

## **Lehigh University Provost's Office Portfolio Guidelines for Review of Lecturers and Professors of Practice**

Faculty quality is the principal factor determining the quality of a university. Lecturers and professors of practice at Lehigh contribute significantly to the University's mission of educational excellence, advancement of knowledge, and service to others.

It is the responsibility of the academic units to maintain a system of evaluation and review and to make information available to the faculty regarding the procedures and standards by which they will be judged. It is also the responsibility of individual lecturers and professors of practice to consult with their chairs and deans to ensure that they understand fully the reappointment procedures and standards of the university.

### **Reappointment Portfolios**

Integral to the review process is the responsibility of candidates and academic units to assemble, review, and submit portfolios for candidates being reviewed. These guidelines should be used by lecturers/ professors of practice and faculty evaluators for reappointment review. Each college may require additional materials; thus department chairs should consult with the Dean's office regarding any additional requirements.

Please see the Lecturer and Professor of Practice Reappointment Checklist for the required contents and organization of portfolios. Sections I-III below provide additional information about the CV, the statements on teaching, service, and research, and other elements of the portfolio.

#### I. Curriculum Vitae or Résumé in the following format:

##### **A. Biographical information**

- Name
- Home and business street and e-mail addresses, including phone and fax numbers.
- Complete educational history beyond high school, including dates.
- Full employment history/professional experience including dates (including military service, if any).

##### **B. Teaching**

- Courses taught

##### **C. Publications and/or Creative Activities**

In each category, list published works first, followed by works not yet published but accepted for publication. Co-authors should be identified and the candidate should distinguish between authored and edited works, and refereed and non-refereed publications, and clarify the status of unpublished works. Comparative distinctions (e.g. major v. minor works, juried v. non-juried) should be used for performing and creative arts faculty. Provide full citation, including pagination, for chapters and articles.

- Publications: books, book chapters, monographs, journal articles, published reports, conference proceedings, reviews.
- Creative activities such as films, tapes, photographs, exhibits, performances, demonstrations, original designs, plans, inventions, and patents.
- Honors and awards (dates, awarding institutions).
- Research funding and training grants: list amounts awarded and role (e.g. principal investigator).
- Editor/editorial review board membership for scholarly/ professional publications.
- Scholarly/ professional presentations such as invited or refereed presentations/ lectures/ colloquia/ workshops/ performances/ conferences.
- Other professional achievements related to position.

#### **D. Service and Advising**

(include dates and indication of leadership roles)

- University
  - Service to university.
  - Service to college.
  - Service to interdisciplinary programs.
  - Service to department.
- Professional
  - Office and committee memberships held in professional organizations.
  - Other non-university committees, commissions, panels, etc.
  - International activities not listed above.
  - Other.

## II. Statement on Teaching, Service, and/or Research

The candidate must provide a statement (1-3pp) that assists the faculty evaluators in determining whether he/she has met the criteria for reappointment in the areas of his/her responsibility. Because many faculty collaborate with others, the statement should indicate the significance and impact of the candidate's own contributions in these areas. The candidate should also take this opportunity to discuss the means by which he/she remains current in the field and thus able to provide up-to-date instruction, advising, and/or curriculum development.

**Lecturers** have responsibilities primarily in teaching and thus should provide a statement on teaching as described below.

**Professors of practice** will provide statements on teaching, service, and/or research as applicable to their responsibilities. The document on evaluation criteria agreed upon by the Professor of Practice and Department Chair, and approved by the Dean, serves as the basis for performance review.

Normally the candidate will address teaching, service, and research separately, but may also describe how her/ his achievements in these areas are integrated or overlap.

Statement on teaching: Candidates shall discuss their achievements, goals, and methodologies in teaching, including the candidate's teaching philosophy and

explanations of why she/he teaches various courses in a particular way. Candidates should also discuss their contributions in course and curriculum development (as appropriate), and emphasize the ways in which their courses contribute to the mission of their department and the university as a whole. Candidates for reappointment must provide materials sufficient to demonstrate that they are effective teachers and/or mentors who ensure that their courses meet contemporary standards of relevance and quality, and who develop their students' analytical and expressive abilities.

- Include a chronological listing of courses taught, with number of credits for each course, and the number of grades assigned in each course.

Statement on service and advising: For professors of practice whose responsibilities include service, candidates shall discuss their achievements and goals in service, including advising.

Statement on research and scholarship: For professors of practice whose responsibilities include research, the candidate shall supply a general narrative of her/his scholarly interests, achievements, goals, and methodologies. While this statement can take various forms, the purpose is to provide a clear indication of the substance of the candidate's current and future scholarship and its contribution to his/her academic discipline. The narrative should be written in a way that permits educated laypersons to understand the significance of the candidate's work.

III. The portfolio should also include the following materials:

- Copies of the Course Evaluation Summary Reports supplied by the Office of Institutional Research for all courses taught since the last appointment review.
- Representative syllabi, examinations, and assignments, including innovative methods (no more than 15 pages).

### **Guidelines for the Department Chair and Faculty Evaluators**

#### Confidentiality

The review process depends upon confidentiality among participants, including the opinions expressed by all internal reviewers. Confidentiality must be maintained throughout the process—in letters and in conversation.

#### Department-level evaluators:

a. When a lecturer or professor of practice is being considered for reappointment, the voting members of the department include all tenure-track (tenured and pre-tenure) faculty of the department.

b. When the Professor of Practice has significant responsibilities for an interdisciplinary program (such as serving as Director or contributing to program development), the Dean will appoint one or more of the program's voting faculty to participate and vote with the department voting faculty in the Professor of Practice's reappointment review.

#### Faculty letters and department summary

- a. After the candidate has compiled his/ her portfolio, the faculty evaluators will meet to conduct the reappointment review.
- b. For reappointments of one or two years, only the department summary letter is required. For reappointments of three years or more, individual faculty letters and the department summary letter are required.
- c. Following the department meeting, for reappointments of three or more years, each department/ program faculty evaluator (including the department chair) will submit a detailed written evaluation of the candidate's qualifications for the position. In writing their letters, faculty will employ the candidate's portfolio and additional materials such as the candidate's course materials, etc. The letters will employ evidence to explain fully the faculty evaluator's recommendation.
- d. In assessing teaching, faculty evaluators may include peer observations of the candidate in a classroom context and/or evaluate the candidate's instructional effectiveness in the context of professional presentations, seminars, or colloquia. Exit interviews with graduating majors may provide evidence concerning the candidate's instruction. Colleagues will also evaluate the role the candidate's courses play within the department/ program curricula.
- e. The department chair drafts a department summary letter based upon the department discussion and the individual faculty letters (if applicable). The department chair circulates the summary among the department/ program faculty evaluators and makes necessary revisions. The letter is addressed to the Dean. The department chair discusses the department summary with the candidate, providing a copy that does not disclose the identities of individual evaluators. The candidate may submit a response to the evaluation that will be included in the portfolio.
- f. The complete original portfolio is sent to the Dean according to the organization specified in the Lecturer and Professor of Practice Reappointment Checklist.

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