules and Procedures of the Faculty, and the CAS approved Tenure and Promotion Guidelines. The latter two documents supersede the department guidelines.

**Tenure and Promotion to Associate Professor.**

**Research and Scholarship.**

The department's most important research criterion is that the candidate be always actively at work on philosophical projects. Taking into account the variable pace of the review process at journals and presses, it is expected that the successful candidate, by the time he or she is considered for tenure, will *typically* either (a) have had a book published or accepted for publication by a respected press or (b) have published about four high-quality peer-reviewed papers in well-regarded journals in philosophy or related disciplines. The candidate's book and/or articles will begin to establish the candidate's national and international reputation as a significant contributor to the discipline.

- A successful candidate for tenure under (b) will typically have begun working on a new, perhaps longer, project.
- Except in rare cases, in the matter of tenure the department considers authored works more significant than edited books.
- Although there is no departmental expectation that candidates for tenure will devote time to writing proposals or that external funding will be obtained, efforts to obtain outside funding are valued.

**Service**

By the time a candidate comes up for tenure, he/she should have served on a college, university, or interdepartmental committee.

Service to the college and university might also include such activities as participating in senior open house or Candidates' day, or serving as an usher or reader at Commencement.

A successful candidate will also have served the profession. Some ways in which this requirement can be satisfied are refereeing papers, chairing sessions at conferences, serving on a panel, serving on professional committees.

## **Promotion to Full Professor**

### **Research and Scholarship**

Successful candidates for promotion to full professor will have maintained their high level of professional activity, making an impact on their discipline and becoming known both nationally and internationally. Typically, the candidate, since receiving tenure, will have published a book with a respected press as well as had several additional publications: important articles in prominent journals, substantial encyclopedia entries, or chapters in edited volumes of high professional quality.

Although there is no departmental expectation that candidates will devote time to writing proposals or that external funding will be obtained, efforts to obtain outside funding are valued.

### **Service.**

The following are some of the ways (not listed in the College Guidelines) in which the candidate may serve the profession: refereeing for presses, journals, professional conferences, or foundations; serving as external evaluators for promotion, tenure, or reappointment candidates at other universities; consulting; serving as a journal editor or on an editorial board; serving on professional committees; serving on thesis or dissertation committees at other universities.

**Physics Department Appendix  
Guidelines for Tenure and Promotion  
College of Arts and Sciences, Lehigh University**

This department document should be read in conjunction with the University tenure and promotion policy as described in the Rules and Procedures of the Faculty, and the CAS approved Tenure and Promotion Guidelines. The latter two documents supersede the department guidelines.

The following appendix emphasizes those elements that are of particular importance for the recommendation for tenure in the Department of Physics.

**Teaching:** In addition to excellent classroom teaching as detailed in the CAS guidelines for tenure, an important component of teaching in the Department of Physics is the successful guidance of undergraduate and graduate research. Informed judgments of members of the department about the quality of a candidate's mentorship of research will play an important role in the recommendation for tenure.

**Research and Scholarship:** It is anticipated that the major figures in the candidate's research field will be aware of his/her work and will judge it to be substantive and of excellent quality. The principal criterion is a demonstrated impact on the progress of an area of research.

In order to have this impact, particularly in some experimental areas, it may be necessary to lead a research group of some size. After initial start-up, the responsibility for obtaining funding for a research group on a continuing basis lies with the candidate. Major effort by the candidate to obtain and sustain the funding necessary to make a substantial impact on an area of research is an important criterion in the recommendation for tenure.

Collaborative and interdisciplinary research is often an important part of a strong research program. In such situations, however, the candidate is advised to clearly identify some part(s) of the effort as his or her major responsibility and contribution.

In judging research performance, the tenured faculty will include evidence of the quality and quantity of publications in refereed journals of high reputation; the opinion of experts in the candidate's field; success in obtaining adequate financial

support for sustaining his or her research; invitations to speak at universities, conferences, and other technical organizations; publication of reviews; and other evidence appropriate to the research activities of the candidate.

**Psychology Department Appendix  
Guidelines for Tenure and Promotion  
College of Arts and Sciences, Lehigh University**

This department document should be read in conjunction with the University tenure and promotion policy as described in the Rules and Procedures of the Faculty, and the CAS approved Tenure and Promotion Guidelines. The latter two documents supersede the department guidelines.

The CAS Tenure and Promotion document provides important information for untenured faculty about expectations for tenure at the department, college, and university level. This document fully captures our expectations in **teaching** and **service**. The following notes are intended to assist untenured faculty in understanding those aspects of tenure expectations for **scholarship** that are specific to the discipline of Psychology as it is represented in the department at Lehigh. This document addresses only tenure and not promotion to full professor.

A tenure review is an exercise in predicting the future career trajectory for an individual in addition to an evaluation of current achievements. It may therefore be useful for untenured faculty members to think about the tenure portfolio they will present in terms of how they can best provide evidence for a bright future (not only to department members, but also to the dean, provost, and tenure committee at Lehigh and to external reviewers). The guidelines below are intended to both help clarify expectations for tenure and provide advice about how to focus energy in the pre-tenure years in order to provide the necessary record of achievement and make the best possible case for a prediction of future success.

**Publication**

A central part of the mission of Lehigh and the Psychology Department is to advance knowledge through scholarship. Publication is the primary means by which research findings are made known to the wider scholarly community and so is an essential activity in the advancement of knowledge. In terms of predicting the future, a strong record of publication helps us predict future success by demonstrating not only the ability to conduct research that makes important contributions to advancing knowledge but also the ability to communicate findings effectively in writing and in a regular and timely fashion.

The CAS Tenure and Promotion document provides a general description of the quality and quantity of scholarly output expected for tenure that is fully

compatible with the Psychology Department's expectations. Because the portion of the broader field of Psychology that is represented in our department at Lehigh is that focusing on the scientific study of human thought and behavior, publication of peer-reviewed papers in journals adhering to rigorous standards for investigations grounded in empirical evidence is typically the heart of a faculty member's research portfolio (whether the papers report new data or present theoretical synthesis, methodological critique, meta-analysis, etc.). Such portfolios will often also contain other products of research activity such as book chapters and reviews. The Department values contributions to the advancement of knowledge that follow other models as well, and occasionally a faculty member's scholarly portfolio may center on a mode of publication other than journal articles. If a faculty member anticipates that a substantial portion of the pre-tenure work will take a form other than journal articles – such as book chapters or a monograph or a book – he or she should consult with the chair and other tenured faculty to be sure that the anticipated form of publication will provide the evidence of scholarly excellence needed to make a strong case for tenure. Department annual review and reappointment letters will provide written feedback on the tenured faculty's view of the outlets in such cases. As always, the expectations articulated in the CAS Tenure and Promotion document (including those regarding quality and impact, independence from mentors, and peer review) will apply.

Collaborative research, both among psychologists and crossing disciplinary lines, is valued and of growing importance in the study of human thought and behavior. Collaboration enriches the research program, and teams of researchers with different areas of expertise are increasingly essential to progress in many research areas. Multi-authored publications do, however, pose a special challenge for evaluators in judging whether the scholarly output provides sufficient evidence of the research abilities of the tenure candidate to make a strong prediction of future success. First-authored publications providing evidence that the untenured faculty member is a driving force in a portion of the collaborative work (in addition to any second-, third-, or nth-authored papers) are generally important for supporting a prediction of success. In cases where the team may be publishing in outlets following traditions from a field (such as medicine) where authorship positions have a different conventional meaning, the faculty member should be sure to explain the convention and describe his/her role in the project to evaluators. This role should also be described in cases where the faculty member's graduate student is first author on a paper. Grant proposals on which the faculty member is PI help provide evidence for the ability of the faculty member to develop and articulate a compelling program of research (see below).

## **External Funding**

The CAS tenure and promotion document states that “...external funding is fundamental to scholarship as it provides resources and graduate student support for research; such funding is expected, therefore, at a level appropriate to the faculty member's field, as it represents an important component of a successful research program...The pursuit of external funding ...is an indicator of scholarly engagement, affords independent peer evaluation of research ideas and direction, and, when successful, provides positive supporting evidence of standing in the discipline” (p. 4). The Psychology Department views the pursuit of funding as an important element of the untenured faculty member's activities for all the reasons stated above. Even faculty whose equipment needs are modest will benefit from the personnel, conference travel, and other forms of support that funding can provide for their research program, as well as the experience of planning the grant project. Further, all department faculty participating in the graduate program (which includes all untenured faculty) should seek to support it through external graduate support lines. In terms of predicting the future, demonstrated skill at grant writing helps us predict future success because it provides evidence of the ability to develop and present a compelling program of study and the potential for obtaining the resources needed to carry it out.

The Department recognizes the difficulty of obtaining funding in many research areas represented within the department, and therefore success at obtaining funding by the time of the tenure review is not a requirement for endorsement for tenure. Faculty working on projects for which substantial funding is more crucial to maintaining the program of research will, however, have greater need to provide evidence of fundability within a relatively short timeframe in order to provide a strong prediction of future success.

A range of granting mechanisms from federal agencies and private foundations exists. These can require proposals from short to quite extensive, and the likelihood of success can vary substantially. Faculty will come to the department with different levels of career- and grant-writing experience, and we encourage them to consult with the chair, tenured faculty, the Office of the Vice Provost for Research, and grant officers at relevant agencies and foundations to determine what granting mechanisms are the most appropriate starting point given their level

of experience and the nature of their research program. Regardless of starting point, all faculty are expected to demonstrate a commitment to the pursuit of external funding and a level of ability that matures as their experience increases.

Untenured faculty should generally plan to submit their first proposal by the end of the second summer if not before, and typically several proposals will be submitted across the pre-tenure years. If the faculty member believes there are reasons to deviate from this timeframe or level of activity (such as already having substantial funding in hand), he or she should talk to the chair and other tenured faculty to be sure that this view is shared.

Grant proposals, while important, are not a substitute for publications, so untenured faculty should strive for a balance of writing activities that allows time for both publication and pursuit of funding.

**Religion Studies Department Appendix**  
**Guidelines for Tenure and Promotion**  
**College of Arts and Sciences, Lehigh University**

This department document should be read in conjunction with the University tenure and promotion policy as described in the Rules and Procedures of the Faculty, and the CAS approved Tenure and Promotion Guidelines. The latter two documents supersede the department guidelines.

The Religion Studies Department endorses the College of Arts and Science Tenure and Promotion Guidelines and offers the following as an informational addendum in the area of scholarship. The purpose of this addendum is not to replace, supplant or provide an alternative to the Guidelines, but to add information to the Guidelines where the Religion Studies Department faculty believe more specificity on certain issues, like kinds of presses, or the value of translations or invited articles, will be clarifying and helpful. This addendum provides additional specificity on scholarship matters relevant to the field of Religion Studies; and the statement seeks to avoid redundancy with respect to the general and more generic Guidelines now accepted as the operating norm for tenure and promotion review in the College of Arts and Sciences. (The first three statements below could all be read as beginning, "In addition to the Guidelines, . . .")

**Scholarship Addendum**

In the field of Religious Studies, recognized scholarly publishing firms that submit manuscripts for evaluation to external peer review include university presses, non-university related scholarly presses (e.g., Scholars Press, Walter de Gruyter), commercial presses (e.g., Palgrave Macmillan, Routledge) as well as the scholarly imprints of several presses associated with religious denominations or religious bodies (e.g., Fortress Press, Westminster Press, Beacon, The Pilgrim Press, Weatherhill, AMS Press).

Also given weight as appropriately scholarly works are translations and edited books. Translation work reflecting many years of language study is vital for research scholarship in many Religious Studies areas. Translation work that is annotated or accompanied by commentary is given more weight than translations alone. Edited books are given less weight than solely or jointly authored books, especially if the volume does not contain a substantial contribution by the candidate and is published without external review.

In evaluating articles, the Religion Studies Department gives weight also to solicited contributions to journals and edited books.

The Religion Studies Department accepts the plurality of methods in scholarship and will not privilege any particular methodological or political position as a standard for evaluation.

**Sociology and Anthropology Department Appendix  
Guidelines for Tenure and Promotion  
College of Arts and Sciences, Lehigh University**

**Goals**

- Encourage a vision for the future character and direction of the department, including an emphasis on “quality over quantity” in scholarship
- Reduce anxiety of faculty about the tenure and promotion process by providing greater clarity to expectations
- Better inform tenure and promotion committees about the nature of the expectations in our department so that they can make their best assessment.
- Facilitate recruitment by providing clarity of expectations to candidates in faculty searches
- Provide helpful guidance to external reviewers

**(Required) Preamble**

This document builds upon and clarifies the University tenure and promotion policy as described in the Rules and Procedures of the Faculty, and the College of Arts and Sciences Tenure and Promotion Guidelines, and should be read in conjunction with those documents. The latter two documents supersede these department guidelines.

**Tenure**

*Research & Scholarship*

The scholarly and research productivity of untenured faculty will be evaluated primarily in terms of quality, not quantity. Quality can be judged in the following ways:

- The informed judgment of colleagues, both within and outside the university, including published reviews of work, is an important factor. The publication venue is not the sole indicator of quality.
- Acceptance of book manuscripts and book chapters for publication. Particular weight is given to publication in major academic or commercial presses with a good reputation among scholars. Whether a major academic or commercial press, the manuscript should go through a process of external review as part of the publication process. Outlets such as vanity presses and self-publication will not be considered favorably unless their scholarly impact can be verified through alternate means, such as citations or published reviews.
- Journals may be generalist or more specialized, disciplinary or interdisciplinary. Publications in stronger outlets are weighed more heavily than others, meaning that fewer publications in more academically prestigious journals are preferred to numerous publications in less prestigious journals. Open access, online, and other new forms of journal publication are encouraged, as long as they are peer reviewed. It is important to note that journal quality cannot be judged solely or primarily on impact factor or other metrics, particularly those that are specialized and/or

interdisciplinary in nature. The candidate, department colleagues and outside reviewers should make clear the quality and influence of publication outlets.

- Evidence of engagement with the scholarly community beyond Lehigh can include conference presentations, organizing sessions, workshops or other scholarly conference events, editing special volumes or editing special editions of peer-reviewed journals.

Our standards for productivity recognize the increasingly important role of scholarship that has an impact on broad public audiences in addition to traditional scholarly ones. We therefore accept that evidence of such impact may form a critical (but not exclusive) component of a candidate's record of scholarship. Such work is not a required aspect of research and scholarship, but should be recognized as viable scholarly accomplishments when included. The impact of such work might be judged in the following ways:

- Prominence of work written for public outlets such as newspapers, magazines, blogs, and social media, particularly with a wide audience.
- Public presentations of work, particularly when such presentations are frequent or for large audiences.
- Application of scholarly expertise in community work (locally to internationally), as evidenced by reports, public hearings, and so forth.

Evidence of external funding for research is not an expectation or requirement for tenure in our department. At the same time, we recognize that pursuit of grants-- particularly grants with the potential for a large impact on scholarship, the university, or the community-- is one of several possible avenues for demonstrating scholarly impact and may be considered alongside other measures of productivity.

Our judgments of scholarly research and productivity are based on the complete record of a candidate. Perceived gaps in that record during their professional career play no role in such judgments.

We believe strongly in the plurality of methods in scholarship. While evaluation of the quality of empirical research is critical to the assessment of any research, we do not dictate any particular methodological or political position as a standard for evaluation.

An independent record of scholarship can be demonstrated even with continued collaboration of a graduate or postdoctoral mentor, but the candidate should be sure to clearly delineate her/his contribution.

### *Teaching*

We recognize that student course evaluations are one element in assessing instruction, but also that such evaluations can be unduly influenced by factors unrelated to the quality of teaching, such as implicit bias, course subject, or rigorous grading expectations. We therefore accept that other forms of evaluating teaching, such as review of syllabi and assignments, classroom observations, and the informed judgment of a candidate's mentorship of

senior thesis writers and graduate students, may be more important than student course evaluation scores.

*Service*

In addition to the CAS Guidelines, we recognize not just the number and breadth of service commitments, but the quality of the contribution.

**Department of Theatre Appendix  
Guidelines for Tenure and Promotion  
Lehigh University, College of Arts and Sciences**

The general guidelines detailed in the greater college document all apply to the faculty in the department of theatre. Below, we provide further guidance to internal candidates as well as to readers in the judgment line from outside the discipline. This guidance seeks to clarify and interpret aspects of scholarship in our discipline that may be unique.

**Forms of Scholarship**

Scholarship in theatre can be expressed in a wide range of forms. Some theatrical scholarship resembles the familiar forms found in the humanities and social sciences. Multiple and diverse forms express the scholarship of theatrical performance including acting, directing, designing, and playwriting. And we must be open and receptive as newer forms of artistic expression in theatre develop.

**Collaboration: An Essential Characteristic**

Theatre is a collaborative art. Its fruits are expressed live to a live audience. One goal of our nationally accredited undergraduate major is to model and develop artistic theatrical collaboration by mounting a robust and challenging production program that combines faculty artists, student artists, and guest artists. A live theatre production program at Lehigh is an essential component of our mission.

**Scholarship Expectations in Performance: On-Campus and Off Campus**

Perhaps unique among academic disciplines, theatre faculty across the nation focus a portion of their creative scholarship on their institutions' production programs. This is a national norm and expectation and it is true at Lehigh. Beyond expectations of teaching, we expect faculty to be active in on-campus scholarship in the form of artistic collaboration and expression in the pre-tenure years and thereafter.

Of course, only a successful combination of excellent on-campus and off-campus scholarly work will meet expectations for tenure and promotion. On-campus work alone – regardless of the quality or frequency – will never satisfy the institution's expectations of national or international scholarly prominence. When evaluating the totality of a candidate's scholarly work, either for tenure or promotion to professor, the department and institution will assess the on-campus and off-campus contributions in theatrical production.