

Adopted by vote of the faculty on April 25, 2025
Term Faculty Reappointment and Promotion Criteria
College of Health

In 2021, Lehigh University faculty affirmed a proposal creating two new term faculty ranks at Lehigh University: Teaching and Research Faculty. These ranks are in addition to the existing Professor of Practice. The ranks are described in the rules and procedures of the faculty as excerpted below:

2.12 Professor of Practice

Professors of practice denotes a full-time faculty member who has prior non-academic occupational experience that adds instructional value to university programs. Because of their prior non-academic occupational experience, professionals appointed to these positions add instructional value to university programs, enhance the research or professional missions of their departments, and/or permit the university to expand its course offerings, often in cutting-edge areas. Professors of practice are not required to fulfill the integrated role of teaching, research and scholarship, and service provided by tenured and tenure-track faculty, though some professors of practice may have responsibilities in each of these areas.

2.13 Teaching Faculty

Teaching faculty (teaching professors, teaching associate professors, teaching assistant professors, and teaching instructors) denote a non-tenured or non-tenure track full-time faculty member who performs service and may periodically do research but whose dominant activity is teaching.

2.14 Research Faculty

Research faculty (research professors, research associate professors, research assistant professors, and research instructors) denote a non-tenured or non-tenure track full-time faculty member who performs service and may periodically teach but whose dominant activity is research. Research faculty can be funded externally (e.g. soft money grants) or internally. The research faculty member's MOU or employment contract will explicitly state whether the research faculty member is to be considered externally or internally funded. Externally funded research faculty will receive employment contracts appropriate to the characteristics of their funding.

This document focuses on reappointment and promotion criteria for Teaching and Research Faculty. Professor of Practice Contract Terms, Titles, and Responsibilities are described in R&P 2.12.1.

VOTING & PARTICIPATION

- teaching and research faculty at the assistant, associate, or full professor levels as well as professors of practice may vote on:
 - curriculum issues in the department and college
- teaching and research faculty at the full or associate professor levels as well as professors of practice who have spent six or more cumulative semesters at Lehigh may vote on:
 - department, college, and university issues including department and college elections and changes to Section 3 of R&P (Educational Requirements and Procedures)
 - curriculum issues in the department and college
- as consistent with employment contracts and individual college's rules, teaching and research faculty at the full or associate professor levels as well as professors of practice who have spent six or more cumulative semesters at Lehigh may participate in:
 - hiring and promotion decisions of teaching or research faculty at or below their rank
 - all college and university committees subject to specific R&P guidance on committee membership

TEACHING AND RESEARCH FACULTY PROMOTION CRITERIA IN THE COLLEGE OF HEALTH

Note: This document provides a set of guidelines that are in addition to R&P 2.13 for Teaching and R&P 2.14 for Research. All procedures outlined in R&P will be followed.

APPOINTMENT TERMS AND TIMING OF PROMOTION REVIEWS

With few exceptions agreed upon by the chairperson and the dean, term faculty members are hired by national search in which the usual diversity, equity, and inclusion criteria are maintained. Initial appointments of teaching faculty and research faculty at the associate and full professor levels require the approval of the voting members of the department faculty. Appointments are not tenurable and may be renewed for specific terms, typically three to five years.

A Ph.D. or other appropriate terminal degree is required for initial appointment at all ranks. The rank of teaching instructor and research instructor is reserved for persons who are working for a terminal degree or equivalent professional certification in their fields, who have not completed all of the requirements, and who are expected to complete those requirements within two years. Instructors must be promoted to the rank of teaching assistant professor or research assistant professor within three years of the date of initial appointment.

Reappointments are based on performance and continuing need. Reappointments of teaching and research faculty are the responsibility of the dean in consultation with the appropriate chair, associate, and full professors in the appropriate department. The department chairperson and/or the appropriate college dean shall provide the teaching and research assistant professor with an annual performance assessment, which may be coordinated with salary review.

Following initial appointment, which will typically be for three academic years, subsequent appointment terms will generally follow this pattern:

Rank	Term Length	Notice Period
Teaching and Research Assistant Professor	3 years	4 months
Teaching and Research Associate Professor	5 years	12 months
Teaching and Research Full Professors	5 years	18 months

Promotion

Teaching and Research Faculty will normally be considered for promotion after accumulating 12 regular semesters (6 years) as a teaching assistant or associate professor. If a term faculty assistant or associate professor would like to be reviewed for promotion early, after consultation with the department chair they may submit a formal letter requesting this to the dean and department chairperson.

The department chair, in consultation with the dean and the candidate, will create a special review committee of at least five department faculty including term faculty at the appropriate rank. Alternatively, the department may follow standard practice for tenure and promotion review and have all faculty in the department of the appropriate rank participate in all promotion reviews of term faculty, however, there must be at least one term faculty of the appropriate rank on the committee, taken from closely related academic disciplines outside the department if necessary. It may be appropriate to have faculty members on the special committee from outside of the department. The chair of the department typically serves as the chair of the review committee.

After review of the materials in defense of promotion, the special committee will prepare a letter either supporting or opposing the faculty member's promotion. If the dean agrees with the department's decision, the dean will notify the faculty member in a timely manner whether the promotion request is granted or not. If there is a disagreement between the dean and the special committee on whether to support promotion, then the special committee's letter and a letter from the dean will be forwarded to the provost. Based on these letters, the provost will notify the dean and the department in writing whether or not the faculty member is to be promoted. The provost's decision is final, and the dean will notify the faculty member in a timely manner whether or not the promotion request is granted.

In the case of a jointly appointed assistant or associate term faculty member, the specifications in R&P 2.2.3.1 and the MOU will guide the review for promotion.

CRITERIA FOR REAPPOINTMENT AND PROMOTION

Due to the diversity of intellectual activity within the College of Health, departments may vary in interpreting these criteria. Department chairs should meet in advance with candidates for reappointment or promotion to convey how the criteria are interpreted in their unit so that clear, shared expectations can be developed that are consistent with these guidelines and with R&P. Term faculty will have contracts which articulate percentage allocation of effort ranging from 100% teaching or 100% research to a percentage allocation in two or three areas of effort. Because research in a discipline or field may enhance instructional capability and relevance, and teaching may help to advance research programs, both are included as a measure of accomplishment, although not a requirement, for term faculty. Contributions in service and engagement may also be a contractual obligation and a valued aspect of a term faculty member's overall effort. Faculty are encouraged to consult with their department chair when assembling materials in support of reappointment and promotion so that the dossier reflects the responsibilities as outlined in the contract.

It is the responsibility of the Teaching and Research Faculty to be familiar with the university Rules and Procedures of the Faculty and with this document, and to take an active role in the reappointment and promotion process.

TEACHING AND RESEARCH ASSISTANT PROFESSORS

Reappointment

Reappointment as a Teaching or Research Assistant Professor follows successful college and departmental/program review that confirms a record of effective contributions in each of the different areas under consideration, relative to the

stipulations of the letter of agreement and MOU, if applicable. Candidates for reappointment and promotion will prepare a dossier that demonstrates their accomplishments relevant to their contracted responsibilities.

The dossier will include:

- Curriculum Vita
- Current copy of the MOU, if applicable
- A statement of teaching, and/or research, and/or service as aligned with the responsibilities of each faculty member. The faculty member should make explicit the percentage allocation assigned to each area of effort in their statement as stipulated in their letter of agreement or MOU. The statement (which should not exceed 5 pages,) should outline professional goals, achievements, methodologies and approach(es).
- A portfolio of materials (not to exceed 15 pages) demonstrating performance and achievements aligned with the contracted roles and responsibilities. The department chairperson is available to assist with selecting materials. These may include:
 - evidence of contributions to curricular development and/or pedagogical innovation
 - student course evaluations (supplied by OIR), feedback from TAs and graduate student advisees (where applicable), and testimonials from alumni
 - course or curricular assessments measuring student learning outcomes
 - peer teaching feedback
 - a record of course enrollments
 - a record of student mentoring and advising
 - undergraduate research, community engagement experiences, and capstone project mentoring
 - advising in the context of study abroad, awards or fellowships, or for admission to graduate studies
 - TA training and/or serving on doctoral or thesis committees
 - research and/or teaching consultation to faculty and students
 - research and/or teaching products including research and/or teaching funding and funding proposals
 - evidence of research and/or teaching collaborations with undergraduate or graduate students
 - attendance at conferences or workshops on teaching
 - contributions to diversity, equity, and inclusion in the field or in the college
 - pursuit of professional development opportunities

- record of service contributions to the program, department, college, and/or university
- awards or recognition

TEACHING AND RESEARCH ASSOCIATE PROFESSORS

Candidates being considered for hiring at, promotion to, or reappointment at the level of Teaching or Research Associate Professor must demonstrate a sustained record of effective contributions in each of the different areas under consideration, relative to the stipulations of the letter of agreement and MOU, if applicable. Candidates for reappointment and promotion will prepare a dossier that demonstrates their accomplishments relevant to the contractual responsibilities as identified in the initial appointment or subsequent reappointment letters.

The dossier will include:

- Curriculum Vita
- Current copy of the MOU, if applicable
- A statement of teaching, and/or research, and and/or service as aligned with the responsibilities of each faculty member. The faculty member should make explicit the percentage allocation assigned to each area of effort in their statement. The statement (not to exceed 5 pages,) should outline professional goals, achievements, methodologies and approach(es).
- A portfolio of materials (not to exceed 15 pages) demonstrating performance and achievements aligned with the contracted roles and responsibilities. The department chairperson is available to assist with selecting materials. These may include:
 - evidence of contributions to curricular development and/or pedagogical innovation
 - student course evaluations (supplied by OIR), feedback from TAs and graduate student advisees (where applicable), and testimonials from alumni
 - course or curricular assessments measuring student learning outcomes
 - Peer teaching feedback
 - a record of course enrollments
 - a record of student mentoring and advising
 - evidence of contributions to curricular development and/or pedagogical innovation
 - undergraduate research, community engagement experiences, and capstone project mentoring
 - Graduate research mentoring, including for masters students thesis and capstone experiences

- advising in the context of study abroad, awards or fellowships, or for admission to graduate studies
- TA training and/or serving on doctoral or thesis committees (where applicable)
- research and/or teaching consultation to faculty and students
- research and/or teaching products including research and/or teaching funding and funding proposals
- evidence of research and/or teaching collaborations with undergraduate or graduate students
- presentations at conferences or workshops on teaching
- research products including research funding and funding proposals
- Leadership in research and/or grants
- Leadership in teaching and pedagogy, for example, developing, supervising, or leading student service, experiential, or community-based learning or research, innovative contributions to the college or university curriculum, pedagogy, or research program(s)
- evidence of research collaborations with undergraduate or graduate students
- contributions to diversity, equity, and inclusion in the field or in the college
- pursuit of professional development opportunities
- record of service contributions to the program, department, college, and/or university, for example, mentoring other faculty in teaching, sitting on review committees for teaching faculty, conducting peer teaching observations, membership on search committees, membership on awards committees
- awards or recognition

For reappointment, the candidate presents an updated version of the dossier reflecting progress made, and including, for example, goals met or new goals established, research projects completed or initiated, service appointments or projects completed or begun, an outline of accomplishments, honors, and awards received since the last reappointment, proposals submitted, new pedagogical projects, experiments, and/or innovations.

TEACHING OR RESEARCH FULL PROFESSOR

Candidates being considered for hiring at, promotion to, or reappointment at the level of Teaching or Research Full Professor must demonstrate a record of excellence and leadership in each of the different areas under consideration, relative to the stipulations of letter of agreement and MOU, if applicable. Candidates for reappointment and

promotion will prepare a dossier that demonstrates their accomplishments relevant to their contracted responsibilities.

The dossier will include:

- Curriculum Vita
- Current copy of the MOU, if applicable
- A statement of teaching, research, and service as aligned with the responsibilities of each faculty member. The faculty member should make explicit the percentage allocation assigned to each area of effort in their statement. The statement (not to exceed 5 pages,) should outline professional goals, achievements, methodologies and approach(es).
- A portfolio of materials (not to exceed 15 pages) demonstrating performance and achievements aligned with the contracted roles and responsibilities. The department chairperson is available to assist with selecting materials. These may include:
 - evidence of contributions to curricular development and/or pedagogical innovation
 - student course evaluations (supplied by OIR), feedback from TAs and graduate student advisees (where applicable), and testimonials from alumni
 - course or curricular assessments measuring student learning outcomes
 - Peer teaching feedback
 - a record of course enrollments
 - a record of student mentoring and advising
 - evidence of contributions to curricular development and/or pedagogical innovation
 - undergraduate research, community engagement experiences, and capstone project mentoring
 - advising in the context of study abroad, awards or fellowships, or for admission to graduate studies
 - TA training and/or serving on doctoral or thesis committees (where applicable)
 - research and/or teaching consultation to faculty and students
 - research and/or teaching products including research and/or teaching funding and funding proposals
 - evidence of research and/or teaching collaborations with undergraduate or graduate students
 - presentations at conferences or workshops on teaching
 - contributions to diversity, equity, and inclusion in the field or in the college
 - pursuit of professional development opportunities

- record of service contributions to the program, department, college, and/or university, for example, mentoring other faculty in teaching, sitting on review committees for teaching faculty, conducting peer teaching observations, membership on search committees, membership on awards committees
- awards or recognition
- evidence of educational leadership or educational research, including, for example, presenting at educational conferences, workshops, or symposia, providing mentoring to other faculty members in teaching, involvement with the Office of Educational Innovation or the Center for Innovation in Teaching and Learning
- a record of excellence contributing to the professional environment, for example, through collaboration, co-teaching, and building community partnerships
- A record of leadership or excellence in service to the program, department, college, and/or university, or to the field of education or to the discipline at large
- Significant service role such as co-directing a program or serving as associate chair
- National or international reputation for excellence in teaching and/or research

Evidence of leadership or prominence in the three areas under consideration may be demonstrated in ways deemed appropriate by the department and the candidate.

Examples include, but are not limited to:

- making significant, innovative contributions to the college or university curriculum, pedagogy, or research program(s)
- developing, supervising, or leading student service, experiential, or community-based learning or research, particularly with marginalized populations
- taking a leadership role in the assessment of learning or of research programs
- serving as a primary advisor or mentor to students who themselves are competitive at a national level
- contributing to the production of textbooks or other instructional materials
- receiving invitations to serve as an expert in one's field or to make presentations at other educational institutions, national conferences, or conventions
- service to the discipline or education-related entities in the field
- establishing a presence in the media (op-ed, online teaching)

For reappointment, the candidate presents an updated version of the dossier reflecting progress made, including, for example, goals met or new goals established, research

projects completed or initiated, service appointments or projects completed or begun, an outline of accomplishments, honors, and awards received since the last reappointment, proposals submitted, new pedagogical projects, experiments, and/or innovations.