Department of Education and Human Services Departmental Handbook of Policies and Procedures

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March 2025
College of Education

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Lehigh University Non-discrimination Statement

Lehigh University upholds the Principles of Our Equitable Community and adheres to all federal, state, and local civil rights laws prohibiting discrimination and harassment in employment and education. The University does not discriminate in its admissions practices, employment practices, or educational programs or activities on the basis of age, color, disability, ethnicity, familial status, gender expression, gender identity, genetic information, marital status, national origin (including shared ancestry), pregnancy or related conditions, race, religion, sex, sexual orientation, and veteran or military status, except as may be permitted by law.

The University also prohibits retaliation against any person opposing discrimination or harassment or participating in any internal or external investigation or complaint process related to allegations of discrimination or harassment.

Any University employee or student who acts to deny, deprive, or limit the educational, employment, residential, or social access, opportunities, and/or benefits of any member of the Lehigh community on the basis of age, color, disability, ethnicity, familial status, gender expression, gender identity, genetic information, marital status, national origin (including shared ancestry), pregnancy or related conditions, race, religion, sex, sexual orientation, and veteran or military status is in violation of the Policy on Harassment and Non-Discrimination.

Any person may report discrimination or harassment (whether or not the person reporting is alleged to have experienced the conduct) in person, by mail, by telephone, by video, by email, or by online reporting form, at any time using the contact information listed for the Equal Opportunity Compliance Coordinator/Title IX Coordinator (below).

As a recipient of federal assistance for education activities, the University is required by Title IX of the Education Amendments of 1972 (Title IX) to ensure that all of its education programs and activities do not discriminate on the basis of sex. Sex discrimination is prohibited by Title IX and the Policy and includes sexual harassment, sexual assault, dating violence, domestic violence, stalking, quid pro quo harassment, hostile environment harassment, disparate treatment, and disparate impact.

Questions regarding Title VI, Title VII, Title IX, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, or any other equal opportunity laws or regulations should be directed to the following individual:

Equal Opportunity Compliance Coordinator & Title IX Coordinator
Office of Equal Opportunity & Title IX Compliance
Alumni Memorial Building, Room 305B
27 Memorial Drive W
Bethlehem, PA 18015
610-758-3535
eocc@lehigh.edu
eocc.lehigh.edu

lehigh.edu/go/harassmentpolicy
lehigh.edu/go/sexualmisconducttix
lehigh.edu/go/harassment

Organization and Structure

College of Education Diversity, Equity, and Inclusion

Diversity, equity, and inclusion (DEI) is a central value in the College of Education's mission. We endeavor to promote COE students' ability to engage with diverse perspectives, create welcoming and supportive environments for others, develop empathy, and challenge inequities. As such, all degree (Master's and doctoral) curricula require a minimum of one course with a substantive focus on DEI. The department encourages degree programs to infuse DEI in coursework as much as possible.

College of Education Organizational Structure[1]

The College of Education consists of:

- A single department, the department of education and human services (EHS department, or the department), comprised of a set of interrelated academic programs
- Centennial School
- The Center for Promoting Research to Practice (CPRP)
- The global distance graduate degrees and training office

College Administration

The College of Education is led by a college dean supported by two associate deans. The dean's office is also supported by a variety of staff positions. The EHS department is led by a department chairperson and an associate department chairperson.

Appointment Process

The associate deans, department chairperson, and associate department chairperson are appointed through an open process of peer- or self-recommendation to the dean upon a call for applicants in light of an upcoming vacancy in that position. Applicants submit a brief statement indicating their reasons for seeking the appointment which is addressed to the dean and subsequently circulated to the faculty. The dean surveys the faculty on their opinion. Feedback on the candidate(s) will be reviewed by the dean and dean's cabinet towards achieving a consensus appointment to be made by the dean.

Program Definition

An academic program consists of a cluster of Lehigh graduate certificate programs, external certification programs and/or degree programs that share a similar professional or research focus.

[1] Adopted May 1994, edited June 2008, May 2013, December 2017

A program director is appointed by the department chair after consultation with the program faculty. Program directors serve three-year renewable terms.

Program Configuration

The EHS department consists of the following five academic programs:

- Counseling Psychology (CPsy or CPsych)
- Educational Leadership (EdL)
- School Psychology (SchPsych)
- Special Education (SPEd)
- Teaching, Learning and Technology (TLT)

Non-program Structure

All centers (present and future) and externally funded long-term research or training programs report directly to the dean of the college and coordinate with the chair on matters of faculty buy- out and student support. The department chair has a voting position on the Centennial School governance council.

Department Chair Job Description[2]

The department chairperson is a faculty member, with the rank of full or associate professor, in the department and has all the rights and responsibilities of a faculty member. The primary function of the chair is to carry out the business of the EHS department.

The chair facilitates the long-range development of the department within the context of College and University vision, mission, and goals. He, she, or they articulate the department's goals and needs within the University, and work with the dean to advance the department's programs—both within and outside the institution.

Because a department's reputation is built upon the quality of its faculty and students, the chair plays a leadership role in faculty hiring and faculty development. The chair is an *ex officio* member of all departmental faculty search committees and interviews all candidates. The chair conducts regular mentoring sessions with departmental pre tenure faculty members and participates in new faculty orientation. Term faculty also report to the chair.

Financial Tasks

- Sign off on internal funding applications
- Approves departmental purchases and expenditures
- Oversees departmental financial accounts
- Distributes tuition scholarships and graduate assistantships to academic programs

[2] August 2013, June 2019

Petitions

- Petition to graduate
- Petition to be a teaching apprentice (TA) with a faculty member
- Generic graduate student petition to committee on standing of graduate students (SOGS)
- Petition for full-time certification
- Petition for permission for work overload
- Petition for student permission for academic overload

Faculty Support

- Evaluates faculty and departmental staff performance for the purposes of recommending merit pay decisions to the dean of the College
- Conducts merit meetings
- Mentors assistant and associate professors on promotion and tenure duties
- Monitors faculty and adjunct teaching performance, following up on problems
- Convenes and chairs department faculty and program director meetings
- Addresses staff and faculty grievances
- Determines faculty teaching loads
- Oversees the work of standing and ad hoc departmental committees

Associate Chair Support

- Participates in regular meetings with the associate chair to discuss department issues
- Works with the associate department chair to schedule and conduct annual, reappointment, triennial, promotion and/or tenure reviews of tenure-track faculty, as per guidelines set forth in the rules and procedures (R&P) of the faculty, as well as provided by the provost's office

Promotion and Tenure Reviews

- Manages POP and Term Faculty reviews
- Manages tenure and promotion process
- Responsible for contacting and securing external tenure and promotion reviewers
- Tracks external reviewer lists for tenure and promotion

Academic and Student Support

- Addresses student concerns about faculty research supervision
- Reviews and evaluates academic program student admissions decisions with Associate Dean for Graduate Studies.
- Ensures that student grievances are addressed in accordance with college-specific procedures, where appropriate, and comply with University processes and mechanisms

- Works with the department coordinator and program directors to produce course schedules for each semester

Miscellaneous

- Manage department policy proposals and approvals
- Represent the COE on the chairs' executive committee convened by the provost's office, as well as on other University committees as assigned by the COE dean or provost

Associate Department Chair Job Description[3]

The associate chair, an academic administrator position, is the primary point of contact for faculty reviews.

Manages faculty reviews

- Serves as the college level administrative director (CLAD) for the College and is the point person for promotion and tenure procedures, including faculty members' portfolio development.
- Coordinates the promotions and reviews timeline with department coordinator, Chair, and Provost office
- Contacts faculty to inform them of pending reviews
- Reviews portfolio materials for tenure-track and term faculty as they progress through promotion and tenure, reappointment, annual, and triennial reviews before faculty candidates submit portfolios to Chair. Drafts all department tenure and promotion, reappointment, annual, and triennial review letters emanating from faculty review of tenure-track and term faculty
- Updates dossier preparation documentation for tenure and promotion, reappointment, annual, and triennial reviews in the College
- Runs annual sessions on preparing materials for all types of reviews

Reviews faculty course evaluations

- Offers assistance to tenure-line and term faculty as needed
- Notifies program directors of adjunct faculty members with low scores on course evaluations

Management of Adjunct Approval Procedures

- Establishes and maintains system for staff and faculty to provide adjunct information (e.g., CVs, evaluations, list of current adjunct faculty) in coordination with the Department Coordinator
- Oversees annual review of adjuncts in spring of each academic year

[3] August 2013; Updated July 2019; Updated May 2023

Faculty Mentoring

- Remains informed of university-sponsored mentoring events and regularly communicates events to COE faculty and facilitates their engagement as necessary.
- Coordinates and provides faculty mentoring events

Committees

- Attends meetings of the Associate Deans of Faculty Affairs for purpose of facilitating communication and coordination with the Provost office
- Attends university wide meetings of Department Chairs
- Serves on dean's cabinet
- Serves on chair's council
- Serves on nomination committee

Chair support

- Participate in regular meetings with the chair to discuss department issues
- Takes over chair duties if chair is unavailable or cannot perform specific duties (run faculty meetings)

Academic Program Director Job Description[4]

The Program Director

- Reports to the chair of the EHS department
- Is elected by the program faculty in consultation with the chair
- Serves for three years and may be re-appointed once
- Is an *ex-officio* voting member of the Departmental Chair's Council
- Is evaluated annually as part of the performance review process for salary administration
- Shall be responsible for the effective coordination and leadership for all aspects of the academic program
- Will be available for program related business at least one day per week during the summer.
- Will respond to college and department staff within 3 business days.
- All pertinent R&P of the faculty, as well as operating policies of the department, shall be applied as necessary and as appropriate in the exercise of these duties

Principal Duties and Responsibilities

[4] Title change November 2010; edited June 2013; edited May 2024

- Prepare, in consultation with program faculty, teaching schedules appropriate to the students' programmatic needs
- Coordinate, in consultation with program faculty:
  - the recruitment and admissions of students to the program
  - program and course changes, presenting any proposals to the departmental faculty for approval
- Coordinate the use and allocation of program-specific instructional and research resources, equipment and space, including both those of the University and those that may be provided by external agencies
- Make recommendations, when necessary, regarding the appointment of adjunct faculty
- Maintain accurate and up-to-date records of students enrolled in the program
- Monitor the progress of all students, especially doctoral students, within the program
- Attend meetings of the chair's council and represent the views and interests of the program students and faculty when necessary and/or appropriate
- Coordinate and prepare program-specific material for use by external accrediting or evaluating bodies and for the purposes of long-range planning
- Make recommendations, after consultation with the program faculty, to the chair regarding the appointments of graduate assistants, research assistants, and teaching assistants (GA/RA/TA) and the awarding of scholarships and fellowships
- Mentor and support the professional development of pre tenure faculty
- Hold meetings of the program faculty at regular intervals during the course of the academic year
- Serve as the initial point of contact for faculty and student concerns and complaints

Compensation

As compensation, program directors are released from one 3-unit course per academic semester for a 1-1 load and will receive $6,000 for professional development activities per academic year. Program directors with a course buyout from a grant may, upon approval from the Department Chairperson and Dean, be further reduced to a 0-1 or 1-0 course load. Program directors may also request an additional half-time GA. Specifically, a program director with no GA support may request a half-time GA; and, a program director with a half-time GA may request an additional half-time GA. All requests are made to the Department Chair's office. These GA positions are above and beyond those typically allotted to the Department.

This policy of compensation is reviewed annually and continued at the discretion of the dean.

Associate Dean for Graduate Studies Job Description[5]

The associate dean, an academic administrator position, is the primary point of contact for graduate education processes affecting the College. They perform a wide variety of academic administrative activities that promote growth and innovation in educational programming; support graduate

[5] July 2019; updated July 2024

student recruitment and retention; and collaborate with faculty and staff on policy development and implementation. The Associate Dean for Graduate Studies works closely with the dean and other associate deans within the College and across the campus to implement the core values and strategic plan of the College. In addition, they work closely with the department chair to develop, implement, and evaluate policies that promote and enhance graduate education in the College. The associate dean is responsible for supervising program development, admissions, global programs, and marketing and communications and serves on university committees pertaining to graduate education.

Specific responsibilities include:

Professional Education

- Work with program directors and the department chair in coordination of periodic review of graduate programs informed by continuous assessment
- Provide relevant administrative support to the department chair and program directors to ensure programmatic and College compliance with accreditation
- Lead the development and implementation of new graduate academic programs in collaboration with the director of program development
- Coordinate with the Center for Career and Professional Development and the Office of Professional Certification to offer programming that supports attainment of post-graduate outcomes
- Collaborate with program coordinators and program directors on retention initiatives
- Work with program coordinators to monitor academic progress of graduate students
- Support program directors in addressing concerns related to student progress
- Review student petitions regarding special requests related to student programs (e.g., special waivers and consideration in exceptional cases)
- Coordinate College student awards and fellowships
- Work with other University administrators to develop graduate student policies and initiatives
- Collaborate on initiatives to enhance the graduate student experience
- Ensure College policies support graduate student success
- Collaborate with the Office of Institutional Data on reporting (e.g., US News and World Report, Peterson's Survey)
- Primary point person for the United Educators Report

Global Engagement and Impact

- Support the associate director of global programs in developing and implementing global partnerships and programs, including enrollment initiatives and the summer institute
- Collaborate with the department chair to provide administrative oversight for student and faculty exchange opportunities

Operational Growth

- Collaborate with Graduate Admissions for domestic, global, and Fulbright admissions
- Advise admissions staff on graduate admission procedures, including English proficiency, in alignment with university guidelines
- Assist with efforts to recruit high-quality graduate students to grow enrollment, including managing the COE Student Ambassador program
- Lead the creation and implementation of affiliation agreements with target undergraduate institutions as related to graduate programming
- Support the director of program development to develop, implement, and manage online programming
- Lead development and implementation of undergraduate programming and pathways to graduate programs
- Collaborate with and support the COE manager of marketing and communications

Associate Dean for Research Job Description

The associate dean for research is responsible for overseeing and supporting research and scholarship activities undertaken by COE faculty and students. This responsibility includes support and oversight related to preparation and submission of internal and external grant applications.

Specific responsibilities include:

Administrative and supervisory

- Collect and communicate data regarding research and scholarship objectives of COE strategic plan
- Collaborate with director of Center for Promoting Research to Practice (CPRP) in planning, organizing, and implementing CPRP initiatives
- Supervise and support work of term faculty (e.g., research faculty) assigned to assist faculty and students with research design and statistical analyses
- Maintain the membership of the Graduate Student Research Advisory Council (GRAC), which includes one student from each of the COE doctoral programs
- Operate as a liaison to the Bethlehem Area School District to vet faculty and student proposals for research within the district
- Oversee faculty and student request for research-related resources (e.g., "cold room" access) as needed
- Oversee Stout Dissertation Award nomination and review process for COE

Research, Scholarship, and Grant Applications

- Plan, organize, and supervise all activities related to preparation and submission of internal and external research grant applications from COE

- Supervise and support work of senior grants specialist
- Consult with and mentor COE faculty and students regarding preparation of grant applications
- Periodically assess research and scholarship needs of COE faculty and doctoral students to prioritize support areas and strategies
- Conduct surveys of COE faculty research and scholarship activity
- Organize and manage password-protected website that provides COE faculty with grant application resources and templates
- Review and approve all external grant submissions for office of research and sponsored programs
- Review and approve all internal grant submissions. For those grant submissions that include graduate student tuition cost-share, coordinate with EHS department chair to reserve tuition scholarship credits if the grant is awarded
- Allocate conference travel support to COE faculty and students
- Collaborate with COE director of marketing in development, implementation, and maintenance of research and scholarship webpage disseminating information about COE faculty and student research activities
- Collaborate with program directors and CPRP director to display posters of recent research in Iacocca Hall
- Review COE faculty requests for course load reduction to prepare external grant applications for research funding
- Communicate with department chairperson matters related to faculty requests for course load reduction on external grants
- Organize, implement, and evaluate workshops on grant preparation, research design, data analysis, and related research and scholarship activities for COE faculty and students

Meetings and Participations

- Participate in administrative coordination team (formerly dean's cabinet) meetings
- Participate as member of University's Data Governance Executive Committee
- Participate as a member of the VPR's Research Advisory Committee
- Meet bi-weekly with dean to address all research-related issues
- Collaborate with the GRAC on a regular basis to keep them informed and solicit their feedback on upcoming programming
- Plan and coordinate Writer's Retreats for COE graduate students (1-2 per semester)
- Participate in department health and well-being initiatives (ex. research lunches)
- Participate with the LEARN Coalition Deans advocacy group through periodic meetings in Washington DC
- Participate as a member of the Friends of IES education research advocacy group
- Participate in advocacy meetings with state legislators in Harrisburg
- Attend conferences for Deans/Associate Deans of Colleges of Education (e.g., CADREI), as needed
- Other responsibilities as assigned by the dean of the College

College of Education Standing Committees[6] [7]

College Committees
(Number of Vacancies Needed to be Filled by Faculty = 9)

The standing committees of the College of Education include the Nominations Coordinator, the Promotion and Tenure Committee, and the Diversity Committee. In total, there are 6 positions needed to be filled by faculty.

Descriptions of each committee are listed below.

NOMINATIONS COORDINATOR (Revised from Nominations Committee to Coordinator, approved by COE faculty April 8, 2022; revised with faculty vote on May 12, 2023)

The College of Education nominations coordinator is a tenure-track faculty member elected for a three-year term. This individual will be supported by the Associate Chair of the Department. With a workload equity frame that centers (a) transparency of roles and the process for assigning faculty to committees and (b) clarity of service/engagement needs and responsibilities, the nominations coordinator is responsible for ensuring that faculty are (1) following the faculty rank sensitive-opt-out system voted upon by faculty; (2) aware of the roles and responsibilities involved for each committee; and (3) able to access documentation that includes the name of the faculty member(s) serving in each of the College and University standing committees or ad hoc committees. This document will be made available to all faculty, including members of the College leadership to better ensure that no one (or group) of individuals is being overtasked with service responsibilities. College leadership should consult this document before asking a faculty member to serve on an ad hoc committee.

The nominations coordinator is responsible for identifying faculty that are to be assigned based on the opt-out system to a College or University standing committee. The opt-out process will proceed according to the following steps.

- In February of each year the nomination coordinator and associate chair (e.g., nomination committee) will ask faculty to 1) confirm that current standing committee memberships, and 2) provide the nomination committee with information regarding restrictions and preferences for committee nomination

- The nomination committee will nominate faculty for committee assignments, based upon randomization according to expectations for rank and in consideration of faculty preferences and restrictions.

[6] Edited January 2023; May 2023
[7] See Lehigh R&P sections 1.3.1.1 & 1.3.3.4

    - Preferred committee nominations will be met if 1) it is consistent with the faculty member's rank and expected service commitments, and 2) it does not create an imbalance in meeting other faculty members' expected service commitments

- The list of new committee assignments will be made available for faculty review by the March departmental meeting. Faculty will have one week to confirm their acceptance of the assignment. Faculty members may request to opt-out of the assignment by providing their request in email to the nomination coordinator and associate chair. Should the faculty member's request to opt-out is granted, the nominations coordinator will inform the next name on the randomized list.
- Throughout the nomination process, the nominations committee will provide a report of progress towards filling committee openings, including the randomized assignment results, faculty confirmation or request to opt-out of assignments, at departmental meetings.

This newly approved process will be flexible during the 2023-2024; 2024-2025; and 2025-2026 Academic Years to account for existing assignments. Faculty granted Academic or Family/Medical Leave are responsible for identifying a faculty member to fill-in while they are on leave.

NOTE: # of COE Faculty needed = 1

PROMOTION AND TENURE COMMITTEE [Revised version approved by COE faculty April 17, 2009]

The college promotion and tenure committee consists of five elected tenured university faculty members. Three members are elected from the college as a whole, two of whom shall be full professors. The college elects two members in related disciplines from the faculties of the other three colleges. These members shall be at the rank of full professor. Each elected member serves a three-year term. No member may serve more than two terms consecutively.
Each year the college nominations committee shall prepare a slate of candidates for each open position. The committee will elect its own chairperson, and it may establish additional operating procedures, consistent with R&P. The committee will present an annual report to the college faculty. There shall be no confidential material in this report. While the committee may establish additional operating procedures, the following may be changed only by majority vote at a duly constituted faculty meeting: 1. College of Education members of the promotion and tenure committee will not vote as members of the Department Committee (e.g., tenured faculty of the college) when it considers the candidate at the departmental stage of the promotion and tenure review process 2. All five committee members must be present at any meeting where tenure is discussed. All members will vote on all promotion and tenure decisions of assistant professors. All full professors on the committee must be present at any meeting where promotion to full professor is discussed. Only full professors on the tenure committee will vote on the promotion to full professor. In the latter case, if a faculty member is on sabbatical or an associate professor currently serves on the committee, then

the Department Chair or Associate Chair will replace the associate professor on the committee for that case only. 3. All tenure and promotion proceedings are to be kept confidential. All cases involving tenure are the province of the full tenure committee.

Tenure and promotion recommendations by the committee require a majority vote, with no abstentions by eligible voters. The vote is reported to the dean with each recommendation. 5. In cases in which the vote is not unanimous, both a majority report and a minority report will be submitted to the dean, with each conveying the reasons for the recommendation. 6. Each candidate's complete file will be available to all committee members during the evaluation period. 7. In the event that a file is incomplete or deemed inadequate, the committee will follow the 2.2.6.9, paragraph 2. 8 in Rules and Procedures of the Faculty. The committee chair will present confidential summary reports to the dean on the individual cases considered. These reports will include the vote of the committee (a majority vote for the candidate constitutes a positive recommendation) and a statement of reasons for each recommendation. The letters from each member voting will accompany this summary report.
(NOTE: # of COE Faculty needed = 3; 2 Full Professor; 1 Associate Professor)

DIVERSITY COMMITTEE [Standing committee added by COE faculty approval 12/12/08; Revised version approved by COE faculty April 8, 2022]

The diversity committee undertakes and oversees activities designed to enhance diversity in the College of Education. This includes oversight of the multicultural resource center, diversity speaker series, and other support to COE faculty, students, and staff. The committee shall consist of six members: two faculty (tenure-track or term faculty) in the college, two students in good standing in programs in the college, and two staff members employed by the college. At least one of the faculty members must be tenured. Across the three member categories, no more than two representatives from any one college academic program shall serve on the committee. Each year the committee shall elect its chairperson from among the tenure-track faculty. One faculty member is elected to a 3-year term by the college faculty in the spring semester of each academic year, producing staggered terms of service. In the second year of his or her term, a faculty member shall serve as junior co-chair, while in the final year of his or her term that faculty member shall serve as senior co-chair. Every spring a student member shall be appointed to serve a two-year term, producing staggered terms of service. Student members are appointed by the Education and Human Services department chair from among students nominated either by themselves or by others. Every spring, a staff member shall be appointed to a two-year term by the Education and Human Services department chair from among staff members nominated either by themselves or by others. This produces staggered terms of service for staff members.
(NOTE: # of COE Faculty needed = 2)

Service Expectations for Faculty by Tenure & Rank

The table below was approved by COE faculty as a guideline for faculty services commitments, considering their titles, rank, and tenure status.

Rank/Classification	**Minimum Service Expectation** **(Note: program service is required at all ranks in this model)**
Term Faculty	1 University Committee OR 1 College Committee OR 1 Ad hoc Committee
Pre-Reappointment Pre-Tenure Assistant Professor	1 College Rep OR 1 College Committee OR 1 Ad hoc Committee
Reappointed Pre-Tenure Assistant Professor	1 University Committee + 1 College Committee/Ad hoc Committee
Associate Professor	1 University Committee + 1 College Committee + 1 Ad hoc Committee
Full Professor	1-2 University Committees* + 1 College Committee* + 1 Ad hoc Committee *should chair at least one of these committees
College Leadership	One service unit (i.e., committee) less than service commensurate with rank OR service commensurate with rank given compensation and course releases are provided for these roles.

Operating Principles for the Center for Promoting Research to Practice – Schools, Families, Communities[8]

Mission:

The mission of Lehigh University's Center for Promoting Research to Practice (CPRP, or the Center) is to generate new knowledge that will truly impact the lives of individuals with disabilities or those at-risk for disabilities.

The primary objective of the Center is to create a living laboratory that establishes partnerships with schools, parents and families, and community service providers to enhance the use of best practices for individuals with disabilities.

[8] Approved by COE faculty May 2002, edited June 2018

Building the Infrastructure:

The CPRP needs to build an infrastructure that will allow it to offer the resources needed by faculty to develop a research rich environment. Although the CPRP had initial funding for an executive director, an individual responsible for web development, and a part of a secretary, these funds were not sufficient to sustain more than an 18-month period of development. The key needs for the CPRP are for a permanent executive director that represents a tenured or tenure- track faculty member, a business manager who can oversee budgets of several projects embedded in the CPRP, a web development person who can support projects brought into the CPRP, and the possible hiring of a staff of data collectors who can support various projects.

The infrastructure can be built in several ways. First, profit from LUAS will support the CPRP. After covering costs of LUAS, profits exceeding the costs will be shared with COE.

Second, CPRP runs the Applied Behavior Analysis certificate program. CPRP hires adjuncts to teach courses in the verified course sequence approved by the Behavior Analyst Certification Board (BACB) and the practicum offered through LUAS. CPRP is responsible for assuring all BACB approvals are up to date and CPRP faculty and staff provide advising for all students. CPRP retains a portion of student tuition.

Third, when grants are submitted through the auspices of the CPRP, the budget will be constructed to contain a small portion of the personnel costs for these types of positions. The exact amount will be negotiated between the executive director and the prospective principal investigator (PI).

Fourth, when grants are submitted through the CPRP, the department portion of Research Incentive Funds (RIF) are returned to the CPRP and not the department. Dollars are returned on the indirect costs at a rate of approximately 3% per year of total ICR, as defined in the RIF formula implemented by the office of research and sponsored programs at Lehigh.

Fifth, when grants are submitted through the CPRP, faculty will often write in their time dedicated to the project. For many grants, the amount of time may be as high as 50% of the calendar year. The cost of faculty buyout as per departmental policy is 10% of academic year salary per course. The cost of teaching replacements for the department is the cost of an adjunct hired to teach the course (approximately $4750). Thus, there is a portion of dollars that is available above the cost of teaching replacement for each course bought out by a faculty member. Current policy is for those dollars to remain within the departmental budget to provide additional discretionary dollars that the chair can use to support departmental needs. Most of these discretionary dollars will remain with the CPRP, rather than the department. Specifically, the CPRP retains 80% of the dollars beyond teaching replacement costs and the department retains 20%.

Here is an illustration:

Faculty A receives a grant that allows a buyout of 1 course. The total dollars available for the academic year buyout in the project is $10,000. The department first claims money for adjunct replacement. The remaining funds are divided between the CPRP (80%) and the department (20%).

Sixth, COE has a policy of returning to PIs a portion of the return through revenue streams to the College on indirect cost return (ICR). The dollars returned to PIs is based on a formula that calculates the proportion of which the projects held by the PI contribute to the total ICR return to the college. The percentage of contribution is multiplied by the amount of dollars returned under the revenue streams formula.

There are two important issues that need to be considered in formulating a future policy for the distribution of COE funds:

1. The COE distribution to PIs must be equivalent (or greater in the CPRP) whether the project is in the CPRP or the department
2. The CPRP needs to benefit from the COE RIF return policy as well

Because the CPRP will be taking a percentage of the overall return (as will the dean), the following formula will be employed:

The dean receives 25% of the University ICR return to the College which is used to invest in new programs and strategic initiatives. Calculation of the proportion of ICR contributed to the total is done in the same way as described above. The remaining dollars are distributed such that the PI receives 80% of the remaining dollars and the CPRP or department receive 20%. Thus, PIs would receive the same levels of support whether the project is in the CPRP or the department.

Here is an illustration:

Total ICR generated by COE in a single year is $1,000,000. Faculty B contributes $100,000 in that year to the ICR of the COE which represents 10% of the ICR return to COE for that year. Total return to COE after the revenue stream division is $800,000.

- Dean would take 25% of $800,000 = $200,000.
- Remaining dollars, $600,000, are divided such that 10% of the amount returned related to this project ($60,000) is divided such that the PI gets 80% ($48,000), and the Department and CPRP would get $12,000.

This policy applies only to newly submitted projects (both in the department as well as through the CPRP). Existing projects are subject to the existing policy, as modified by the dean (i.e., dean takes 50% of ICR return, remainder is distributed to PIs proportional to contribution to total COE ICR generation).

It is also noted that the policy of COE RIF return is in effect only if COE exceeds its specified target, as established by the University. Should COE fall below its target, dollars owed by COE to the University will be shared equally between the Center, department, and dean's office.

Types of Projects Remaining in Department versus Center

The CPRP shall be open to all types of projects that are consistent with its mission on Promoting Research to Practice. It is anticipated, however, that those projects whose primary mission is the training of students leading to degree or certification outcomes would be most appropriate to remain within the department rather than the CPRP.

Types of Resources to Be Developed and Offered by the CPRP

Once the CPRP is financially able, it is planned to hire a coordinator, part-time business manager, part-time individual responsible for web and Internet development, and a set of data collectors. The CPRP will provide budget development support along with templates for boilerplate sections of grants. The CPRP will also facilitate collaboration across discipline areas when projects require such efforts.

Global Distance Graduate Degrees and Training Office[9]

Mission Statement

The global distance graduate degrees and training office began in 2001 as the office of international programs, and its purpose is to provide online graduate education and training to students within Lehigh University's College of Education. The College's global distance initiatives are designed specifically to reach the global community, whether in international settings or in the United States. It offers graduate degree programs, principal certification, professional education certificates, summer professional institutes, and online academic courses throughout the academic year.

Since its inception, the global distance office has educated students from 67 countries across five continents. It offers masters and doctoral degree programs in educational leadership, and international school counseling.

Objectives

The goal of this office is to provide professional students meet their academic graduate goals while they continue to balance careers and continuing education. Students can use credits towards completion of a professional education certificate program, a doctoral or master's degree program or as non-credit towards professional development. The global online graduate degrees and training office offers the following degree programs:

- M.Ed. in Educational Leadership
- M.Ed. in International School Counseling

It offers professional education certificate programs in:

[9] Edited November 2020; December 2017

- College Admissions Counseling
- International School Counseling

Course Credit

Students must complete a minimum of four courses (12 credits) in order to complete a certificate program in one of these specialized areas. These programs are designed as a shorter alternative to a degree program. Students may later apply credits earned in a certificate program towards our degree programs.

Summer Institutes

Summer Institutes are offered every year and affords students the opportunity to network with other international students and leaders from around the world on Lehigh University's campus in Bethlehem, Pennsylvania. On occasion, the Summer Institute offers courses at The American College of Greece in Athens, Greece.

Organizational Structure

The global distance office is led by a director who reports directly to the COE associate dean for graduate studies. There is an assistant director and an office secretary who report to the global distance director.

Teaching-related Policies and Procedure

Departmental Policy on Faculty Teaching Load[10]

The teaching load in the EHS department is considered to be the equivalent of 18 credit hours (6 courses or equivalent) for the contracted academic year. All members of the departmental faculty are normally released from three credit hours (1 course or equivalent) per academic year for the following reasons:

- To fulfill the advising responsibilities appropriate to a graduate department.
- To engage in the normal committee assignments associated with managing the department and the University.
- To engage in the routine scholarship expected of a faculty member in such a department.

A normal teaching load is, consequently, considered to be 15 credit hours per year (5 courses or equivalent). This policy also recognizes that, in special circumstances, faculty members choosing not to engage in scholarship or significant departmental and University advising and service may be required

[10] Approved April 2000; revised May 2002, revised February 2008; edited June 2013, revised June 2018; revised November 2020

to teach in excess of 15 credit hours per academic year in order that they may fulfill reasonable contractual obligations.

The normal teaching load of 15 credit hours (5 courses or equivalent) can be reduced under the following circumstances and is subject to the following conditions:

1. When a new, untenured faculty member joins the department, a 6-credit-hour (2 course or equivalent) course load reduction will be granted during his, her, or their first academic year and a 3-credit- hour (1 course or equivalent) course load reduction will be granted during his, her, or their second academic year in order that he, she, or they may develop his, her, or their personal research program. This will bring the normal teaching load for his, her, or their first academic year to 9 credit hours (3 courses or equivalent) and the normal teaching load for his, her, or their second academic year to 12 credit hours (4 courses or equivalent).

2. A faculty member has time "bought out" by external contract or grant support. This "buy- out" time cannot exceed 6 credit hours (2 courses or equivalent) per academic year. The cost of a faculty member buying out an academic course is 1/10 or 10% of his, her, or their academic year salary. In some exceptional circumstances where faculty are able to reduce their academic teaching loads through the acquisition of external support, reductions below a 9-credit-hour (3 courses or equivalent) course load per year can only be granted after discussion and approval with the chairperson and dean. Programs must negotiate such reductions by demonstrating the capacity to maintain excellence in teaching and training of students.

3. When a faculty member is actually and demonstrably engaged in significant research and scholarly activities, his, her, or their teaching load may be reduced by 3 credit hours (1 course or equivalent) per academic year. The determination for such a reduction will be made in January by the department chair who may seek the advice of appropriate colleagues. The department chair will use data from the faculty-generated professional activity report (PARS report) to determine whether the reduction of 3 credits hours will be made. Such requests should be made during the annual evaluation period in January and should precede the formulation of the following fall semester teaching schedule. At the discretion of the chair, a reduction of teaching load can be made for a period of up to two years for those faculty who have maintained evidence of significant research and scholarly activities.

Reductions in teaching load described in 1-3 above will be made under the assumptions that:

1. The teaching responsibilities of the department with regard to its degree programs can be met by available adjunct faculty;

2. Students' progress toward their degrees is not unduly impeded by such reduction;

3. Adequate resources are available to provide for adjunct coverage.

The total reduction in teaching load under ANY combination of the above conditions should never exceed more than 9 credits (3 courses or equivalent). That is, the minimum required teaching load that is expected of all non-administrative faculty is 3 credits (1 course or equivalent) per academic semester. Under exceptional circumstances, and only with the permission of the chair and dean, a non-administrative faculty member would be permitted to reduce his, her, or their teaching responsibilities to one course per academic year for no more than a 3-year period.

Course Release Policy for Grant Activity[11]

Consistent with COE strategic plan goals (i.e., leading with research), this opportunity is designed to incentivize and support faculty members who are engaged in new grant proposal development.

Because working on a proposal can occur during the semester or during the summer (depending on the grant competition) and can take a significant amount of time, faculty members may be eligible for academic year course release or summer stipend based on key criteria.

Criteria for Eligibility

1. The faculty member should develop a brief written proposal detailing the following:
    a. Proposal topic
    b. Funding source and type of funding
    c. Length of funding for initial award
    d. Collaborators
    e. Role in the preparation of the proposal
    f. Inclusion of student support

2. Semester support
    a. When a faculty member intends to work on a proposal during a semester, the faculty member can request a 1-course release for that semester. The proposal to be developed must be significant. That is, the potential funding level should be high and the amount of work that must be done to complete the program must be correspondingly high.
    b. For example, National Science Foundation (NSF), National Institute of Health (NIH), foundational, or corporate opportunities that include funding of multiple graduate students and/or compensation for faculty time (e.g., course buy-out or summer salary) are appropriate venues for consideration.
    c. Conversely, working on a revision of a grant, working with another faculty member on a grant when the other faculty member will be doing most of the work, or proposals that do not require a great deal of work and time, or are for very modest funding, do not meet the criteria for potential course release.

3. Summer Support

[11] April 2012 (revised April 2019)

a. Because some grant competitions—for example, the Institute of Education Sciences (IES)—may involve late summer submission dates, faculty can request a stipend equivalent of a course buyout (i.e., adjunct instructor salary) for the summer when engaged in grant proposal preparation.
b. If a summer course stipend is requested, it is expected that the faculty member will be devoting significant time to grant proposal preparation and will not be teaching any summer courses.

4. The request must be made in a timely manner in order to allow the program to identify an adjunct faculty member to cover the course. The following guidelines should be followed:
   a. For a fall semester course release, the request should be made in March of the previous spring semester.
   b. For a spring semester course release, the request should be made in July of the previous summer.
   c. For a summer course release, the request should be made in December of the previous fall semester.

5. In addition to the above considerations, a number of other variables will play a part in the acceptance of the proposal:
   a. Other course buy-outs. For example, no faculty member can completely buy-out of teaching.
   b. Faculty vs. adjunct coverage of program courses: It is critical that most of the courses in our programs be taught by tenure track faculty members. Therefore, any course release decision should be made in consideration of program needs in this respect.
   c. Once a faculty member receives a course release under this policy, that faculty member will not be eligible to receive another proposal course release for the next 2 academic years.

6. All faculty requests will be submitted and reviewed in the following progression: program director, department chair, associate dean for research, dean.

Departmental Policy on Class Size Limitations

In general, minimum caps for survey type courses will be set at 16, doctoral seminar classes will be set at 12, and internship/practicum courses will be set at 8.

EDUC 403 RESEARCH[12]

Effective with the spring 2020 semester, enrollment in a single section of Educ 403 (Research) will be capped as follows:

On campus

[12] Passed at faculty meeting, September 1998, revised and passed at faculty meeting November 2019

Soft cap will be 16. Once the soft cap is reached, additional students may be added with instructor permission to a hard cap of 20. Section size may not exceed 20.

Distance (Winter Session Only)
Soft cap will be 12. Once the soft cap is reached, additional students may be added with instructor permission to a hard cap of 15. Section size may not exceed 15.

Rationale
The writing intensive nature of the Educ 403 course as currently offered warrants more individual student attention than can be given in a larger class of 28. This course is offered every semester and summer, providing ample opportunities for those who need it to register. Enrollments will be monitored each semester to ensure that enough sections of Educ 403 are offered to meet student needs and to ensure that students who need this course to graduate will be accommodated.

EDUC 471 DIVERSITY AND MULTICULTURAL PERSPECTIVES[13]

Based on recommendations made by the diversity task force and the chair's council, effective with the spring 2006 semester, enrollment in a single section of Educ 471 (diversity and multicultural perspectives) will be capped as follows:

On-campus
For courses that take place on Lehigh's campus, there will be a soft cap of 16. Once the soft cap is reached, with overrides additional students may be added up to a hard cap of 20. Section size may not exceed 20, however. Overrides will be coordinated by the course instructor and the associate chair for students who will work together to determine which students should be added.

Off-campus
For courses offered off-campus through the international program, the soft cap will also be 16, but the hard cap is 25.

Rationale
The goal of controlling section size for Educ 471 (diversity and multicultural perspectives) is to ensure course quality and assure that students have the proper environment in which to develop the intended awareness. There is much evidence that large sections inhibit such development and have a negative impact on both instructor and student learning and satisfaction.

The higher hard cap reflects differences in international enrollment timelines that make it difficult to determine section size until at or near the beginning of the course. In addition, when the course is taught synchronously (using live online sessions), the distribution of students across time zones usually produces smaller groups for discussion, since synchronous online courses normally are offered in two sessions per week in order to address these time differences.

[13] Passed at faculty meeting, December 16, 2005; edited June 2013

Policy for Independent Study/Independent Fieldwork or Internship/Applied Research

Independent studies (including fieldwork/internships and applied research permutations) are a valuable mechanism to provide students with an opportunity to pursue self-directed learning under the guidance of a faculty mentor. The goal is to allow students to explore topics that are not covered in existing courses, conduct research, or work on projects/complete experiences related to their academic or professional goals. Occasionally, independent studies may be used to replace required courses but this should be carefully considered given the implications to the burden on the faculty, how it may impact course enrollment, and the degree to which the student can meet the course competencies in an independent study.

Students who wish to pursue an independent study should first discuss this option with their advisor to determine if this is an appropriate course of action and determine who may serve as the faculty mentor. When approaching a faculty member about serving as an independent study mentor, the student should clearly communicate their rationale for the independent study and their identified learning objectives. A faculty member must supervise the student (i.e., cannot use an independent study for an advanced doctoral student to supervise less advanced students). Additionally, adjunct faculty are not permitted to supervise independent studies.

If the faculty member agrees to supervise an independent study, the student must submit the COE Independent Study/Independent Fieldwork/Applied Research form requesting approval to enroll in an independent study with a specified faculty mentor. Additionally, an abbreviated syllabus detailing the following must be submitted:

- The subject or topic of the study
- Clear learning objectives
- Timeline with key assignments/deliverables (e.g., research paper, final project, presentation)
  - For each credit hour, the student is expected to engage in work for 3 hours per week (i.e., 1 credit = 3 hours/week; 3 credits = 9 hours/week)
- Grading policy
  - Provide explicit information about how deliverables/final grade will be calculated (e.g., rubrics for assignment, weighting of assignments)
- Provide information about regular check-ins with students to ensure their progress. While bi-monthly personal check-ins (Zoom or F2F) are encouraged, each situation will be different, and regular email check-ins/virtual feedback on assignments may be sufficient.

The independent study form and associated syllabi must be reviewed and approved by the program director and Associate Dean of Graduate Studies prior to course registration.

Important considerations:

- Independent studies are over and above faculty's teaching load, so faculty should think carefully about their capacity before agreeing to supervise an independent study.
- In a situation where a student is requesting an independent study version of a required course, faculty should request context about the reason(s) why the student did not/could not take the required course when offered and whether that situation was preventable by the student.

When situations are preventable by the student, faculty are cautioned about the advisability of offering an independent study. It is also important to recognize that independent studies may create risk with accrediting bodies.

- A student cannot double-dip their effort on a GA/RA work on a project and the independent study. While there may be a rationale for both experiences for the student, an independent study must be conceptually different in work/deliverables than the RA/GA work.

College Policy on Summer and Winter Term Teaching Compensation[14]

Summer and Winter term teaching is considered "off-load," and faculty may or may not choose to participate. To be considered for summer or January term teaching, all courses must be rostered by the registrar. The COE dean, in consultation with the EHS chair, determines summer compensation for faculty. To receive an exception to the following COE summer or winter term teaching compensation policy, the EHS chair will seek permission to grant a waiver from the COE dean. This policy includes all individuals asked to teach COE courses, regardless of their primary College affiliation and/or the program in which they will be teaching.

Full Time Faculty Teaching Overload [15]

The instructor in courses that have 9 to 16 students officially registered at the end of the add/drop period of that term will be compensated no more than $2,300 per credit hour. (This is the same level of compensation as the previous four years). For the instructors of courses with fewer than 9 students officially registered at the end of the add/drop period of that term, the maximum compensation will be according to the table below:

Students registered	Compensation per credit hour	Total for a 3-credit course
9	$2,300	$6,900
8	$2,133.33	$6,400
7	$1,833.33	$5,500
6	$1,500	$4,500
5	$1,433.33	$4,300
4	$1,133.33	$3,400
3	$850	$2,550
2	$566.67	$1,700

[14] December 18, 2012 (Policy for 2013), updated December 2017, updated September 2020
[15] updated January 2025; Full time faculty include tenure track and non-tenure track individuals at a university/college.

Adjunct and Retired Faculty Course Size and Compensation

Adjunct and retired faculty will be compensated as follows, based on a 3-credit course:

Enrollment	Compensation per 3-credit course
2 students	$2,600
3 students	$3,600
4 students	$4,300
5 students	$4,750

Additional compensation is provided for enrollment of 17 or more students as follows:

17-18	$300
19-20	$400
21-22	$500
23-24	$600
25-26	$700
27-28	$800
29	$900
Over 30	$1,000

Co-taught Courses

If a course is listed for credit only and is co-taught with one or more faculty and/or speakers, panelists, etc., total compensation is calculated as though there is one instructor in the course. The salary compensation is determined for each individual as it pertains to his, her, or their affiliation to Lehigh University but will not exceed $2,300 per credit.

Cross-listed Courses

In the case of a cross-listed course, the College that incurs the cost of offering the course (including the payment of the instructor) receives all of the tuition revenue regardless of students' affiliations. Payment of the instructor follows the summer compensation policy of the college that contracted with the faculty member to offer the course. Faculty involved in a cross-listed college course should clear the expected compensation with the chair and dean of the appropriate college.

Supervision of Graduate Students

The University policy states that there is no compensation for the supervision of graduate students or graduate-student activities.

However, there are courses where adjunct faculty observe students within the field as opposed to teaching at regularly scheduled times, especially within our Educational Leadership and Teaching, Learning, and Technology programs. In these cases, adjunct faculty are compensated based on total effort during the term. The table below *estimates* total effort based on the number of observations and may vary. The respective program director confirms the number of observations by the end of the add/drop period.

Observations	Estimated Total Effort	Compensation
2	48 hours	$1,357.00
4	72 hours	$2,036.00
6	96 hours	$2,714.50
8	120 hours	$3,393.00
10	144 hours	$4,071.50
12	168 hours	$4,750.00
14	192 hours	$5,428.50
16	216 hours	$6,107.50
18	240 hours	$6,786.00
20	264 hours	$7,464.50
22	288 hours	$8,143.00
24	312 hours	$8,821.50
26	336 hours	$9,500.00
28	360 hours	$10,178.50

Courses Sponsored by Global Distance

For global distance-sponsored courses being taught at Lehigh, faculty will be compensated as per number 1 or 2 depending upon their affiliation with Lehigh University. The number of students needed per course for the compensation level follows number 1. For global distance-sponsored courses being taught overseas, the global distance office will issue separate contracts for those faculty.

Summer Institutes Taught Overseas

Faculty teaching week-long institutes at an overseas site will be provided with a separate contract from COE's global distance office. A minimum number of registered and paid-in- full participants are needed by a specified date for the institute to be offered. The cancellation of the institute will be done immediately following the registration deadline and faculty should not make any personal financial obligations to travel overseas until that date. A faculty member not consulting with the global online director (who then seeks approval from the COE dean) prior to making financial commitments will not be reimbursed if the institute is canceled.

Special Course Offerings

Courses that have non-credit as well as credit students will need an exception for the additional payment of speakers, panelists, faculty, etc. See number 10 of this policy for the process on how to seek exceptions in COE. In addition, a budget will have to be submitted to the EHS chair's office for approval by the COE dean before the course is listed in the summer catalog.

Exceptions

The EHS chair will seek approval from COE's dean for exceptions to the COE summer teaching compensation policy. This should be in writing.

Benefits

Contact the Lehigh human resources office for information concerning benefits for summer teaching or support.

COE Procedure for Offering Intersession Courses

Rationale

Graduate course offerings in one of the three potential intersessions (Winter term occurs after end of fall semester, but before start of spring semester; post-spring term occurs after the end of spring term, but before start of summer session; post-summer term occurs after end of summer session, but before start of fall semester) are relatively new, and as of now, the ways in which they are scheduled and offered are not well defined. Such intersession offerings may, however, hold great potential as we move forward, and COE programs may wish to consider offering more such courses in future. Our definitions of what constitutes an intersession course, as well as the procedures described below, are not, therefore, University definitions and procedures. They apply only to proposed intersession course offerings by the College faculty and programs.

The process by which courses are scheduled to be offered during fall, spring and summer terms is a collaborative one in which all COE program directors—and by extension, all program faculty are involved in considering how offered courses complement one another. This consultative and cooperative process is designed to assure that required courses are offered when needed by students, and that courses outside the normal academic year do not draw down the number of students available to allow courses in fall or spring semesters to "make" (meet required student minimums).

If, however, courses are offered without this level of consultation, the potential exists for a course to be offered that has negative effects on other course offerings. For example, a course offered in an intersession term might draw away students that would normally take the same course in spring and, thus, the spring section might not make minimum enrollment to run. Further, when we build our course schedules for fall, spring and summer terms, we are required to do so well in advance. This allows time for all concerned to consider implications of proposed course offerings and look for potential negative impacts. Presently, however, there is no early deadline for scheduling intersession courses. This means they may be scheduled quite late, allowing less time for program directors to consider such implications, while also creating time-crunch hardships for our department coordinator.

Thus, it makes most sense to have procedures for the approval of intersession courses. Those procedures are detailed below and the next page contains the form for proposing intersession course offerings.

Procedures

Deadline for Submitting Proposed Course Schedule

Given that January term courses most likely have implications for enrollments in spring courses, faculty wishing to teach January term courses need first to submit a proposed schedule to their program directors for discussion by program faculty and then for program directors to submit for discussion by chair's council by the same deadline as employed for the spring schedule.

Given that post-spring term and post-summer term intersession courses most likely have implications for enrollments in summer and fall courses, faculty wishing to teach post-summer term courses need first to submit a proposed schedule to their program directors for discussion by program faculty and then for program directors to submit for discussion by chair's council by the same deadline as employed for the summer schedule.

Consultation on Courses Affecting Students in More than One Program

If a faculty member or program proposes to offer a cross-program course that is likely one needed by students from multiple COE programs, such as a research methods course, he, she, or they need to consult in advance with the core faculty who normally teach such courses. This allows those core faculty to determine if there is likely to be any serious negative impact on enrollments in sections offered during spring and summer terms. Similarly, if a program or faculty member wishes to offer a course that might be marketed to students in another department or college, that other department or college should be consulted. Such consultation is designed to eliminate unintended effects on such courses that might, in turn, negatively affect students in multiple programs or departments.

Clarification of Intended Audience for Intersession Courses

A faculty member or program proposing to offer an intersession course needs to make clear whether the intended audience is domestic students, students at a distance, or a combination of the two. Once approved, that course may only be offered to the student audience for which it was approved; additional sections for other audiences may not be added, since they may change the impacts on other courses and sections scheduled to be offered in fall, spring or summer.

University Policy on Handling Adverse Weather Conditions and Emergencies[16]

Decisions to curtail University operations are made by the University Provost or President and are provided in detail via the Absence Due to Adverse Weather Conditions Policy.

Policy for Staff Working Remotely [16]

COE staff members, at the discretion of their Supervisors, may work remotely up to 2 days per week. Supervisors and staff are responsible for coordinating a schedule that provides complete coverage for all COE office units during normal business hours of M-F, 8:15 a.m. to 4:45 p.m. Supervisors are also responsible for ensuring all requirements of the University's Flexwork Place Policy are in place. Additional considerations include:

- Staff members must be fully accessible during remote work. For example, all phones should be forwarded, emails should be read and responded to regularly, contact information on website updated, etc. Remote staff schedule and contact information must be clearly available and communicated for all on-campus inquiries.
- Emergency contacts and information must be clearly visible at all times.
- Any on-campus events or programs must be adequately staffed (defined by the supervisor) during regular campus business hours of 8:15 a.m. - 4:45 p.m. M-F.
- Supervisors have the right to occasionally change a remote schedule, with notice, to provide coverage during others' paid time away from work, for important in-person meeting/event preparation or attendance, for an unexpected illness or other unforeseen situations.
- Remote office space must be professional, approved and imaged Lehigh equipment must be used with working cameras and microphones, and free of distractions. Business casual attire is required during Zoom meetings.
- Clear success metrics for remote work must be defined, reviewed, and documented as an expectation between the supervisor and employee, with regular check-ins.

This policy for staff working remotely is reviewed annually and continued at the discretion of the Dean.

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[16] Adopted May 2019

College Policies on Classes during Adverse Weather

Excusing Student Absences When Buses Are Not Operating[17]

As noted under the University policy on handling adverse weather, the provost issues decisions on whether or not the University will remain open during adverse weather. On rare occasions when the University remains open in adverse weather, Lehigh buses may, however, cease to run, preventing some students from attending class. In such cases, the absences of these students are to be excused and they are to be given extensions for submission of assignments or completion of quizzes, tests or exams they missed by their absence.

The most up-to-date information on bus stoppages can be obtained by calling 610-758-1700 or by going online to: https://auxiliaryservices.lehigh.edu/departments/transportation-office. After 4:30, this website is not updated until the next day.

Instructor Decisions on Canceling Classes in Adverse Weather

The majority of COE classes meet on Mountaintop campus and, when there is adverse weather, conditions on Mountaintop can often be more treacherous than on lower campus, particularly in winter, when Mountaintop's slightly lower temperatures are more prone to produce icing. This problem may be further complicated by the fact that COE classes typically meet from 4:25- 7:05 or 7:15-9:55pm, when plummeting winter temperatures or snow accumulations can produce increasingly dangerous driving conditions as the evening progresses.

There may be instances in which the University remains open, but instructors and students become concerned about personal safety. Instructors may find themselves fielding inquiries about whether COE evening classes are to be held under the conditions described above. And, since many students in COE graduate courses commute from some distance to reach campus, such inquiries may begin in early-to-mid-afternoon. In addition, conditions along the routes these students must drive may be substantially worse than the conditions on campus.

Clearly, instructors should meet with their classes whenever possible, particularly when the provost has decided the University will remain open during adverse weather. That said, instructors and students are expected to behave rationally, including acting in responsible ways in terms of personal safety. If, in the judgment of a course instructor, weather conditions are so serious as to put the safety of the instructor or his, her, or their students at great risk, the instructor may cancel a class. The expectation is that instructors will then reschedule the missed class for an alternate date.

Further, an instructor may say to his, her, or their students that they should use their best judgment about the risk in coming to class under such conditions and decide accordingly. When an instructor has provided students with the ability to make such a judgment, he, she, or they should then honor

[17] January 2006; Edited May 2013

whatever decision the student makes, without penalizing that student in any way. This may entail rescheduling class presentations, providing extensions to course deadlines involving class activities, or otherwise modifying sequences or requirements to accommodate that absence.

Adjunct and Visiting Appointments

College Process for Adjunct Appointments[18]

Credentials

To qualify for adjunct instructor status the applicant should have a doctorate degree from an accredited institution in the field appropriate to which he, she, or they will be teaching or equivalent credentials. While preference should be given to adjuncts who possess their doctorate in a field related to the course topic(s), non-doctoral-level adjuncts may also be appointed to teach provided their qualifications are matched to the curriculum content.

Vita

The applicant must provide a curriculum vitae.

Approval

At a chair's council meeting, the program director presents the vita and supplies information regarding the applicant. However, sometimes adjuncts need approval prior to a scheduled chair's council meeting. This usually occurs in the summer and during the winter break when there are no meetings. Sometimes courses are rostered with instructors listed as TBAs and the instructor is only found closer to the beginning of the semester.

When this occurs, the program director sends an e-mail to the chair's council committee and copies the department coordinator and includes the vita and a short blurb indicating the suggested adjunct's credentials. The chair's council committee members reply all with their vote of approval.

Term

All adjuncts will initially be appointed to a one-year term.

Restrictions

Adjunct faculty may not supervise a student in an independent study.

Adjunct faculty may not teach more than two 3 credit courses per term and no more than 30 hours effort per week.

Graduate students hired as adjunct faculty may only teach one 3 credit courses per semester.

[18] Added September 2013

College Process for Adjunct Evaluations[19]

1. Department coordinator summarizes all adjunct course evaluations.
2. Course evaluations are sent to adjuncts with an email from the associate department chair informing them to strengthen what they do well, while addressing student concerns and, if interested or necessitated due to a low evaluation, directing them to see the program director for advice about improving coursework.
3. Summary of course evaluations is sent to program directors.
    a. Overall scores below 4.0 for course quality and effectiveness are "red flagged" by the associate department chair.
    b. Program directors provide feedback to adjunct faculty with low evaluations.
4. Course syllabi of adjuncts are reviewed by the academic program; feedback provided by that program.
    a. This activity can be independent of or done in conjunction with "red flagged" adjuncts.
5. Department chairperson and associate department chair will monitor course evaluation scores of adjuncts over time. Repeated low scores will result in adjuncts not being approved. Feedback loop (e.g., program directors report back to chair regarding feedback given to adjuncts)

COE Procedures for Visiting Appointments

This document describes the types of non-paid individuals who receive visiting appointments, addresses what they must provide and what Lehigh agrees to provide, and lays out the procedures by which such appointments are made.

Types

There are three different types of individuals from other universities, agencies and organizations who might wish to come to Lehigh to work with you. These include visiting scholars, visiting pre-doctoral research associates, and Fulbright visiting student researchers. All are non-paid appointments of specified duration and require many of the very same accommodations here in the COE. Each title, however, conveys something different, is used for a specific purpose and has its own appointment and invitation letter. The differences among the three are described below.

Title Description

Visiting Scholar

An individual who holds a doctoral degree and is requesting to come to Lehigh to further his, her, or their research. May be under Fulbright funding.

Visiting Pre- doctoral Research Associate

An individual who does not yet hold a doctorate and is requesting to come to Lehigh to conduct research in his, her, or their area that likely will contribute to completion of his, her, or their doctoral work.

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[19] Approved EHS Meeting March 14, 2008

Fulbright Visiting Student Researcher
An individual identified and supported under Fulbright funding who is requesting to come conduct research (not coursework) at Lehigh.

Expectations of Candidates

There are five expectations for all candidates for visiting appointments. They are expected to:

1. Demonstrate English proficiency and fluency by one of 3 accepted methods: TOEFL within 2 years, study at a U.S. higher education institution within 2 years, or documented video or face-to-face interview. If an interview is used, the host must complete the approved documentation form.

2. Provide all of their funding. Lehigh should not be expected to cover travel, housing, medical insurance, or any other expenses related to coming to do work at Lehigh. Candidates will be required to provide evidence of this support. If the candidate wishes to take coursework here, he, she, or they will be expected to pay the requisite tuition. Unpaid attendance at classes is limited to no more than two to three visits per course and such visits may only take place at the explicit advance invitation of the course instructor.

3. Identify in advance a suitable COE faculty host or mentor and secure that person's agreement to sponsor them. This agreement must happen at the individual level; an academic program as a whole may not sponsor a visiting appointment without such naming an individual host.

4. Identify a specific period of time during which they wish to be at Lehigh under the visiting appointment.

5. Identify the specific topic or research objective he, she, or they wish to pursue while at Lehigh.

What Lehigh Provides

The College of Education agrees to provide the following to those holding visiting appointments:

1. Library access and interlibrary loan privileges

2. Access to public computers

3. Lehigh email account

4. Shared work space [Where possible, we will seek to have visiting scholars share space with others who hold a doctorate, while we will seek to have all pre-doctoral visitors share a common space that may also be used by graduate students.]

How to Request a Visiting Appointment

Visiting appointments are issued by the dean, in consultation with the department chair. In order to request an appointment, a faculty member completes the visiting appointment request form and submits it to the associate dean who will then take it through the approval process with the dean and chair. Only the dean has the authority to make the final decision.

Please note that this form requires that the program director (at minimum) be informed of the proposed visiting appointment. The program director is not, however, asked to endorse or approve such appointments. As part of the request packet, you need to prepare the appropriate letter of invitation or appointment that will be transferred to the dean's stationery later for his, her, or their signature, should your request be approved. The three different types of letter templates are available as Word documents. Requests for visiting appointments should be submitted at least three weeks in advance of when the invitation or appointment letter is to be issued. Otherwise, it may be difficult or impossible to garner the necessary approvals in time. If there is anything unusual in the nature of the request, or you are unsure how to proceed, please consult the associate dean.

Factors Considered in Making Decision

While the dean's decision may be based on many considerations, several factors are likely to play a greater role in that decision.

These include:

1. Closeness of the match between the candidate's research interest and the mentor's or host's research agenda

2. Number of other visiting appointments this mentor or host and other program mentors or hosts would be working with during the proposed appointment period

3. Number of other visiting appointments the College would be hosting during the proposed appointment period

4. Extent to which hosting this candidate is likely to enhance host or mentor and program productivity and scholarly output (as opposed to drawing against faculty resources that might be better used in other ways)

5. Availability of shared workspace

Post-Dean Approval Process

If the dean approves the request, the dean's office will notify both the appropriate program director and faculty host/mentor and will issue the appointment letter. If the appointed visiting person is coming from outside the United States, the mentor or host faculty member will then work with the appropriate dean's office staff member to see that the visiting person's information is entered into the online international visa system employed by the office of international scholars (OIS).

Certification of English Fluency for J-1 Exchange Visitors and Scholars

The following items are required:

1. Department name
2. Host faculty member's name
3. J-1 exchange visiting scholar name
4. Method of English fluency certification used (check one)
5. A recognized English language test (Find a copy of the exam score report attached.)
6. Signed documentation from an academic institution or English language school (Transcript documentation attached.)
7. A documented interview conducted by the sponsoring LU faculty member either in-person or by videoconferencing, using Lehigh's fluency certification process and documented by attached completed form.

Strategic Hiring[20]

Faculty Strategic Hire Guidelines (Subject to Provost Office Funding)

The College's strategic plan is centered on the following objectives:

1. Lead with high quality research
2. Expand reach of new knowledge
3. Connect research and practice
4. Promote inclusion and equity
5. Engage in critical thinking and reflective pedagogy.

[20] adopted February 12, 2020

Additionally, inclusivity, equity, and diversity is presented as a central value in the College of Education's mission. With respect to diversity, the COE recognizes how people are shaped by their intersecting social identities (e.g., race, class, sex, gender identity, sexual identity, and religious affiliation) and how systems of power and privilege are critical in their experiences. As an example, racially minoritized individuals occupy multiple social identity spaces beyond race. They may be women, sexual or gender identity minority individuals, and vary in their social class backgrounds. Additionally, individuals may experience power and privilege based on their race but face stigma and oppression based on their gender and/or sexual identity. Still others may experience oppressive environments based on their race, gender, and sexual identity. An intersectional perspective does not negate the salience of discrimination based on any one dimension of identity. Instead, it calls attention to how individuals may occupy multiple and intersecting positions of stigma and privilege.

An intersectional perspective also calls for recognition of how systems, including those in higher education, continue to operate in ways that disadvantage groups of people based on their social group membership. The COE is actively working toward incorporating an anti-racist and intersectional perspective in the ways it operates, through its curricula, and how it engages students, staff, faculty, and local and international communities. This entails reflecting on current practices to determine how racism, patriarchy, homophobia and classism, among other forms of oppression, may be challenged. For the COE, engaging in anti-racism work from an intersectional lens is one step. It is intended to center race while also attending to how race intersects with sexism, homophobia, biphobia, transphobia, classism, and other forms of discrimination. Importantly, a focus on inclusivity, equity, and diversity does not suggest a shift away from the College's other objectives.

Why engage in a Strategic Hire?
Higher education is experiencing substantial changes that have altered the rhythm of recruitment. Candidates whose high-quality work is supportive of the University's shared mission of diversifying faculty are often in high demand, creating a need to be responsive and timely. In order to be competitive in this emerging situation, it is important that Lehigh University's College of Education has a forward-looking approach that maintains the integrity of the hiring process and abides by the norms of faculty governance and engagement.

One way to actively work toward achieving the COE strategic plan, which includes a focus on promoting equity and inclusion, is to engage in what is known as a strategic hire recruitment. A strategic hire is defined as a prospective faculty member who will enhance the quality of a program, department, and/or college by meeting a strategic priority, as well as ideally enhancing the diversity of the unit. For the College of Education, a strategic hire may be embodied by an individual who, with the appropriate academic and professional qualifications, can aid in the advancement of the College's strategic efforts, particularly in producing high-quality research that informs practice, and in providing training to individuals to work in diverse educational settings and health settings. While the standard approved faculty search remains the most typical process, a strategic hire recruitment is increasingly used by high-profile universities to support new research directions and enhance their faculty demographic diversity as they may open up new lines of scholarship, teaching, and training. The strategic hire, which allows for time-sensitive approval of recruitment outside the standard process, may be particularly helpful when the field is narrow, with few candidates representing diverse backgrounds typically available.

A strategic hire recruitment for individuals from diverse backgrounds who have unique research focus and who can enhance the educational benefits for students will contribute to the quality, strategic excellence, and diversity of the College of Education and Lehigh University. To support this interest and to fulfill our objectives, as presented in the COE strategic plan, standard advertised searches and opportunistic recruitment may be employed to diversify the faculty.

Overview of Strategic Hire Procedure
Strategic hires present themselves through a standard advertised search or through an opportunistic recruitment that occurs outside of a search process (e.g., through contact at a professional meeting). More often, candidates-of-interest who meet strategic needs of a program, department, or college will not be on the market, and work by current faculty and College leaders will be required to identify them. In such cases, a member of the faculty explores discreetly to identify potential candidates of interest, generally without making any approach to the individuals concerned. If a candidate in question is an outstanding scholar whose successful recruitment would contribute to the strategic efforts of the program, department, or College, increase the diversity of faculty within the College, and add to the mission of the College and University, then a program or the department may apply for a waiver from the standard advertised search and seek approval from the provost's office for a strategic hire.

Use of the strategic hire procedure is meant to provide additional opportunities for hiring or be the sole strategy for diversifying faculty. It is not intended to take away opportunities for standard advertised searches. The following steps should be used for a strategic hire through the opportunistic recruitment and standard advertised search as presented below. This document should serve as a general guide for how the strategic hiring process may be used to enhance the strategic goals of the program, department, and College. The document is not intended to cover all possible situations. Faculty are encouraged to consult the department chair with any questions.

Note: If a candidate identified is a foreign national then the department chair should consult with the office of international students and scholars as soon as the chair is made aware of the candidate's status.

Process for Opportunistic Recruitment
Initial Phases
Any individual within the COE who becomes aware of a potential target for a strategic hire (e.g., through a conference interaction) brings this to the attention of the relevant program of interest and the department chair. A discussion between the program(s) of interest and department chair will take place. They will discuss the merits of hiring the candidate, particularly with regard to his, her, or their potential for contributions to teaching, scholarship, and service. If warranted, the department chair will call a meeting with the department faculty to further discuss the opportunity for a strategic hire. Upon determining that there is support for the candidate from the program and/or the Department

(e.g., meeting the strategic needs of the program and/or department), the department chairperson, in consultation with the program and department, will forward a written proposal to the dean.

The written proposal must include:

1. an assessment of the professional accomplishments and the teaching, scholarly, and service contributions of the candidate;

2. how he, she, or they may contribute to the strategic plan of the COE;

3. why a standard search cannot be utilized.

The request also must include the candidate's curriculum vitae, an explanation of how hiring this candidate would contribute to the program and/or department, advance the strategic initiatives of the College, and support the mission of the University. The proposal may be written by the faculty or department chair. It must be signed by the department chair and include supporting signatures from the faculty of the department who attended the meeting in which the merits of the potential hire are discussed.

Contents of the Proposal

- The candidate's CV
- A letter of support from the department chair
- Data regarding demographics of tenure-track faculty in the program, department, and college (obtained from the department chair), as as well as the demographic make-up of the discipline as a whole (e.g., obtained through professional associations);
- A description of how this candidate would contribute to the academic profile and strategic goals of the program and/or department
- An explanation of why the candidate cannot be hired through a standard search
- A description of how the candidate would contribute to building an inclusive department, College, and University culture and environment, including description of the candidate's past efforts

Upon approval of the dean, a letter is sent from the department and dean to the provost for his, her, or their consideration. In the event of multiple proposals, the dean should include in their letter a prioritization of applicants.

Note: Joint Appointments
The dean must be informed if the prospective faculty hire would have a joint appointment that entails another college. This will allow for appropriate communication between college deans. The contents of the proposal must be provided by the tenure home department, and the secondary appointment department should provide a statement explaining the reasons for and advantages of the joint hire. All materials must be provided through a single recommendation to the provost.

The Interview

If the provost authorizes recruiting the candidate, the provost shall appoint a recruitment committee, including the department chair, at least two additional members of the program, and a tenured member of another program. The recruitment committee will obtain evidence of the candidate's success in research, teaching, and service, and will invite the candidate for an on-campus visit. Evidence may include teaching evaluations, manuscripts, and the candidate's CV. The visit will be the same as what occurs during a visit in a standard advertised search. The visit will include a presentation to which faculty and students should be invited. During the visit, the candidate will meet with the recruitment committee, with members of the Department, with faculty from related disciplines and programs within the COE, and with the dean. Existing University procedures (R & P 2.2.5.3) will be followed if the candidate is being considered at the rank of associate professor or professor with tenure. Following this visit, the recruitment committee will make a recommendation to the dean, who will then send a letter to the provost regarding the appointment of the candidate. The provost will render his, her, or their decision.

Standard Advertised Faculty Search Procedure

Initial Phases

Search committee members should consult the University's best practices for conducting an inclusive faculty search, particularly as it concerns the role of unconscious bias. Accordingly, a search committee should actively work to broaden the racial diversity within their candidate pool at each stage of the process, including on-campus interviews.

If, during an authorized standard advertised faculty search, either during the review of applications or the on-campus interview process, a search committee discovers either (1) two or more strong candidates from underrepresented racial minority backgrounds or (2) a candidate who fits a strategic area of interest for the program, department, and/or college, yet are not a best-fit in terms of the position announcement, the search committee, through the department chairperson, may petition the dean of the College for permission to invite that candidate for an interview for a potential strategic hire.

If the dean concurs, the dean will forward a written proposal (described below) to the provost for support for the new position. Because strategic hiring is competitive, faculty should understand that the dean and/or provost may be unable to financially support the proposal. However, faculty are encouraged to articulate their arguments for their review and for historical documentation.

The Proposal

A written proposal must include an assessment of the professional accomplishments and the teaching, scholarly, and service contributions of the candidate, and how he, she, or they may contribute to the strategic plan of the COE. The proposal should include rationale for why this candidate is not offered an interview (or the position itself) through the standard procedure. For example, the search committee may indicate that the candidate was not selected due to their not meeting the specific needs as outlined by the position announcement but are otherwise high quality candidates who meet other strategic needs of the program, Department, and/or College.

In the case of two excellent candidates, the search committee may indicate that both are equally strong and should be considered for faculty positions. The department chair and/or dean may engage the search committee in a conversation on the racial diversity of their finalist pool before a decision is rendered. Thus, the proposal should also communicate how they attended to the role of unconscious bias in their decision-making.

The request also must include the candidate's curriculum vitae, an explanation of how hiring this candidate would contribute to the program and/or department, advance the strategic initiatives of the College, and support the mission of the University. The proposal must be signed by the department chair and faculty members present for the discussion.

The Interview

The faculty search committee assembled for the standard advertised search will invite the candidate being considered for strategic hire for a campus interview, following the normal procedures and ideally within the timeframe of the standard advertised search. The visit should include a presentation to which faculty and students shall be invited.

During the visit, the candidate shall meet with the search committee, members of the department, faculty from related disciplines and programs, and the Dean. Existing University procedures[21] will be followed if the candidate is being considered at the rank of associate professor or professor with tenure.

> Following this visit, the search committee will make a recommendation to the dean, who will then send a letter to the provost regarding the appointment of the candidate. The provost will render his, her, or their decision.

Promotion, Tenure and Reappointment

College of Education Promotion and Tenure Guidelines[28]

Preamble

The College of Education (COE) at Lehigh University is a diverse learning community committed to excellence by advancing research and practice to make a difference in the lives of individuals and to provide leadership in schools, organizations, communities, and society at the national and international levels. COE's mission is to develop reflective professionals and scholars informed by theory and research as well as the stakeholders we serve. This mission is based on a strong belief in the value and critical importance of education in an open, democratic, and diverse society. COE

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[21] R & P 2.2.5.3; [61] Updated and approved by COE Faculty, October 2021

prepares students to lead their professional disciplines in resolution of the major challenges faced by education in the United States and abroad.

Equity and Diversity Commitment

The College's current Strategic Plan is centered on the following objectives: (1) Lead with High Quality Research; (2) Expand Reach of New Knowledge; (3) Connect Research and Practice; (4) Promote Inclusion and Equity; and (5) Engage in Critical Thinking and Reflective Pedagogy. Additionally, Inclusivity, Equity, and Diversity is presented as a central value in the College of Education's mission. With respect to Diversity, the COE recognizes how people are shaped by their intersecting social identities (e.g., race, class, sex, gender identity, sexual identity, disability and religious affiliation) and how systems of power and privilege are critical in their experiences. For instance, the COE acknowledges the existence of research studies demonstrating greater service burden and lower teaching evaluations for women and people of color. Additionally, individuals may experience power and privilege based on one aspect of their social identity (e.g., race) but face stigma and oppression based on another (e.g., dis/ability status, gender and/or sexual identity). Still others may experience oppressive environments based on their race, gender, AND sexual identity. An intersectional perspective does not negate the salience of discrimination based on any one dimension of identity. Instead, it calls attention to how individuals may occupy multiple and intersecting positions of stigma and privilege.

In an effort to address how systems of power and privilege operate within its own hiring, retention, and promotion and tenure processes, the COE actively encourages, supports, and evaluates faculty in their efforts to integrate these values into their professional activities in the areas of research/scholarship, teaching/mentoring, and service/engagement. For the purposes of Promotion and Tenure, faculty should integrate into their statement how they have evidenced and will demonstrate these values throughout their personal narrative. The evidence may include efforts in research/scholarship (e.g., using participatory methodologies, focus on groups that experience marginalization), teaching (e.g., training on critical pedagogy, efforts to decolonize syllabus or classroom practices), mentoring (e.g., providing professional development to students and peers who are members of minoritized sexual and gender identity groups, underrepresented racial minorities, international students), and service (e.g., engaged in University, College, or Lehigh community efforts to dismantle oppressive systems/practices, equitable access to education).

The COE recognizes that equity and inclusion practices within the area of research/scholarship, teaching/mentoring, and service/engagement will vary based on discipline. Faculty should anchor/frame their work within the values, mission, and strategic plan of the College of Education. The COE also recognizes that certain groups (e.g., white cisgender men) have benefited from historical advantages in the Promotion and Tenure process. Therefore, the College has taken several steps to limit such advantages and increase equity and inclusion within Promotion and Tenure. These steps include: (1) Transparency regarding the expectations for Promotion and Tenure in order to demystify the tenure process and increase access to those without institutional advantage; (2) Providing frequent and documented feedback regarding faculty's progress towards tenure and promotion which allows for increased understanding of expectations, as well as provides checks and balances against bias within the tenure process; (3) The creation of avenues for formally acknowledging and crediting equity and inclusion work within the tenure process in order to demonstrate value for critical service/engagement that has historically been unrecognized; and (4) Recognizing and appreciating methodological diversity.

Process for Meetings of Tenured and Full Professors

The Promotion and Tenure process entails multiple steps (see University R&P 2.2). Although this document is primarily focused on providing faculty with guidance on developing their dossier, an overview of the general process for annual, reappointment, as well as promotion and tenure reviews is provided below. Faculty should consult the information posted by the Provost yearly for updates on process and timeline. Further, the Associate chair will provide faculty with current directions for creating their electronic portfolios as they approach the various reviews.

The University develops a timeline for reviews associated with Promotion and Tenure for all newly appointed faculty. The Department Chairperson and Associate Chairperson ensures accuracy of the Provost's timelines for each faculty member every year. Timelines include deadlines for submission of dossier, feedback and consultation by the Associate Chairperson, meetings involving the promotion and tenure committees, meetings between Candidate and Department Chair and Dean. Department promotion and tenure meetings are scheduled by the Associate Chairperson based on the timeline provided by the Office of the Provost.

The Department Chairperson leads meetings and confirms that everyone has (1) recently reviewed the University R&P, the college guidelines, and any departmental guidelines, and (2) has reviewed the portfolio prior to coming to the meeting and that they have the materials in front of them. The Chairperson begins the meeting with reminders about the importance of being mindful of biases in course evaluations, citation counts, external review letters, service/engagement, and evaluation of research (e.g., topic, methodology). The Chairperson may review the University's Guide for Chairs to Establish Norms and Promote Equitable Outcomes. Faculty are encouraged to offer reminders of bias to one another during the meeting. The Chairperson also reminds faculty that promotion and tenure evaluations are not made based on personality characteristics. Finally, there is a reminder on the importance of confidentiality.

Appropriate blocks of time are scheduled in advance to ensure that the process for each candidate is methodological, fair, and not rushed. Each voting member of the faculty speaks, in turn, on each aspect of each case after it is presented by a senior program colleague - typically a Program Director or a senior colleague of the candidate's choice. The Department Chairperson calls for each faculty member to indicate their current stance on promotion, tenure, and reappointment, and checks that everyone feels they were heard and understood. In cases of promotion, tenure, and reappointment reviews, each faculty member is instructed to submit their individual letter to the Associate Chair, Department Chair, and Department Coordinator. The letter should include a clear statement of the reviewer's stance on promotion, tenure, and reappointment. The Associate Chairperson, who takes notes throughout the meeting, constructs a draft of the Department letter. The draft is reviewed by each voting faculty member for accuracy of content and grammar. The Department Chair finalizes the letter based on faculty input and shares the signed final copy with the candidate during an individual meeting. The purpose of this meeting is to allow for supportive and constructive discussion of the contents of the letter. The candidate is required to provide a written response to the letter. The response is not an opportunity for the candidate to offer edits to the letter. Instead, the response may be a broad statement of agreement or a detailed rebuttal or correction of fact of the document.

The Department Chairperson uploads the departmental letter and the faculty response into the electronic portfolio prior to submitting it to the Dean. The Dean reviews materials for the annual, reappointment, and triennial reviews, and indicates his/her evaluation in an independent letter which is added to the electronic portfolio. All materials proceed to the Provost's office for review. For Promotion and Tenure review, the Dean receives the Lyterai portfolio from the Chair and forwards it to the COE Promotion and Tenure committee. The committee conducts their review, includes a summary letter in the electronic portfolio, and returns the portfolio to the Dean. At this point, the Dean conducts a review, prepares an independent summary letter, and submits to the Provost. In all reviews, the Provost office conducts the final evaluation.

Expectations for Tenure[22]

The College of Education's promotion and tenure criteria are intended guidelines to help faculty members attain levels of performance necessary for advancement. Lehigh University's standard for tenure and promotion is excellence in all three areas of scholarship, teaching and service. A successful faculty member will meet this standard by achieving a demonstrated balance of excellence in scholarship, teaching and service.

Within research/scholarship, teaching/mentoring, and service domains, importance rankings are delineated to reflect the varying demands of leadership, conceptualization, and scientific rigor associated with activities. These importance rankings align with the manner in which activities are weighted in faculty reviews (see footnote 1 for details). That is, faculty must ensure that their accomplishments consist of activities listed as primary importance. At the same time, these importance rankings have been devised to guide faculty members in balancing the varying demands associated with activities and their professional goals. These importance rankings should facilitate the formation of portfolios that include various activities selected by the faculty member to express one's vision for research/scholarship, teaching/mentoring, and service impacts. The listed categories under importance rankings are not meant to be viewed as a "check list" but rather as a menu of options to select from in order to achieve a purposefully balanced portfolio.

Importance rankings are not intended to convey that certain activities, like those listed as tertiary, are not valued during the review processes. The value of all activities is conveyed by their alignment with faculty members' vision for their accomplishments in research/scholarship, teaching/mentoring, and service. Faculty members should ensure that their statements convey their purposeful balance of activities across importance rankings. For example, faculty are expected to disseminate research to academic audiences through peer-reviewed publications which are expressions of leadership and are rigorous given peer-reviewed processes (e.g. Primary Importance I). At the same time, faculty are

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[22] Approved May 9, 2014 ; [28] Updated October 8, 2021

encouraged to translate research to diverse non-academic audiences. Even when the outlets reaching these audiences do not include peer-review processes, such as media outlets or journals without referred processes (falling in Tertiary Importance), they are valuable for promoting the application of research findings to the field. Expectations for tenure are described below.

Research and Scholarship

The successful candidate for tenure will provide clear evidence that he, she, or they has demonstrated excellence in scholarship. The fundamental expectation is that the candidate will produce a focused program of peer-reviewed scholarship that advances knowledge and is consistent with the rigors and expectations of one's specific or interdisciplinary field. Because a tenure decision represents a long-term University investment in a faculty member, the candidate must demonstrate scholarly leadership and national or international recognition in one's field. The candidate must also demonstrate the potential for continued and sustained productivity across one's career.

Excellence in scholarship is judged through internal and external (i.e., outside reviewers) evaluation. Consideration is given to each of the following indicators:

•*Coherent and meaningful line of research.* Importance is given to scholarship with a cohesive and clearly identified area(s) of focus. Meaningful scholarship adds knowledge to the field and/or stimulates or encourages growth in new directions. Effective scholarship has a strong scientific foundation that extends to various audiences from various professional backgrounds (i.e., peer-reviewed empirical publications that are translated into practice- and policy-focused audiences). For example, scientific foundation includes empirical research and conceptual articles that advance theory, uniquely synthesize research, or provide new models for the application of innovative practices. Extending this foundation to public audiences may occur through publication in peer-reviewed practitioner journals, social media posts (public scholarship), conferences, and professional development workshops.

• *Peer-reviewed scholarship.* Because peer-reviewed or refereed publications provide a means of external evaluation of one's work, strong consideration is given to peer- reviewed products in one's portfolio in relation to non-peer reviewed work. Although the candidate's portfolio may consist of multiple scholarly products including non-peer reviewed work that can have an important impact on one's field, candidates are expected to demonstrate a strong cohesive record of peer-reviewed publications.

• *Connection of Research to Practice and Policy*. Peer-reviewed practitioner-oriented outlets and public scholarship that translate or disseminate one's research or best practices for implementation for practitioners or the larger public are valued. This type of work should be viewed as a way of disseminating one's research to practitioners and the greater public.

• *Productivity.* Although quality is the primary indicator of excellence, the quantity of one's work must be sufficient to demonstrate impact, scholarly merit, and a sustained scholarly commitment to one's field. To evaluate productivity, consideration includes the number or rate of publications per year, continuous publication across years, and products that are developed and under review.

• *Quality and Impact.* The quality and impact of a candidate's work is evaluated using multiple indicators. These indicators may include: (a) first/sole authorships, (b) the rigor, sophistication, and innovation of published work, (c) the quality of publication dissemination outlets (e.g., reputable journals and book publishers in one's field, impact factors and/or national rankings of journals, presentations at national and international conferences), (d) the emerging record of citations and other evidence that one's work is influencing other scholars in the field and (e) external reviewer letters attesting to the relative contributions of one's scholarship to the field. At the time of tenure, the expectation is that the candidate's contributions are receiving national / international recognition.

• *Independent Scholarship.* Although continued collaboration with one's former graduate advisor or post-graduate mentor is helpful in the early stages of one's career, the candidate must demonstrate leadership in generating new projects that do not depend upon the former advisor's or mentor's program of research. Independence may be determined by first-authored publications and/or sufficient evidence of publications that do not involve one's former advisor. When continued collaboration with one's former advisor or mentor occurs because of the prominence or centrality of that former advisor or mentor in the field, the candidate is expected to have a distinct research agenda over which he or she exerts leadership.

• *External Funding*. Although external funding is not required for tenure, external funding at the national or international level that supports scholarship or training efforts may provide another indicator of leadership and national or international recognition.

Teaching & Mentoring

Lehigh faculty members are expected to be highly effective teachers and mentors, who provide excellent instruction and guidance to students through courses, the supervision of student research (e.g., dissertations, master's theses) and other collaborative efforts (e.g. co-authorships in publications, novel projects, and presentations). Faculty are encouraged to demonstrate and document their efforts for equity, diversity, and inclusion in their teaching and mentoring activities. Teaching excellence is judged through multiple indicators including:

• Well-developed course syllabi, which reflect sound pedagogical and research-based practices and efforts for equity, diversity, and inclusion, in one's field and provide sufficiently rigorous and meaningful learning experiences (e.g., course content, assignments) for students.

• Evidence of innovation in course instruction (e.g., unique learning experiences for students, the development of curriculum or new learning materials, novel development and/or use of technologies).

• A consistent record of strong student end-of-course evaluations across courses.

• Reflective teaching as evidenced by self-evaluation and responsiveness to student and faculty feedback for improvement.

• Demonstrable leadership in supervising quality graduate student projects and research (e.g., doctoral qualifying projects, dissertations, master's theses) as chair or a member of a student's committee.

• Evidence of promoting students' professional development by way of co-authorship on peer-reviewed publications, projects and presentations.

Service

Because the successes of the university and individual professions require engaged commitment and leadership, service to the University, College, Department, Program, community, and one's profession are expected. Both the quality of one's service and the quantity of service activities are important considerations for tenure.

With regard to University, College, Department, and Program service, faculty are expected to show a willingness to contribute to and demonstrate leadership in the operation of the academic enterprise. Service activities to the university during the early pre-tenure years (first and second) are typically limited to participation in program activities and departmental activities to allow pre-tenured faculty to establish their research and teaching agendas. By the third or fourth year, they should demonstrate emerging leadership in service to the program, College, University, or profession. For example, faculty may lead program responsibilities such as student admissions or co-chair a college committee. Professional leadership may be seen by taking on roles as reviewers for conferences or serving on editorial boards. Consistent with the University's Principles for an Equitable Community, the College also recognizes faculty effort and time to provide student group advisement and/or social and emotional support to students from historically under-represented backgrounds (e.g., gender-queer individuals, people of color, international students). To demonstrate the College's commitment to the Principles for an Equitable Community, the College Promotion and Tenure committee encourages these efforts and recommends that this service be documented.

Professional and community service is intertwined with scholarship as well as the candidate's and university's national visibility and recognition. Pre-tenure faculty members are expected to demonstrate increasing growth in leadership and engagement in service activities commensurate with their professional development and years in rank. Excellence in service can occur at any faculty rank. It is also understood that involvement in some activities at Primary Importance, while expected from tenured faculty, is not typical for pre-tenure faculty.

Quality indicators of professional service activities and community engagement include membership/leadership in committees of professional organizations; holding office in professional/community organizations at the national/international state, or regional level; presentations of national-level workshops, and editorial work, including appointments on journal editorial boards and ad hoc reviewing.

College of Education Promotion and Tenure Criteria

Research and Scholarship

Primary Importance I

- Publication of specific research studies or theoretical expositions as a book or monograph

- Publication of research studies in peer-reviewed national or international journals[2]
- Publication of non-research articles in peer-reviewed national or international journals that generate new knowledge
- Publication of non-research articles in peer-reviewed national or international journals that translate research to practice and policy.
- Publication of articles in renowned national or international periodicals that have significant impact on one's field but are non-refereed
- Publication of textbooks. (A textbook should either extend knowledge of one's field beyond what a journal article can do, promote best practices in the field, or do both.)
- Publication of policy reports/briefs commissioned by national or international organizations that translate research to policy
- Research, training, and/or demonstration grants, contracts, or sub-contracts that are funded by an external agency using a refereed process
- Patent granted for educational product
- Technology product that is an instructional and/or a professional resource that (1) is designed and developed for use by an audience broader than simply Lehigh learners; (2) supports, demonstrates, or advances one's research agenda; (3) has been validated by being recognized by a national or international reviewing agency/organization or distributed commercially at the national or international level; and (4) is comprehensive, covering much material (breadth) and including a wide range of high quality materials and/or activities (richness).
- Publication of a psychological or educational test which has undergone a refereed process
- Editorship of a book of readings or special issue of a journal that has undergone a refereed process.
- National research award

Primary Importance II

- Chapters in edited textbooks, research volumes and books of readings.
- Publication of policy reports/briefs commissioned by state agencies or regional centers that translate research to policy
- Validated instrument for assessing or categorizing technology products
- Paper published in conference proceedings (peer reviewed only)
- Research, training, and/or demonstration grants or contracts that have been funded by an external agency using a non-refereed process
- State/local or university research award

Secondary Importance

- Peer-reviewed or invited presentations at nationally or internationally recognized professional meetings.
- Paper published in conference proceedings (except peer reviewed)
- Publication in peer-reviewed journals of non refereed articles (for example, editorials; comments; reviews of tests, books, or software)
- Peer-reviewed presentations at regional/state/local professional meetings

- Publication of research or non-research articles in peer-reviewed journals that are not nationally or internationally recognized
- Internal faculty research grants
- Technology product that is an instructional and/or a professional resource that (1) is designed for use by an audience broader than simply Lehigh learners; (2) supports, demonstrates, or advances one's research agenda; (3) has regional or state validation through multiple external citations/recommendations/linkages to the product and/or formal recognition by a regional or state agency or organization; and (4) is moderately comprehensive, covering little material (breadth) and/or using a limited range of materials and/or those materials are of medium quality (richness).
- Submission of a technical report on a funded project or an evaluation report on an externally funded project.
- Submission of grant or contract proposal to an external agency that employs a competitive review

Tertiary Importance

- Publication of supplemental teaching material or technology product that is an instructional and/or professional resource.
- Publication of research or non-research articles in journals that are edited and/or refereed by non-academic peers (This category includes articles in newsletters of national organizations, letters in newspapers or articles in popular periodicals or trade journals, and the COE Theory to Practice.).
- Non-peer reviewed presentations at regional/state/local professional meetings

Teaching/Advising

Primary Importance I

- Teaching performance in didactic courses, seminars, and supervision of practice. (Note: Courses which require new preparations or courses which are newly developed and implemented and which meet specifically defined department or program goals or needs as stated in the departmental plan are weighted more heavily than are routine course assignments.)
- Chair or co-chair, completed dissertation
- Chair or co-chair, dissertation in process
- National teaching or mentoring award
- Development and delivery of a new online learning course
- Implementation of innovative approaches to teaching and learning (for example, modularization of courses, appropriate use of online learning, incorporation of constructivist learner-centered activities, incorporation of unusual scheduling flexibility to address learner needs, exemplary use of newer technologies in teaching and learning), or design and

development of a technology product intended primarily for use with Lehigh learners or which does not support, demonstrate or advance one's research agenda.
- Mentoring student publication or presentation at a national or international conference of work conducted at Lehigh.

Primary Importance II

- Development of a summer institute or continuing education program that generates revenues
- Teaching classes markedly larger than the departmental norm during the probationary period
- Advising of a number of students that is markedly larger than departmental norm during the probationary period
- Mentoring student publication or presentation at state, regional, or local conferences of work conducted at Lehigh
- Assigned consultation to a local school district, agency, counseling center, or the like as part of regular academic duties
- Chair, completed qualifying project
- Chair, qualifying project in process
- Consultant, analysis/research design in the COE for research project, dissertation, qualifying project, or grant
- Member, dissertation committee
- State/local or university teaching or mentoring award

Secondary Importance

- Teaching of cross-program or cross-department courses that serve the college or university
- Teaching an independent study course
- Teaching apprentice teaching
- Member, qualifying project committee

Service

Professional Service

Primary Importance I

- Member (or chair) of national or international review panel (for example, U.S. Dept. of Education, NIMH, NSF)
- Editor, refereed journal, book series, or renowned national or international periodical that has significant impact on one's field but is not refereed.
- Associate editor, refereed journal
- Elected or appointed officer, national or international organizations
- Elected or appointed Chair, national or international committee
- Chair, national or international conference

- Advisory committee member or consultant to a major research, training, or demonstration grant outside of the university
- Advisor or consultant to a government, government-affiliated agency, or non-governmental organization
- Editorial review board member, refereed journal
- Technical, scientific advisor, statistical consultant, or similar role
- Chair, regional/state/local committee
- Chair, regional/state/local conference
- Member, national or international committee
- Serving on a dissertation committee at another university
- Editor, newsletter, communiqué, or column

Secondary Importance

- Editorial review board member, non refereed journal
- Member, regional/state/local committee
- Member, regional/state/local conference
- Editor, computer news group; computer bulletin board
- Site visitor or reviewer for national or state accrediting/credentialing body
- Reviewer of presentation proposals for international/national conferences

Tertiary Importance

- Ad hoc reviewer, refereed journal or book series

University and Community Service

Primary Importance

- Department Chair
- Associate Dean
- Program Director
- Associate Department Chair
- Faculty Senate
- Chair, University, College, or Department/program committee
- Chair or major leadership role in COE accreditation or external review
- Coordinator of minority recruitment
- Ongoing consultation to Schools (e.g., Centennial School, BASD)
- Technical, scientific advisor, statistical consultant, or similar role to faculty colleague
- Program Development
- Program admissions coordinator
- Practicum coordinator

- Ongoing community service - national training or consultation
- President of School Board or Board of Trustees
- Executive Committee of Community Organization
- Formal advisor to student group on campus or at secondary school (e.g., Pride Alliance)
- Mentoring activities with students (e.g., meetings with under-represented students)

Secondary Importance

- Liaison with state or regional organization or school district
- College of Education Representative to other College Meetings
- Formal mentoring activity (University / College faculty)
- Member of Community or School Organization (e.g., school board, executive board)

Tertiary Importance

- Occasional consultation or inservice to Centennial School community service

Lehigh University College of Education (COE) Statement on Criteria for Promotion to the Rank of Professor

Promotion to the rank of professor in the Lehigh University College of Education (COE) is based upon demonstrated leadership and impact upon one's field. Promotion to professor is based upon quality, level of accomplishment, commitment, and impact of teaching and mentoring, scholarship and service, beyond that demonstrated for promotion to associate professor.

Teaching must show mastery, mentoring and progress of students, leadership in instructional practice, quality and level of interaction with students and/or significant contributions to field-relevant and/or interdisciplinary pedagogy.

Scholarship for promotion to professor should reflect a specific line of continuous research that is influencing one's disciplinary and/or interdisciplinary field of study and should include "top- tier" peer-reviewed professional journals and publication outlets.

External funding is a strong indicator of impact, but is not a requirement for promotion to professor. Field differences in the value of external funding should be considered in decisions about promotion to professor. External funding should result in dissemination of findings, generating new knowledge, innovations in education or training, and/or impact on policy or procedures. Impact or influence on the direction of one's disciplinary and/or interdisciplinary field is typically reflected in such things as positive comments by external reviewers and the frequency of citations of one's contributions by colleagues at comparable institutions, recognizing one's work as having generated new knowledge or created novel inquiry paradigms, frameworks, or technologies.

Service and engagement should reflect a balance of "distinguished" university roles (e.g., key committees) and professional service at the national or international level (e.g., office in professional organization, grant panel review membership, etc.).

There is no one combination of accomplishments or one formula that automatically results in promotion to professor. Instead, promotion to professor is a matter of judgment about the substance, quality and impact of contributions. The professors in the COE will consider each portfolio with respect to its unique strengths and its balance of high-level accomplishments. Time in rank is not a consideration in decisions about promotion to professor.

Lehigh University Best Practices for College Promotion & Tenure Committees

The following guidelines regarding procedures and practices of college promotion and tenure committees are based upon national guides such as *Good Practice in Tenure Evaluation: Advice for Tenured Faculty, Department Chairs, and Academic Administrators* (American Council on Education, American Association of University Professors, and United Educators: 2000; accessible at http://www.acenet.edu/resources/chairs/index.cfm), Lehigh's *Rules and Procedure,* applicable legal requirements, and recommendations from the Faculty Personnel Committee.

Clarity Consultation Consistency Confidentiality Candor Caring

• In all deliberations and recommendations, evaluators at every level (department/ program faculty, P&T committee, Dean, and Provost) must use and adhere to all applicable University policies and procedures, including *R&P* and the college guidelines on criteria for tenure and promotion. If the college guidelines contradict *R&P* in any way, the university-wide *R&P* prevails.

• When a question or a "gray area" arises regarding the criteria or procedures (and interpretation questions are not unusual in such matters), the committee chair should consult with the Deputy Provost for Faculty Affairs who will consult with others as needed.

• Committees must reach their own substantive and independent recommendation on whether or not a candidate merits tenure/ promotion.

• Committee members should check to make sure that the candidate's portfolio is complete so that the committee can evaluate the individual's candidacy with full information. The committee chair should contact the department chair or dean's office if materials are missing.

• The committee may consider new positive information that becomes available during their deliberations, such as publication of a book or article. The candidate is responsible for making the information known to the department chair, who forwards the information for addition to the candidate's portfolio.

• College P&T committees must ensure that their evaluations of candidates and their recommendations (i.e., votes) are consistent. Specifically, what they write in their letters should support what they are recommending.

• All voting members of a college P&T committee must make a clear, unambiguous recommendation. *R&P* requires that at least five members must vote without abstention. In practice this means that all committee members must vote yes or no.

• Confidentiality must be maintained throughout the process.

• Personal issues such as family, health, or other personal situations must not be considered or discussed when making decisions concerning the granting of tenure/ promotion. Committees must not request access to such information, even when the probationary period has been extended.

• The standards for tenure will remain the same for candidates who receive tenure clock extensions as for those who do not receive extensions.

• Personal characteristics such as race, ethnicity, gender, disability, etc. must not be considered or discussed when making decisions concerning the granting of tenure/ promotion. Discrimination is unacceptable and illegal. Committees should familiarize themselves with and adhere to the University's Equal Opportunity/Affirmative Action/Non-Discrimination Policy available at: http://www.lehigh.edu/~policy/university/eo.htm.

• Lack of a response from an external evaluator must not be judged as a negative evaluation.

• The committee chair must make sure that copies of appropriate documents (for example, written communications to the department regarding the committee's recommendation and any departmental response) are included in the candidate's portfolio.

Dossier Preparation for Reappointment Reviews and Promotion and Tenure in the College of Education[23]

The COE establishes its yearly timelines and dossier preparations in accordance with the standards set by the provost office. Early in the calendar year, the provost office sets the task and timeline for all promotion, tenure, and reappointment reviews for the following academic year. Subsequently, the associate chair, in conjunction with the chair, formulates the specific timeline for the COE to ensure that faculty members' dossiers are processed through COE faculty and administration in order to meet the provost office deadlines. COE faculty who will be undergoing review will receive a letter notifying

[23] Approved November 11, 2016; modified for Lyterati on December 15, 2017; modified for practicum courses March 16, 2019; modified October 15, 2019; revised to reflect change from Lyterati to new electronic portfolio system

them of the review timeline that is relevant for them at least two months prior to the submission date for the COE. This notification will also provide relevant resources for preparing their dossiers using the electronic portfolio system. Faculty are encouraged to review the Faculty Information and Resources for Tenure and Promotion on the provost office website. Additionally, specific information for COE faculty reviews and dossier preparations is available through the associate department chair. The primary role of the associate department chair is to guide faculty through the review process and support dossier development. Faculty are encouraged to contact him, her, or them with questions regarding the timeline for their upcoming reviews and dossier preparation. Appendix 9 presents an overview of the preparation of portfolios on the electronic portfolio system, according to the type of faculty review.

Guidelines on Frequency of Academic Leaves for Faculty[24]

Section 2.4 of the R&P describes the types of leave that are available to faculty members:

2.4 Leave of Absence

1. The University recognizes three types of leave that are available to faculty members of professorial rank:
    a. academic leave for professional development activities;
    b. unpaid leave for temporary service in other academic institutions, governmental organizations, business entities, fellowship programs, or for personal reasons;
    c. Family or medical leave.

    Requests for leave are made by letter to the provost through the department chairperson and academic dean. The following paragraphs pertain to the first type of leave: academic leave.

2. Academic leave of absence from the University is a valuable means of providing faculty with an opportunity for study, research, travel, writing, professional reeducation, and other professional development activities—in short, for self-improvement that will be beneficial to the University.

3. A faculty member who desires a leave should request the leave with reasons in a letter to the department chair. The chair is expected to seek the advice of departmental faculty members in considering the request. Other administrative personnel normally involved in the decision-making process include (center director, if relevant), the academic dean, (vice provost for research, if relevant), provost, president, and the board of trustees.

4. Each application will be evaluated for potential improvement that will be beneficial to the University, as stated in paragraph 2; appropriateness of timing with respect to other leaves taken by the individual and with respect to leaves being requested by other faculty in the same

[24] Issued by provost office January 23, 2013

department; and special needs of the department, College, and University. An academic leave will be granted only where satisfactory arrangements are made to carry on the essential work of the department. Sincere efforts will be made at each level involved in the decision-making process to work out such arrangements.

5. An academic leave for any full-time faculty member, whether supported fully on the teaching budget or partially on the teaching budget and partially on research, is normally for one semester at full salary, or one academic year at half salary, with fringe benefits being fully paid in either case. Adjustments in salary may be made depending on the amount of outside support available for the leave—the intent being that total financial support during the leave should be on a "no loss/no gain" basis to the faculty member. Under exceptional circumstances an academic leave may be extended for an additional year, usually without salary.

6. Each faculty member returning from academic leave will furnish, through the chairperson and academic dean, to the provost a written report of accomplishments while on leave.

Policy Guidelines

Section 2.4 of R&P does not address the time frame in which faculty members are eligible to apply for a leave. For the purpose of this policy it is helpful to distinguish between three categories of leave, all of which are consistent with the R&P guidelines above:

1. <u>TYPE I Leaves Supported Entirely by University Funds.</u> This type of leave is generally referred to as a sabbatical leave, ‘normally for one semester at full salary, or one academic year at half salary, with fringe benefits being fully paid in either case.

2. <u>TYPE II Leaves Supported Entirely by External Funds.</u>

3. <u>TYPE III Leaves Supported Partially by External Funds and Partially by University Funds.</u> The opportunity for this type of leave arises when a faculty member becomes eligible for financial support, outside the scope of a normal sabbatical leave, for professional development activities, where this support is less than what would be required to provide the faculty member’s full semester or academic year salary plus the applicable employee benefits rate. Guggenheim, National Endowment for the Arts, and National Endowment for the Humanities awards are examples of this type of funding opportunity.

In all cases, approval of this type of leave will be contingent upon documentation that the professional development activities will benefit both the faculty member and the University to a degree that is commensurate with the University support being requested. The logistical calculations for combining external funding and University support for this category of leave should be submitted by the faculty member, with an accompanying letter of support by his, her, or their department chair, to the college dean who will then make a recommendation to the provost.

These calculations must take into account employee benefits as well as academic year salary, together with the contribution from external funding sources. The request must also document fully what, if any, commitments the faculty member will continue to make during the period of leave in the areas of teaching, service and directing or mentoring undergraduate and/or graduate students. Faculty members should consult with human resources to determine this rate.

Timing Guidelines

Faculty members normally may apply every seven years for a fully University-funded academic leave (TYPE I) using the application process described in R&P Section 2.4. In no instance may a faculty member apply for more than two University-funded academic leaves (TYPE I) within a 14- year period. The faculty member must submit a formal request for a leave to his, her, or their chair and dean, minimally one year before the leave would begin.

Faculty members may apply before seven years have expired since their previous leave for a second academic leave that is supported partially or totally through research grants and/or externally funded sources. (TYPE II and TYPE III above). Partially or totally externally funded leaves may comprise no more than a single two-year period or a series of one semester per academic year leaves over a three consecutive year period. In either of these cases, individual leaves must be requested and approved on a one-year basis and then renewed subject to the purpose and benefit of the leave being clearly documented in the renewal request. Following either of these leave formats the faculty member must wait seven years before applying for a fully University-funded (TYPE I) academic leave. In all cases the provost must approve the request.

Faculty members are required to spend one semester at Lehigh after completing any type of academic leave.

Faculty members preparing to apply for any type of academic leave should consult the Faculty Academic Leave Application Checklist and the Leave Accommodation form.

Employee Benefits During Academic Leaves

Faculty members on academic leave continue to have access to all benefits available to them when working on campus. The terms and conditions for participating in the plans generally do not change.

There are two important exceptions:

1. Short Term Disability Benefits: A faculty member who becomes ill while on a leave of absence is not eligible for short-term disability benefits until he, she, or they is scheduled to return to work.

2. Retirement Plan Contributions: Contributions made to the retirement plan are based on the actual eligible compensation paid to the faculty member. This means that receiving a reduced salary will result in proportionally reduced retirement plan contributions.

Pre-tenure Academic Leave[25]

The College of Education provides untenured faculty with the opportunity to apply for a one- semester pre-tenure academic leave to allow an individual to enhance his, her, or their scholarship and teaching. Submitting an application does not automatically result in the granting of a pre-tenure leave.

Each application is evaluated for potential contributions to the individual's tenure portfolio, as well as benefits to both the College and University. In addition, the dean recommends such academic leave to the provost when satisfactory arrangements can also be made to carry on the essential work of the academic program and the College during that individual's absence.

The guidelines and procedures for pre-tenure academic leaves are as follows:

1. During the third year of service, an untenured COE faculty is eligible to apply for a pre-tenure academic leave.

2. Pre-tenure academic leave is granted to an individual for one semester at full pay and benefits.

3. The period of a pre-tenure academic leave is included in the faculty member's probationary period. The letter granting the academic leave must state that the time on leave is included in the probationary period.

4. No more than two pre-tenure faculty in the COE are granted pre-tenure academic leave during any given academic year.

5. A COE faculty member granted a pre-tenure academic leave would be unlikely to receive support for a professional leave of absence funded by the University fewer than seven years following that pre-tenure leave.

6. Applications for pre-tenure academic leave are due February 1st for the following fall semester and September 1st for the following spring semester.

7. Pre-tenure academic leave applications are made through a proposal letter submitted to the department chair. Following discussion with the applicant's program director about how courses and other responsibilities will be covered, the chair makes a recommendation to the dean, who then makes a formal recommendation to the provost. The provost will inform the candidate as to whether the application is approved or not.

8. No later than two months after the pre-tenure academic leave is completed, the faculty member must submit to the provost a post-leave report that is included in his, her, or their tenure review.

[25] Effective fall 2004; edited June 2013

Note: These procedures operationalize what is described in detail in Section 2.4 Leave of Absence of the R&P pertaining to academic leaves.

College of Education: Reappointment & Promotion Guidelines for Term Faculty (*Approved by the Faculty on May 13, 2022)*

Term faculty, including Professors of Practice, Teaching Faculty, and Research Faculty, are vital for comprehensive training for graduate students in education and human services. Lehigh University's Rules and Procedures of the Faculty (R&P) govern the definition and criteria for the titles and ranks associated with term faculty. This document complements R&P by specifying the process for reappointment and promotion of term faculty in the COE. This document should be utilized in conjunction with R&P; thus, faculty should be familiar with both guides.

Professors of Practice

Reappointment. The timing of reappointment will be specified in a letter provided to the Professor of Practice (POP) at the time of initial appointment or at the most recent reappointment. The reappointment process is initiated by faculty in the program affiliated with the POP, typically the program director. The program director will provide a written request for reappointment to the Department Chairperson by May 15th in the year before the POP's contract expires (e.g., by May 15, 2022 for a contract expected to expire in August, 2023). Note that POP reappointment timelines are set by the Office of the Provost on a yearly basis and may change. The Associate Department Chair will notify Program Directors when reappointments are approaching; Program Directors should also review timelines as posted by the Office of the Provost. Following the request for reappointment, the Department Chair will formulate a committee to conduct the review and provide recommendation to the Chair and Dean. The Associate Chairperson will notify the POP of the upcoming review.

POPs are required to provide the following materials for reappointment review:

1. *Curriculum Vita*, formatted according to the standard criteria established by the Office of the Provost.
2. A *Professional Statement* on Teaching, Service, and/or Research (as aligned with the responsibilities identified in the initial appointment or recent reappointment letter). This statement should not exceed three pages, and should specify professional goals, achievements, and specific methodologies and/or instructional approach. This statement should also attest to the POP's currency in the field and identify strategies for maintaining currency.
3. *Tabular listing* of course information and evaluation data, obtained through the Office of Institutional Research
4. *Student course evaluations* for courses taught since your last appointment review at Lehigh.

5. Select materials (no more than 15 pages). These materials are selected at the discretion of the POP to demonstrate performance and achievements as aligned with the contracted roles and responsibilities. Materials may include instructional materials, syllabi, research products, and documentation of faculty and student advising/consultation. The program mentor and Associate Chairperson are available to assist the POP in selecting materials.

The committee reviews the POP's portfolio and provides a recommendation to the Chairperson. The Chairperson prepares a recommendation letter to the Dean. The Chairperson meets with the POP to share the recommendation. The POP provides a written communication (e.g. email) to the Chairperson to indicate agreement or a rebuttal regarding the recommendation. All materials are then submitted to the Dean, who prepares recommendation to go forth to the Provost. The Dean shares this recommendation with the POP, who in turn provides written documentation indicating agreement or concerns. All materials are subsequently submitted to the Provost office for final determination of reappointment.

Promotion to Senior Professor of Practice. As stated in R&P, following employment for twenty regular, cumulative semesters, POPs may receive the title of "Senior Professor of Practice". The program affiliated with the POP recommends this title at the time that reappointment is requested. The Dean approves the title. The reappointment review process follows that stated above for POP reappointment.

POP Transition to Teaching and Research Faculty

As stated in R&P (p. 73), POPs hired prior to the formation of teaching and research faculty titles in 2022, have the option of transition to the teaching or research faculty, with rank of assistant, associate, or full. The Associate Chairperson will affirm POPs' preferences to transition to teaching and research faculty or to be exempt from the transition. The POP will provide a brief description of their preferred faculty line (e.g., to transition or remain in current position). The Chair's office may ask for additional materials, including CV, course evaluations, and professional statement, if necessary. The Chair and Associate Chair will discuss the POP's request with faculty in the relevant program. The Dean decides upon the POP's request and notifies the status of their request.

Teaching & Research Faculty

Reappointment. The timing of reappointment will be specified in offer letters signed by the Teaching and Faculty members at the time of initial appointment or at the most recent reappointment. The reappointment process is initiated by faculty in the program affiliated with the teaching faculty member, typically the program director. The program director will provide a written request for reappointment to the Department Chairperson by May 15th in the year before the contract expires (e.g., by May 15, 2022 for a contract expected to expire in August, 2023). Note that teaching and research faculty reappointment timelines are set by the Office of the Provost on a yearly basis and may change. The Associate Department Chair will notify Program Directors when reappointments are approaching;

Program Directors should also review timelines as posted by the Office of the Provost. Following the request for reappointment, the Department Chairperson will formulate a committee to conduct the review and provide recommendation to the Chairperson and Dean. The Associate Chairperson will notify the teaching faculty member of the upcoming review.

Teaching and Research Faculty will prepare portfolios, using the electronic portfolio system, that demonstrate their accomplishments as relevant for their contracted responsibilities. Below are descriptions of materials that are common to all teaching and research faculty as well as materials that are specific to teaching, research, and service responsibilities. Faculty will draw from these specific categories relevant to their contracted responsibilities. For instance, a teaching faculty member whose responsibilities include 60% teaching and 40% research, will provide the common materials (CV, statement), teaching materials and research materials. Whereas a teaching faculty member who is contracted for 100% effort in teaching, will only add teaching materials to the common content. Faculty are encouraged to consult with their program directors and the Associate Chairperson in formulating their portfolio so that it reflects their various responsibilities and associated effort.

Common to Teaching and Research Faculty:

- *Curriculum Vita*, formatted according to the standard criteria established by the Office of the Provost.
- A *Professional Statement* on Teaching, Service, and/or Research (as aligned with the responsibilities identified in the initial appointment or recent reappointment letter). This statement should not exceed three pages, and should specify professional goals, achievements, and specific methodologies and/or instructional approach. The statement should also state the contracted responsibilities, with associated efforts, that are specified in the faculty members contract (e.g., signed offer letter). For example, some term faculty may have 50% teaching and 50% service responsibilities, or 60% teaching, 30% research, and 10% service. Given that each teaching and research faculty member has a unique distribution, making this explicit at the start of the statement is essential for the committee review.
- *Select materials* (no more than 15 pages). These materials are selected at the discretion of the faculty member to demonstrate performance and achievements as aligned with the contracted roles and responsibilities. These materials can be drawn from the categories below, as aligned with the POP's contracted responsibilities. The program mentor and Associate Chairperson are available to assist the faculty member in selecting materials.

Relevant to Responsibilities:

Teaching Materials:

- *Tabular listing* of course information and evaluation data, obtained through the Office of Institutional Research

- *Student course evaluations* for courses taught since your last appointment review at Lehigh.

Research Materials:

- An accounting of research consultation to faculty and students. This can include the type of project (e.g., external and internal grant proposals and awards, qualifying projects, dissertations) and the semester in which it occurred. The faculty member may consider estimating the amount of time dedicated to faculty and student consultation per semester.
- Research products can include co-authored articles and presentation in addition to portions of research proposals that they developed. These products can be included as Select Materials.

Service Materials

- Service products could include materials related to certificate programs or other training experiences as well as expanded description of service participation that is not evident in the statement or CV.

The committee reviews the faculty member's portfolio and provides a recommendation to the Chairperson. The Chairperson prepares a recommendation letter to the Dean. The Chairperson meets with the faculty member to share the recommendation. The faculty member then provides a written communication (e.g. email) to the Chairperson to indicate agreement or a rebuttal regarding the recommendation. All materials are then submitted to the Dean, who prepares recommendation to go forth to the Provost. The Dean shares this recommendation with the faculty member, who in turn provides written documentation indicating agreement or concerns. All materials are subsequently submitted to the Provost office for final determination of reappointment.

Promotion in Rank. Teaching and research faculty may rank at the assistant, associate, and full levels. As described in R&P, promotion is associated with time in rank. That is, assistant teaching faculty with 12 semesters of experience (e.g., 6 years), will be considered for promotion to associate. Associate teaching faculty with 12 semesters of experience will be considered for promotion to full teaching faculty. Teaching faculty members have the option to request rank promotion prior to 12 semesters. They submit a written request to the Dean and Department Chairperson. If approved, a committee is formed and the review process is initiated. Beyond the duration of teaching experience, rank determination and promotion is based on indicators of excellence and leadership. These indicators include evidence for effectiveness as well as engagement in activities; indicators vary for teaching, research, and service.

Teaching Indicators of Excellence and Leadership. Rank determination involves demonstration of effectiveness and leadership in educating students. Across all ranks, faculty course evaluations are one source of instructor effectiveness. Obtaining evaluations where mean item ratings fall at or above the COE mean can demonstrate instructor effectiveness.

Indications of leadership for assistant teaching faculty can be shown through advancing the content, design, and instructional modality of courses taught. For example, courses will reflect the unique expertise of the faculty member, involve innovative assignments and activities, contemporary readings and instructional materials, and utilizes various technologies for engaging students. Evolving leadership in teaching can include teaching courses formulated previously by program faculty (e.g. assistant), significant revision and restructuring of courses (e.g. associate), and creation of new courses that are reflective of the faculty member's expertise (e.g. full professor). With regard to mentoring students, associate faculty may engage students in teaching experiences in addition to serving on qualifying project and dissertation research committees. Full teaching faculty mentor students by supervising teaching apprenticeships and promoting student engagement, like serving as facilitator of student group.

Research Indicators for Excellence and Leadership. Indicators for assistant research faculty make evident their contributions of consultation to the faculty and student research. This evidence is likely to be noted in their accounts of faculty and staff consultation; production of products is not necessary. Associate research faculty will demonstrate significant contributions to faculty and student research, as evident by their role as co-author on manuscripts and presentations, and their lead contributions to the development of research proposals. Associate research faculty can express leadership by co-constructing and co-presenting research workshops for faculty and students. Full research faculty demonstrate leadership through contributions as co-authors in publications and presentations, along with serving as the lead author of a research product. They will demonstrate consistent involvement in the preparation of research proposals for external and internal funding. They may even serve as co-investigators. Development and delivery of methodological workshops for faculty and students is indicative of leadership for full research faculty.

Service Indicators for Excellence and Leadership. Indicators for service leadership are evident in faculty members' participation in committees at the program, college, and university levels. Rank is distinguished by the amount of participation and demands associated with committee membership. Assistant term faculty may serve as members of committees, with the number being proportional to the amount of effort specified for service. Providing significant contribution to program and college committees is indicative of leadership for associate term faculty. For example, they may take the lead on tasks for the committee. Full faculty demonstrate leadership by chairing or co-chairing committees. Term faculty can also demonstrate leadership through their contributions to designing and administering programs and training experiences. For example, assistant term faculty may contribute by designing courses for certificate programs, associate term faculty may co-construct or co-administer programs, while full term faculty may lead the development and administration of programs.

Student-related Policies and Procedures

Please refer to College of Education Graduate Student Policies and Procedures handbook for student-related policies and procedures.

Doctoral Program Policies and Procedures

Please refer to the College of Education Graduate Student Policies and Procedures handbook for information related doctoral program policies and procedures.

Resource Allocation Policies and Procedures

Minimal Faculty Resources[26]

In times of shrinking resources, there is pressure to eliminate resources or restrict their flow only to those persons or programs that are deemed most productive. Faculty are, therefore, often called upon to justify why they should receive the resources they request. It is important to note, however, that there are some resources so basic to accomplishing the mission of the College and EHS department that every faculty member should receive them without having to present any justification. Among these resources are included:

An adequate computer system

Each faculty member should have in his, her, or their office a microcomputer system capable of meeting everyday needs. Such a system should be equipped, at the very least, with:

- a recent version of its operating system;
- office productivity software;
- sufficient memory to support the software being used;
- a hard disk large enough to store files created and used routinely by the faculty member;
- a reasonable size monitor;
- a computer mouse or trackpad;
- removable storage in the form of CDs, DVDs and/or flash drives;
- access to a laser-quality printer.

Clearly, different faculty members need computer systems of differing complexity and sophistication; teaching, scholarship, and service may make differential demands on faculty members' systems. An adequate system for one faculty may not meet the more sophisticated needs of another. Thus, "meeting everyday needs" is a phrase that must be matched to the demands of the everyday activities of the faculty member.

Computer Provision & Replacement Policy[27]

The College will provide new faculty with a computer up to $2,000 computer replacement for all COE faculty (including POPs) and staff:

[26] Reviewed, Spring 2000; edited May 2013, expanded December 2017

[27] Revised October 2017

- Replacement of a PC computer every four years. Up to $2,000.
- Replacement of a Macintosh computer every four to five years. Up to $2,000. A determination if the faculty Macintosh computer needs replacement should be made in consultation with the COE computer consultant. The key determinant is if a 4-year old office Macintosh computer is meeting the faculty member's needs.

All new computer purchases must include a minimum of a one-year warranty.

The expectation of grant-active faculty is to use RIF money from active grants with indirect costs to purchase their computer. Faculty RIF accounts with less than $10,000 should have their computers replaced by the College.

When a computer is replaced, the faculty member can opt to keep the computer for file storage purposes or that computer can be sent to the graduate student computer pool.

Proposed annual computer budget is $20,000.

Unused funds in the computer budget will not be rolled-over into the next year.

Secretarial support

All faculty should be provided with secretarial services including:

- phone support;
- typing/word-processing support;
- duplication/collating services.

Appropriate office space

Faculty offices should also be appropriately equipped. They should:

- be private with a locking door;
- contain a desk, chair, and client chair;
- provide a telephone, file cabinets, and bookshelves.

Travel support

Faculty should be supported in participating in their professional organizations and making presentations as much as possible. This is particularly important for pre-tenure faculty working towards tenure and promotion.

Materials

Faculty should be provided with the normal sorts of office supplies necessary to do everyday business, including their teaching, scholarship, and service. These include:

- pads and paper;
- pencils and pens;

- removable computer storage.

Resource Allocation Recommendations[28]

Supplies

We recommend that:

1. The chair inventory the faculty at the start of each semester to determine their anticipated needs for the semester and use this formal process as a way to gauge more effectively the demands on the departmental budget.

2. All faculty members be made aware of the appropriate procedures for requesting supplies and materials. New faculty need particularly to be made aware of the appropriate procedures as soon as they join the faculty.

Equipment

The department has access to much equipment, both audiovisual and computer equipment. Much of this equipment has been supplied, however, by outside sources rather than by the University. In addition, some equipment supplied by the University is aging rapidly. Computer equipment becomes quickly outdated as new devices and programs demand greater processing speed, memory, or storage. Recognizing these facts, we recommend:

1. Members of the department attempt to share equipment resources as much as possible, within the limitations of their external funders and the demands on that equipment of the projects on which they are presently working.

2. The chair use periodic inventories of anticipated faculty needs to determine departmental needs regarding equipment (audiovisual and computer hardware and software).

3. The chair be proactive in helping to assure that classrooms on the Mountaintop be appropriately equipped with instructional technology for teaching.

Staff

Effective organizations recognize that people are both resources and participants; when people play an active role in shaping their work environments, they are more likely to be creative, satisfied, and effective. We suggest, therefore, the department chair and dean be proactive in keeping the departmental and College staff informed. We recommend the dean and/or the department chair convene meetings of the departmental and college staff as needed or requested, and use these meetings to discuss upcoming issues or decisions that may affect them and to discuss any concerns they raise.

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[28] Reviewed, Spring 2000; edited May 2013

Allocation of Vacant Faculty Slots[29]

Assumptions

Faculty positions in the College of Education are considered departmental positions and are not permanently attached to specific academic programs. As such, vacated faculty slots are not automatically retained by an academic program.

The rationale for this is twofold:

1. There are needs in the department that may cross program lines,
2. Future needs may not be met by the current distribution of faculty.

Given that the department is unlikely to obtain new faculty positions in the near future, current and future needs must be met through careful allocation of current faculty slots to best meet the needs of the department.

Procedures

1. The chair's council will be notified as soon as possible of upcoming vacancies in faculty positions.

2. Members of the chair's council will be provided an opportunity to present proposals for discussion at the council meeting on how the slot will be filled. Proposals for filling vacant faculty slots should:
    a. demonstrate consistency with the College of Education mission statement;
    b. include a description of how the faculty position will impact each of the areas of teaching, research, and service;
    c. include a description of how the faculty position will impact the program, accrediting agency, and College.

3. Based on these presentations, a vote by members of the chair's council may be conducted (advisory only). The final decision will be made by the dean in consultation with the department chair.

4. A similar presentation will then be made to the University administration by the dean.

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[29] Reviewed Spring 2000; revised Summer 2003; edited May 2013

Allocation of Available University-supported Lectureships[30]

Assumptions

Any University lectureship positions made available to the College of Education should be allocated within or among academic programs with the greatest demonstrated need for additional teaching resources. It is anticipated that any such lectureship positions will be in addition to current regular faculty slots.

Lectureship positions are fixed-term contracts with individuals who are expected to devote virtually all of their time to teaching rather than research or University service. Thus, such resources should be primarily directed toward academic programs currently experiencing high demands on regular faculty in terms of course load and class size. These lectureship positions would alleviate teaching overloads for regular faculty, allowing those faculty to direct the proper proportion of their energies to research and service activities.

Procedures

1. On an annual basis, members of the chair's council shall be provided with an opportunity to present a proposal for use of a lectureship position within their respective programs. Such proposals would then be forwarded to the dean for submission to the provost for consideration.

2. The chair's council would be notified immediately of lectureship positions awarded to the College of Education.

3. The chair's council would consider the priorities listed below in making recommendations to the dean for the use of these positions. It is possible that the chair's council might recommend that one or more available position(s) be shared between or among academic programs.

4. The final decision on the allocation of such positions would be made by the dean in consultation with the department chair.

Priorities

Lectureship positions within the College should be assigned to individual academic programs according to the following priority considerations:

1. Consistency with the College of Education mission statement.

2. Persuasive rationale for how the available lectureship position would be used to facilitate the teaching function within an academic program, as well as how such a position would enhance the ability of regular faculty to fulfill the full range of their responsibilities.

[30] Reviewed Spring 2000; revised Summer 2003; edited May 2013

3. Degree to which the lectureship position would positively impact the academic program, program accreditation, and the College.

Allocation of University-supported Graduate and Research Assistantships[31]

Assumptions

Currently, graduate and research assistantship positions within the College are a result of generation of funds from external sources. It is possible that in the future, the University will fund and support graduate assistants. In light of such support, it could be stipulated that each academic program in the College is assigned a graduate assistant to conduct various research- or teaching-related activities. However, it is possible that each academic program has differing needs (for example, APA accreditation) within a year, requiring more than one graduate assistant or none at all. As such, graduate and research assistantship positions should be allocated within and among academic programs based both on demonstrated needs and a recognition of the source from which those funds are generated. In addition, it is important the role of the graduate assistant be clearly defined. Because graduate assistants are usually, but not necessarily limited to, doctoral candidates, their skills must be optimally utilized. This would entail ensuring that tasks that can be effectively and efficiently completed by others (for example, work-study students, program coordinators) are carefully reviewed before being assigned to graduate assistants.

Procedures

1. Once each year, the department chair solicits requests for graduate and research assistantships from each program in the College.

2. Graduate assistantship requests are made in writing to the department chair. Each request should provide a description of the needs (research or teaching) of the faculty in the program and an estimate of how much of the graduate assistant's time will be utilized during the semester.

3. The department chair scrutinizes proposals and determines assignments using the criteria outlined below and then makes the allocations.

4. The dean approves these allocations

5. Each program director is informed of graduate assistantship allocations to the program and the program director, in consultation with the program faculty, makes the final determination of which students will receive such assistantships.

[31] Revised Spring 2000, Summer 2003; edited May 2013

6. Program directors are welcome to discuss the rationale for their allocation with the department chair.

Allocation Criteria

1. Pre-tenure faculty generally receive highest priority because
    a. these individuals are most likely to require research assistance in the absence of external funding and
    b. they may have been promised half-time graduate assistantships in their job offers.

    On occasion, in consultation with the program directors, the department chair may assign graduate assistantships to selected associate professors.

2. How well the proposal meets the primary mission of research, teaching, or both.

3. Impact on the professional development of the faculty member

4. Impact on the professional development of the student.

Allocation of Available University Scholarships[32]

Assumptions

University scholarships are available for graduate students. These scholarships are made available to both full- and part-time students, and to doctoral and non-doctoral students. However, at the recommendation of the program directors and the acceptance of the faculty, preference in making such awards will be in the following order:

- doctoral over non-doctoral students
- full-time over part-time students.

Directors are required to provide clear justifications for recommendations when part-time students are being recommended over full-time students.

Currently, the College receives a specific number of scholarships determined by the dean. These scholarships are not necessarily shared equally among academic programs.

Procedures

1. The availability of graduate tuition scholarships and the procedures for application is announced publicly to faculty and students early in the spring semester.

[32] Revised Spring 2000, Summer 2003; edited May 2013

2. Before the deadline set by the dean (usually mid-February), the department chair solicits requests for graduate tuition scholarships from each of the academic programs in the department.

3. Working with the program faculty, program directors rank order the students by the criteria determined within the academic program and supply this ordering to the department chair along with a one-paragraph rationale for each student's candidacy.

4. The chair makes a determination of how many tuition credits to assign to each program based on their submitted needs.

5. This decision is reviewed and approved by the dean.

6. Each program director is informed of the program's allocation and program directors make the final determination of which students receive tuition credits.

7. Program directors are welcome to discuss the rationale for their allocations with the department chair.

Criteria

1. Academic achievement (as indicated by GPA).

2. Academic program needs.

3. Degree sought (with preference given to doctoral students).
4. Student status (full-time versus part-time)

5. Multicultural diversity.

6. Special justification related to the individual.

Graduate Student Assistantship Support in Grant Budgets

As faculty build grant budgets that include any graduate student assistantship (GSA) positions as defined in the COE Student Handbook (Appendix B), it is the expectation that the faculty investigator(s) will allocate funding to compensate the GSA with both stipend (at the rate listed in the linked Handbook) and tuition credits commensurate with the workload of the position. Faculty investigators must allocate the equivalent of 18 hours of tuition credits to support one full-time GSA for each academic year that they will work on the grant. Faculty investigators must allocate the equivalent of 9 hours of tuition credits to support a half-time GSA for an academic year. There is no expectation for including summer tuition credits, but faculty are encouraged to support summer tuition to the extent that their budgets allow them to do so for 12-month GSA positions. This policy applies to all grant-funded GSA positions during the term of a grant (e.g., this also applies in the case of a no-cost extension and/or budget re-allocation during the course of a funded grant). Please note that in the event stipend amounts permitted by a particular grant deviate from those published in the Student Handbook, faculty PIs should adopt the stipend amount allotted by the funding agency.

Exemptions:

The COE acknowledges that there are sometimes circumstances that preclude faculty investigators from meeting the thresholds of expected support outlined above. For example, some internal grants do not permit the use of grant funding to cover tuition credits. Also, there may be instances where the grant funding available is not sufficient to budget for both a GSA stipend and the requisite tuition credits. **Although the expectation is that faculty investigators will follow the policy laid out in the above paragraph for both internal and external grant applications, exceptions to the above policy must be approved by the Dean's office prior to the submission of the grant application**.

Process to Request an Exemption:

Any faculty investigator(s) developing a proposal that includes at least one GSA position that will not be funded by the grant to the requisite levels stated in the policy above must submit the following to the Associate Dean for Research **at least four (4) weeks prior to the grant application deadline**:

1. Name of the grant, list of Lehigh-affiliated PIs and co-PIs, and information regarding whether this is an initial proposal, a revised proposal, or a currently-funded proposal. If the grant is funded, please explain whether the PIs are seeking a no-cost extension or a budget re-allocation within the original term of the grant.

2. A draft of their proposed grant budget.

3. Information regarding the maximum budget and indirect cost rate for the proposal.

4. An explanation of the circumstances that preclude the faculty investigator(s) from budgeting for GSA support that aligns with the policy. (This need not be a lengthy explanation, particularly if the request for proposals provides specific limitations on tuition coverage or requires a cost share component.)

5. A proposed source of the remaining funding to get the GSA position to the requisite levels for tuition and stipend. For example, the investigator(s) should state whether Research Incentive Funds and/or start-up funds are available for each of the Lehigh COE faculty investigators included on the proposal. If such funding is not available, the investigator(s) must indicate whether they are requesting resources from the Department/College, and the amount and duration of the requested resources.

All requested exemptions will be considered by the Dean's office on a case-by-case basis. If requesting resources, the Dean's office will consult with the Chair and/or Program Director(s) to best assess whether the requested resources could be allocated.

Although the deadline for exemption requests is four (4) weeks before the grant application deadline, faculty investigator(s) are encouraged to submit their requests as early as possible in the budget development process. All investigators will receive written notification of the outcome of their exemption request, which will serve as a record of any commitment of resources that will be allocated to the project should the grant be funded. The Dean, Associate Dean for Research, Chair, and COE Business Manager will be copied on the notification of the decision of each exemption request. The Program Director will also be copied on the notification when applicable (e.g., the faculty PI(s) requested tuition credits from a particular program's allocation in their exemption request and thus the Program Director was consulted as part of the process, as outlined above).

Allocation of Faculty Travel Support for Professional Meetings[33]

Assumptions

It is reasonable to assume there will be more faculty requests for travel support to professional meetings than funds available for this purpose. As a result, it is important that priorities be articulated and used in making decisions about the allocation of travel support. In addition, faculty should make every effort to secure travel funds through external funding sources. The priorities for supporting faculty travel may change over time and should be reviewed on an annual basis. Although travel for purposes other than professional meetings is important for the welfare of the College (for example, recruitment activities), it is assumed that other forms of funding must be sought for these activities.

Procedures

1. As soon as possible after July 1 each year, the department chair will solicit requests for travel support from the College faculty.

2. Travel support requests must be made in writing to the department chair. Each request should include a description of the professional activity (for example, presentation, workshop, poster, etc.) and an itemized budget. Faculty will be asked to anticipate their travel support needs for the entire fiscal year (through June).

3. The department chair will act on each faculty request using the priorities outlined below.

Priorities

Every possible effort will be made to provide travel support to pre-tenure faculty making presentations at national and international conferences. All other faculty travel will be considered a lower priority for receiving travel support. Specific priorities for allocation of travel support include the following:

1. Pret-enure faculty will be given priority over tenured faculty.

[33] Reviewed Spring 2000, Summer 2003

2. Travel to make professional presentations will be given priority over poster sessions; posters will be given priority over simply attending a meeting.

3. Travel to national and international conferences will be given priority over travel to regional conferences; regional conferences will be given priority over local conferences.

Allocation of Space[34]

Assumptions

In light of our history of how space needs emerge, it would be naive to suppose that all requests for such needs could be placed before some decision-making body on an annual basis and subsequently put into priority order and addressed. Consequently, such needs will have to be addressed in serial fashion. In addition, space usage changes over time, as does the rationale for the original allocation. A periodic review of space utilization needs to be conducted. Finally, the priorities list that appears below should be taken only as a set of guidelines, understanding that the timing and the merits of individual requests may justify a violation of the suggested order.

Procedures

1. Space-related requests should be made in writing to the department chair through the requestor's program director.

2. The department chair, in consultation with the dean of the college and the office of physical planning, will act on the request in light of the priorities listed below.

3. The department chair, as always, has the option to consult with the chair's council. Whether or not such consultation is sought, the department chair will inform the chair's council of the request and the subsequent action.

4. The department chair will conduct an annual review of space utilization within the department with the objective of identifying potential reallocations.

Priorities

1. Private offices for full-time faculty, the administrative assistant to the dean and the administrative assistant to the department chair

2. Office space for other administrative assistants/secretarial staff

3. Research/laboratory space for funded projects

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[34] Reviewed Spring 2000, Summer 2003; edited May 2013

4. Non-registrar scheduled instructional space

5. Full-time graduate student offices (potentially shared)

6. Research/laboratory space for unfunded projects

7. Retired faculty offices (potentially shared)

8. Adjunct faculty offices (potentially shared)

9. Social space

College Policy on Indirect Cost Recovery Sharing

The College policy on sharing indirect cost recovery (ICR) proceeds, like the University policy, is designed to reward initiative in landing external funding.

Based on the University formula, 80% of the net ICR over the College's base amount/target is returned to the college. Of these funds, 16% is distributed on a monthly basis across three categories:

1. 9% goes to the dean's account

2. 3% goes to the departmental account (or the center account if the project was run through a center), and

3. 4% goes to the account of the principal investigator (PI)—or is split between/among the accounts of multiple PIs (if there are more than one PI).

The remaining 64% goes to the dean's account, minus a 4.5% University administrative fee. Of this final amount, the dean distributes 50% to the PIs in the college, in proportion to the extent to which their funded projects contribute to the total ICR. When a project has co-PIs, the amount is divided evenly between/among them. The formula employed in this calculation is

$$\frac{\text{Total of PI's ICR for funded projects}}{\text{Gross ICR total for the COE}} = \text{PI's \% of ICR return from the 50\%}$$

A sample application of these calculations

Imagine the actual total net ICR recovery at the University level were $1,000,000 and the college's target were $500,000. (These are not the actual numbers, just nice round figures to make things easier to see.). The excess ICR over target would be $500,000, therefore, and $400,000 (80%) would be returned to the College. Of this amount $64,000 (16%) would be distributed monthly across twelve months, as follows:

1. $36,000 (9%) to dean's account
2. $16,000 (3%) to departmental or center account
3. $12,000 (4%) to PI accounts

This leaves $336,000 (64%) for year-end distribution. The University takes $15,120 (4.5%) in administrative fees, reducing the total to $320,880. Of this amount, $192,520 (60%) goes to the PIs in the COE, with each PI receiving a proportion of this amount based on how much his, her, or their funded project(s) contributed to the total ICR.

College Emergency Response Plan

Introduction

The College of Education is one of the four Colleges at Lehigh University. The emergency response plan of this unit of the University is intended to cover specific aspects of potential emergencies that would relate to the College. The College's emergency response procedures outlined in this document have been designed to support the much broader Lehigh University response to any given situation. Thus, the following plan exists only as a portion of an overall Lehigh University emergency response plan.

Lehigh University Emergency Response Leadership

The role of the College in any specific emergency is first and foremost to notify and support the University emergency response officer (UERO) as events occur. At Lehigh, the chief of the University police department has been designated to serve in this capacity. This individual is Jason Schiffer who can be reached at 47 - 321 E. Packer Ave, (610) 758-4200.

DISASTER LEVELS

Level I (minor emergency)

Any incident that has a minor effect on the operations of the University and the members of the University community. All minor emergencies must be reported to the Lehigh University police department. This plan would not be in effect for minor emergencies.

Level II (major emergency)

Major emergencies are any emergency incidents, actual or potential, that may affect entire buildings, the personal safety of members of the University community, or disrupt the overall operation of the University. This may require organizational resources in addition to those already available. The chief of police will notify the president through the vice provost for student affairs.

Level III (disaster)

Disasters are emergency incidents, natural or human-made, that may cause serious injury or death to individuals or seriously impairs or halts the operations of the University. Casualties and severe property loss may be expected. A coordinated team effort will be required of various campus services to effectively handle this contingency. Outside emergency services will be required.

College Involvement In Response To Emergencies

The University emergency response officer will rely on the assistance and cooperation of members of the COE as specific emergency situations are addressed. Specific areas where assistance may be required include:

- Communications and awareness to the College community
- Basic services continuation
- Workforce restoration
- Restoration of classes

In these and other areas, members of the COE will be required to provide valuable and necessary assistance. As situations are addressed, decisions and communications within the COE will be made in a manner consistent with the College's organizational structure, which is explained below.

Organizational Structure

The College of Education is organized as shown in Appendix A. The College is led by Dr. William Gaudelli, who serves as the dean. The dean is assisted at the College level by the associate deans, the department chair, and the associate chair for faculty. The academic units of the COE consist of five programs: Counseling Psychology; Educational Leadership; School Psychology; Special Education; and Teaching, Learning, and Technology; as well as the Centennial School (which is located off-campus and has its own emergency response plan); the global distance office; and the Center for Promoting Research to Practice. Each program or unit is led by a director.

Decision Responsibility Hierarchy

While the University emergency response officer will be the primary decision-maker during emergencies, the response to any particular situation is likely to require that decisions be made at the College level. When such input is necessary, the hierarchy of those responsible will be as shown in the COE Emergency Decision-Making Hierarchy. When available, the Dean will make all required decisions. In the event of the Dean's absence, the associate dean will serve in this role, followed by the department chair, and then the associate chair. If all four of these individuals are not available, program directors should be consulted in the order shown. Contact information for each of these individuals is included in Appendix B.

Evacuation Site

When a decision has been made to evacuate all or part of Iacocca Hall, those persons occupying the structure at that time should immediately exit at the nearest door, proceed to the nearest exterior door and then proceed to the taff parking lot to the north of Iacocca Hall in single file and in an orderly fashion to await further instructions. Elevators should not be used during an evacuation.

Lockdown Procedures

A lockdown can occur when there is a perceived or actual threat from outside the building. Lockdowns can be put in place by the UERO or by anyone within the College of Education's response hierarchy. When it is determined that a lockdown is necessary, a number of steps will be taken. First, outside doors will be secured by the building monitors. Then, students, staff, and faculty will move to offices and classrooms that can be locked from the inside and will secure the rooms. If there are shades or blinds to cover windows through the door to the room, these should be used to prevent someone outside the room from seeing in. Then, the UERO will be contacted.

Emergency Contact Numbers

An emergency is defined as a condition requiring prompt action. Please make clear at the start of your call that there is an emergency.

- Ambulance-Fire-Police-Sheriff.x84200
- College of Education building monitors
    - In case of any emergency, please contact a building monitor:
        - Zach Polzer......x86968
        - Erica Balco........x83241
- Medical emergencies
    - Hospital emergency care
      St. Luke's Hospital, Lehigh Valley Hospital, Poison Control 911

Active Shooter Situations

The following information is not intended to frighten; it is intended to inform and to enhance personal safety. "Active shooter" is the term used to describe a person who appears to be actively engaged in killing or attempting to kill people in a populated area. In most cases, active shooters use firearms and there is no apparent pattern or method to their selection of victims. An active shooter can be anyone, young or old, so avoid stereotypes. These situations are dynamic and evolve rapidly, demanding immediate deployment of law enforcement resources to stop the shooting and mitigate harm to innocent victims. However, past experience shows us that these situations are usually over very quickly and you need to be prepared to protect yourself before law enforcement can get there.

This document provides guidance to members of the University community who may be caught in an active shooter situation, and describes what to expect from responding police officers. The Lehigh University police department has adopted nationally accepted law enforcement response procedures to contain and neutralize such threats. Other area law enforcement agencies will provide assistance as needed.

Guidance For Faculty, Staff and Students

In general, how you respond to an active shooter will be dictated by the specific circumstances of the encounter, bearing in mind there could be more than one shooter involved in the same situation. If you find yourself involved in an active shooter situation, try to remain calm and focused. Use these guidelines to help you plan a strategy for survival.

1. If you hear what sounds like gunshots or popping, immediately assume they are gunshots and do not investigate. Instead, quickly consider your options as suggested below.

2. You need to quickly decide on one of three courses of action:
    a. Can you stay where you are and secure yourself from the shooter? If so, take action to secure yourself and, if it is safe, immediately call 84200 (first choice) or 911 (if cannot get through to 84200).
    b. Can you escape the building or get to an area where you are secure from the shooter (or at least some place where the shooter can not see you)? Get to a secure area if possible, and immediately call 84200 (first choice) or 911.
    c. Are you unable to escape from the shooter? If you are unable to escape, you need to assess the situation to see if you can shield yourself or if you need to prepare to take aggressive action to protect yourself.

The information below will aid in deciding on which course of action might be your best option.

1. If an active shooter is outside your building, proceed to a room that can be locked if possible. Close and lock all the windows and doors and turn off all the lights. If possible, get everyone down on the floor and ensure that no one is visible from outside the room. One person in the room should call 84200 (first choice) or 911. You may hear multiple rings but stay on the line until it is answered. Advise the dispatcher of what is taking place and inform him/her of your location. Remain in place until the police or a campus administrator known to you gives the "all clear." Unfamiliar voices may be the shooter attempting to lure victims from the safe space; do not respond to any voice commands until you can verify with certainty that they are being issued by a police officer.

2. If an active shooter is in the same building you are, determine if the room you are in can be locked and if so, follow the same procedure described in the previous paragraph. If your room

cannot be locked, determine if there is a nearby location that can be reached safely and secured, or if you can safely exit the building. If you decide to move from your current location, be sure to follow the instructions outlined below. If the room cannot be locked, barricade the door with heavy furniture such as desks, tables, and bookcases if possible. If you determine that escape is possible, run and attempt to alert others as you exit the area/building. As you exit, warn others about the danger of entering the area/building.

3. If an active shooter enters your office or classroom, try to remain calm. Dial 84200 (first choice) or 911, if possible, and alert police to the shooter's location. If you cannot speak, leave the line open so the dispatcher can listen to what is taking place. This will help because sometimes the location of an emergency call can be determined without you needing to speak. If there is absolutely no opportunity for escape or hiding, attempt to shield yourself with any available object (for example, a desk, book bags, computers, etc.) It might be possible to negotiate with the shooter. If you and others decide there is no other choice but to make an attempt to overpower the shooter, realize this will involve significant risk and cannot be accomplished half-heartedly. If you decide to confront and attempt to overpower the shooter, experts recommend spreading out and not standing in a group. It may be possible to disorient the shooter by yelling and throwing items. Remember, this will involve significant risk and may involve final attempts to preserve innocent lives. If the shooter leaves the area, proceed immediately to a safer place and do not touch anything that was in the vicinity of the shooter.

No matter what the circumstances, if you decide to flee during an active shooting situation, make sure you have an escape route and plan in mind. Do not attempt to carry anything while fleeing. Move quickly, keep your hands visible, and follow the instructions of any police officers you may encounter. Do not attempt to remove injured people; instead, leave wounded victims where they are and notify authorities of their location as soon as possible. Do not try to drive off campus until advised it is safe to do so by police or a campus administrator. Law enforcement authorities will want to speak with you to obtain information.

What to Expect from Responding Police Officers

Police officers responding to an active shooter are trained to proceed immediately to the area in which shots were last heard. Their goal is to stop the shooting as quickly as possible.

The first responding officers will normally be in teams of four (4) or possibly fewer. They may be dressed in regular patrol uniforms or they may be wearing external bullet resistive vests, helmets, and other tactical equipment. The officers may be armed with rifles, shotguns, or handguns, and they might be using pepper spray or tear gas to control the situation.

Regardless of how the officers appear, remain calm. Do exactly as the officers tell you and do not be afraid of them. Do not ask questions but provide important information (such as the location of the shooter) if you are certain of such information. In an active shooter scenario, police officers may not be able immediately to distinguish a shooter from a non shooter if the weapon is hidden. Sometimes an assailant will attempt to blend in with the crowd to avoid detection. The police officer's verbal commands will be loud and extremely insistent. Do not be offended. Put down any bags or packages you may be carrying and keep your hands visible at all times. If you know where the shooter is, tell the officers. The first officers to arrive will not stop to aid injured people. Rescue teams composed of other officers and emergency medical personnel will follow the first officers into secured areas to treat and remove injured persons. Keep in mind that even once you have escaped to a safer location, the entire area is still a crime scene. Police will usually not let anyone leave until the situation is fully under control and all witnesses have been identified and questioned. Until you are released, remain at whatever assembly point authorities designate.

Fire Safety

A fire may include visible flames or strong odors of burning.

1. For the person discovering the fire:
    a. Extinguish the fire only if you can do so safely and quickly.
    b. If you cannot extinguish the fire, immediately call 84200 (first choice) or 911 (if you cannot get through to 84200) and perform the following tasks:
        i. Confine the fire by closing the doors.
        ii. Pull the nearest fire alarm.
        iii. Alert a building monitor.

2. For persons evacuating from the immediate fire area:
    a. Feel door from top to bottom. If door is hot DO NOT proceed!
    b. If door is cool, crouch low and open the door slowly. Close door quickly if smoke is present so you do not inhale it.
    c. If no smoke is present, exit the building by means of the nearest stairwell or exit.

3. For building occupants not in the immediate fire area:
    a. Avoid smoke-filled areas.
    b. Follow Emergency Evacuation Procedures.

Emergency Evacuation Procedures

The purpose of the Emergency Evacuation Procedures is to prevent loss of life and minimize injury and property damage. It is essential all College personnel know these procedures well.

1. Direct and assist the evacuation of faculty, staff, students, and guests in need of assistance.

2. REMAIN CALM. When panic occurs, the potential for personal injury and property damage is significantly increased.

3. If time permits, sign off and turn off all computers. Unplug the power cord if possible. Power strips should be unplugged or switched off.

4. Close all doors (office doors, department doors, conference room doors, etc.)

5. DO NOT USE ELEVATORS. Use the closest stairway to exit the building.

6. Employees should take all personal items as if they were leaving for the day.

7. Walk out of the building in a brisk manner. DO NOT RUN! Running causes panic. Report to the designated area for emergency evacuation, even if the weather is bad. Do not cluster under the overhang of the wood dining room. This is not a safe area.

8. A building monitor will be stationed at each entrance to prevent entry into the building by unauthorized or non-emergency personnel.

9. Await the arrival of the fire and/or police department. Re-enter the building ONLY upon the direction of the building monitors or fire/police department personnel.

Dangerous & Disruptive Persons

If confronted by an angry person, you may try the following strategies to attempt to calm the situation before it escalates to violent behavior. IF YOU SEE EVIDENCE OF A WEAPON, IMMEDIATELY CALL 84200 (first choice) or 911(if you cannot get through to 84200).

1. Do not ignore peers, employees, students, or guests who are exhibiting angry or violent behavior. Workplace violence rarely occurs without warning.

2. Be conscious of your attitude when dealing with a dangerous or disruptive person. Do not demean him, her, them, or trivialize his, her, or their concerns.

3. Listen and give the person time to run down or vent, but not so much time that he or she becomes more agitated. Usually one to two minutes is long enough.

4. Sympathize or empathize with the person, but always be truthful. Do not make statements that are obviously false. For example, “I agree with you, you deserved an A. I’ll get on the computer and change all your grades to A’s.”

5. REMAIN CALM. Speak in a controlled, moderate tone even if the person raises his, her, or their voice. Use his, her, or their name when speaking to him or her. Offer creature comforts such as a beverage and a seat.

6. Offer to help only if you can. Do not leave an issue unresolved. If you are not the appropriate person to help with a problem, offer to help set up an appointment with the right person.

7. If you feel the situation is escalating and you want assistance, but there is not an immediate threat, call LU police at 84200 or ask a coworker to do so for you.

If an angry/disruptive person with a weapon is in the building, a broadcast message will go out over the telephone speakers. It will most likely ask all personnel to close and lock doors and remain inside. REMAIN CALM AND DO NOT RUN FROM THE BUILDING. If an evacuation is necessary, you will be notified by a building monitor or a designee.

Bomb Threat

1. Action to be taken while receiving a call or notification of a bomb threat.
    a. REMAIN CALM. Do not hang up, even after the caller hangs up.
    b. Do not put the caller on hold.
    c. Keep the caller talking – make a special effort to continue the conversation with the caller.
    d. Signal another employee either with a note or other predetermined signal to notify a supervisor that a bomb threat is being received. The supervisor will then notify the police and a building monitor.
    e. Complete the Bomb Threat Caller Survey.
    f. Do not interrupt the caller. Do not upset the caller.
    g. Ask the caller to repeat statements, instructions and answers.
    h. If the caller makes a demand, state that you will comply.
    i. Write the message in its entirety using the caller's exact words.
    j. Play on the caller's mercy. Remind the caller that Iacocca is open and many people may die.
    k. The decision to evacuate the building will be based on the information provided in the bomb threat. It is critical that the employee receiving the threat quickly complete a Bomb Threat Caller Profile).
    l. Do not discuss the threat with other employees.

2. Action to be taken after a bomb threat has been made:
    a. If the bomb threat is determined to be valid, local police and fire departments will conduct a search of the building.
    b. Evacuation of the building will be ordered immediately upon discovery of a bomb or suspicious package and may be ordered before a bomb is found if less than 15 minutes remain before a bomb is set to go off. The order to evacuate will be communicated verbally by a building monitor and by emergency personnel through the telephone speaker system and/or e-mail.

c. NO RADIOS, CELL PHONES, OR PAGERS CAN BE USED WHILE A SEARCH IS BEING CONDUCTED. These items can cause a bomb to explode.
d. If a building evacuation is ordered, all employees should follow the Emergency Evacuation Procedures.

Bomb Threat Survey

Attempt to ask the caller the following questions during your conversation. The caller's answers to the questions may help police. Write the answers verbatim.

Time call started: ___________________________

Time call ends: ____________________________

1. Where is the bomb located?

2. When is it set to go off?

3. What does the bomb look like?

4. Is the bomb disguised?

5. Is the bomb in the open?

6. What kind and size is the bomb?

7. How was the bomb brought into the building?

8. Why was the bomb put there?

Bomb Threat Caller Profile

Identify as many of the following characteristics of the bomb threat call as soon as possible.

1. Name of caller

2. Sex of caller (male, female or unknown)

3. Age of caller- child, teen, adult

4. Voice characteristics
    a. Accent (for example, southern, foreign)
    b. Speech impediment (for example, lisp or stutters)

    c. Manner of speech (for example, loud, soft, fast, slow)

5. Peculiar characteristics (such as disjointed sentences or evidence of intoxication)

6. Attitude of caller (for example, calm, excited, emotional, rational, irrational, righteous, angry, sarcastic)

7. Background noises heard during the call (for example, street traffic, machines, television, airport noise, factory noises, music, other voices, moving water)

COE Emergency Decision-Making Hierarchy

Last Name	First Name	Title	Campus Phone	Emergency Cell
Hojnoski	Robin	Acting Dean	610-758-3268	
Sawyer	Brook	Associate Dean for GS	610-758-3236	
Liang	Christopher	EHS Chair	610-758-3253	
Manz	Patti	Associate Chair	610-758-5656	
Hamond	Tom	Program Director, Teaching Learning & Technology	610-758-3259	
Van Norman	Ethan	Program Director, School Psychology	610-758-3544	
Kangas	Sara	Program Director, Special Education	610-758-3235	
Woodhouse	Susan	Program Director, Counseling Psychology	610-758-3269	
Hochbein	Craig	Program Director, Educational Leadership	610-758-6249	
Kern	Lee	Director, Center for the Promotion of Research to Practice	610-758-3267	
Fogt	Julie	Director, Centennial School	610-266-6500	

List of Building and Floor Monitors

Building Monitors (Iacocca, A Wing)				
Polzer	Zach	Business Manager	610-758-6968	
Balco	Erica	Department Coordinator	610-758-3241	

Appendix

Appendix 1: COE Faculty Retirement Guideline (05/2019)[35]

Funds will be provided by the dean from the College budget for faculty retirement celebrations. Faculty retirements may occur for College faculty at any rank and for professors of practice. Funds will be provided based on years of service to the College in the amount of $100 per year of service, up to a maximum allocation of $2,000. The retiring faculty member can decide on the type of celebration in consultation with the chair/program director. Celebrations may include an on-campus reception with hors d'oeuvres and alcohol, a luncheon, symposium, or other type of celebratory event typical of University faculty retirements. Alcohol at on-campus events requires a request from the dean to the provost. Off campus events may include a meal at a restaurant, catering at a picnic ground, home, or other location. If alcohol is desired for an off-campus celebration, the dean must request permission from the provost as well.

The department chair will contact the retiring faculty member to ask what type of celebratory event the faculty member wishes to have. The faculty member's program coordinator will be responsible for making food and venue arrangements The College business manager will provide the index to charge expenses up to the maximum allocation.

Faculty Gift
Donations for a retiring faculty will be solicited to faculty and staff. Donations will be collected by the dean's administrative assistant. The dean will cover additional funds that are needed if the collection is insufficient.

Staff Retirement Celebrations and Faculty Send-offs

For staff retirement celebrations and send-offs for College faculty at any rank and for professors of practice who are not retiring, a luncheon celebration will occur after the December COE meeting or after the May COE meeting based on the date of the retirement or departure. Under exceptional circumstances (retiring staff relocating far away prior to the luncheon date), the luncheon celebration date may be changed. Funds for the luncheon will be provided by the department chair's budget. A separate luncheon celebration for retiring staff members who have served the College for more than 15 years will take place to acknowledge their significant contributions. The department coordinator will be responsible for making food and room arrangements.

Staff and Departing Faculty Gift
The dean will provide the gift to the retiring staff and departing faculty.

Individual programs may also hold their own additional celebratory events for faculty and staff retirements and departures. In such cases, funding for such events will be provided by the program's

[35] Approved by Dean's Cabinet 5/7/2019

own funds or individual faculty member accounts. Alcohol cannot be purchased from these University accounts for the celebratory event.

Appendix 2: COE Practicum Course Evaluation List

CPSY479 Master's Practicum
CPSY480 Master's Internship I
CPSY483 Master's Internship II
CPSY487 Advanced Doctoral Practicum I
CPSY488 Advanced Doctoral Practicum II
CPSY489 Advanced Doctoral Practicum III
CPSY491 Advanced Doctoral Practicum IV
CPSY492 Advanced Field Placement

EDUC 424 Practicum in Second Language Teaching
EDUC 493 Internship in: EDL

EdL 408 Central Office Internship I
EdL 409 Central Office Internship II
EdL 414 Principal Internship I
EdL 415 Principal Internship II
EdL 428 Practicum in Supervision and Curriculum and Instruction I
EdL 429 Practicum in Supervision and Curriculum and Instruction II

SCHP 433 Practicum in Behavioral Assessment
SCHP 435 Practicum in Assessment & Intervention
SCHP 436 Practicum in School Psychology: Supervision
SCHP 442-10 Doctoral Practicum
SCHP 442-11 Doctoral Practicum
SCHP 443 Certification Internship
SCHP 444 Doctoral Internship

SpEd 420 Field Experience in Special Education
SpEd 425 Applied Behavior Practicum
SpED/TLT 422 General and Special Education Student Teaching

TLT 442 Intern Teacher and Seminar
TLT 444 Intern Teaching and Seminar
TLT 440 PreProfessional Seminar

Appendix 3: COE Practicum Course Evaluation Items

1. The University supervisor was genuine and respectful in supervisory interactions.
2. The University supervisor created a comfortable, supportive learning environment during supervision sessions.
3. The University supervisor led meaningful discussions that helped me to improve my clinical/ teaching skills and professional development.
4. The University supervisor helped increase my awareness of my strengths and areas for improvement.
5. The University supervisor empowered me to analyze problems and arrive at possible solutions through constructive, culturally-informed, and focused feedback.
6. The University supervisor encouraged the use of problem-solving, evidence-based, culturally-informed practices in my field placement.

Appendix 4: COE Computer Policy[36]

- The College will provide new faculty with a computer up to $2,000.
- Computer replacement for all COE faculty (including POPs) and staff:
  - Replacement of a computer based on suggested guidelines created by library and technology services (LTS) and approved by ACIS and as the budget allows whether a Mac or PC.
  - Up to $2,000.
- All new computer purchases must include a minimum of a three year warranty.
- The expectation of grant-active faculty is to use RIF money from active grants with indirect costs to purchase their computer. Faculty RIF accounts with less than $25,000 should be replaced by the College up to $2,000.
- Over $25,000, cost share 50% of cost of computer up to $1,000.
- When a computer is replaced, the faculty member can opt to keep the computer for file storage purposes or that computer can be sent to the graduate student computer pool.
- Proposed annual computer budget is $20,000.
- Faculty and staff should return all equipment at the end of their employment. If they wish to keep equipment, they will be given the depreciated value of the equipment based on must make payment using personal funds in advance of separation.

[36] Approved by deans' cabinet 10/26/2020

Appendix 5: COE Strategic Research Opportunities (05/2020)

Funding Proposal Process[37]

Research that involves collaboration between COE faculty and local school districts and other community agencies is an activity that is integral to our college's core mission. Thus, the COE will consider funding opportunities that have the potential to significantly advance our strategic plan and may lead to more substantial external funding. This initiative is specifically focused on support of unique research opportunities that explicitly involve substantive collaboration with a school district or community agency. Proposals will be considered on a rolling basis and it is anticipated that one or two projects per year would be funded.

COE funding will be considered subject to the following conditions:

1. There must be a clear relation to one or more COE strategic plan objectives

2. Evidence of a significant partnership between COE and the school district or community agency is required (e.g., financial investment in the research project by the school district, assignment of significant time to the project for one or more district staff members). The district or agency must have "skin in the game."

3. There must be clear potential for ongoing research support beyond the initial COE award. This could include more permanent district/agency financial support or specific opportunity for external funding (e.g., foundation, state, or federal grant).

Brief (up to 5 pages) proposals should be submitted to the COE associate dean for research. Proposals should include:

1. Rationale for research study;

2. Brief description of proposed methods;

3. Description of community partnership; and

4. Proposed budget.

Proposals should include a letter from the school district or community agency describing their interest in collaboration and the type of support that they are willing to invest in the project.

Proposals will be evaluated on the degree to which they match the previously described conditions including:

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[37] Approved by Dean's Cabinet, May 2020

- Strength of relationship to one or more COE strategic objectives (20%);
- Evidence of significant partnership with school district or community agency (40%);
- Potential for continued research support (20%); and
  Strength of rationale and methods of proposed study (20%).

The maximum budget for a single project will be $22,000 (i.e., equivalent of 12-month stipend for a 20-hour per week research assistant). Requests to support any research-related costs will be considered; however, faculty salary support or equipment (e.g., hardware) will not be funded.

Proposals will be reviewed by the associate dean for research and the director of the Center for Promoting Research to Practice who will then provide a recommendation to the COE dean who will make the final determination of funding.

Please direct any questions regarding this strategic research opportunity support to George DuPaul, COE associate dean for research, gjd3@lehigh.edu

Appendix 6: COE Policy for Covid-19 Interrupted Dissertation (05/2020)[38]

Due to the COVID-19 pandemic, in-person data collection was suspended in March 2020 by the Lehigh University (Institutional Review Board (IRB) until further notice. This suspension in data collection has halted progress on many COE student dissertations, particularly those that involved school- or community-based assessment and/or intervention. In some cases, students have lost an entire year of data collection (e.g., intervention studies that require data collection across a full school year). As a result, some students are considering significant changes to an approved dissertation. Thus, students and their dissertation committees may require guidance as to revisions of approved dissertation proposals. The dissertation chair and committee will decide upon the appropriate procedures for the student. Following are guidelines for contextualizing the extent of revision to the student's dissertation research and processes for maintaining or attaining an approved dissertation.

1. Minor revisions to proposed dissertation. A "minor revision" is defined as one that would allow students to partially address their research questions. They may be only able to address a portion of the questions with or without some modification of the question. To take this approach, the student prepares a memo to the dissertation committee describing the research questions for the alternative project, methods, and plan for revising the rationale for the study as it will appear in the final dissertation document. The chair will present the memo to the committee and deliberate the changes with them. If necessary, the chair will work with the student to address recommendations from the committee. A final memo describing the research questions, methods, and revision plan for rationale will be presented by the chair to the committee for approval.

2. Major revisions to proposed dissertation. A "major revision" is defined as the introduction of a new question, but one that is able to be largely supported by the rationale present in the approved proposal rationale. In this instance, the student will prepare a revised dissertation proposal. The chair will present the revised proposal to the committee for review. The committee will review the revised proposal and offer recommendations for further revision, if necessary. The chair and the committee will decide if the chair alone will work with the student to address the recommendations or if a meeting would be the preferred means for communicating them to the student. The revised proposal is approved by the committee through e-mail correspondence with the student and dissertation chair or following a formal proposal meeting at the discretion of the adviser and committee.

3. Complete change to proposed dissertation study. A "complete change" is defined as a new question that cannot be supported by the rationale in the approved proposal. The student prepares a new dissertation proposal draft that is approved by the dissertation committee according to typical procedures (e.g., chair presents to committee for review; proposal meeting is held with student; committee deliberates and offers revisions).

[38] Approved by Dean's Cabinet, May 7, 2020

In the event that students have used significant internal grant or personal funds for Covid-19 interrupted dissertations, they may apply for COE funding to partially or fully replenish study financial support. If the dissertation is supported with external funding, students should seek relief from the original funding source before applying for COE funds.

Appendix 7: COE Permission to Recruit Policy (10/2020)[39]

The central role of hiring new faculty cannot be overstated in its importance to Lehigh's College of Education. This document provides an outline of a proposal required to initiate recruitment of a new faculty member (tenure track or professor of practice). This process highlights the principle that faculty should have a say in whom the COE hires to join our faculty, and this process is a bedrock principle of University governance. As a consultative process, so should the development of proposals by programs involve input from all faculty (tenure track and professors of practice), as to directions that are most desirable for the unit.

Criteria used to create and evaluate the proposals for permissions to recruit include the following elements for each proposed position:

- Enhancement of existing and/or creation of emergent lines of research, teaching/practice, and service
- Building on the COE mission and strategic plan and Lehigh University's mission
- Supporting financial well-being of the institution in a sustainable manner
- Contributing to interdisciplinary and/or community-based work
- Enhancing the diversity of the faculty of the COE

Phase I Permission to Recruit Memo

The Permission to Recruit (PTR) Memo should address the following items using data as necessary to support the proposal. Programs are permitted to submit more than one PTR, but each position requires a separate memo.

Overview

- What is the rationale for the request?
- What is the unit's plan for the next three (3) years in light of this request?
- How does the program intend to grow enrollments over that period?
- What type of scholar/practitioner do you have in mind for this request?
- How will this position enhance the program's effectiveness?

Responsibilities/Quality

- What is the person likely to do in terms of teaching, research, and program development or service?
- What is the demand in the market (external) for this type of teaching/program development/practice, based on the plan for how this person will be assigned?
- What are the qualities sought in a potential hire?
- What types of experiences are most desired?

[39] Approved October 19, 2020

Mission/Strategic Plan

- In what ways does the position contribute to the mission and strategic plans of the COE? Of Lehigh University?
- How might this person contribute to interdisciplinary and community-based work?

Diversity

- Please describe strategies and tactics to be employed to promote a diverse pool of candidates.
- How would the eventual candidate potentially contribute to the College and University's vision of equity and social justice with regards to scholarship and/or teaching and mentoring?

Financial Sustainability

- What is the current faculty-to-student ratio in the program? How is that determined?
- What have been course enrollments over the past three (3) years in the Program?
- How might the position support or enhance that standing over the next three (3) years?

Faculty Positions

- Faculty ranks currently include assistant, associate and professor, professor of practice and visiting professor. Explicit attention should be given in the development of the PTR about what type of faculty line is requested and may include all current types available along with those yet to be announced.

Timeline and Process

Proposals should be developed and submitted to the dean's office by the first Friday of April. The proposals will be distributed to members of the dean's cabinet who will review the proposals and relevant, common data to make recommendations, which the dean will then review in making a final decision. The faculty will give input at a scheduled department meeting wherein program directors provide brief summaries of their PTR requests and field input from colleagues. A survey instrument will be employed to insure feedback of the faculty as a whole is considered. The dean, in light of the input of faculty, dean's cabinet and relevant data, makes a recommendation for hiring to the provost who has the authority to authorize searches.

Feedback will be given to all programs who propose faculty positions, and consultations regarding this process after completion are encouraged.

Note: This timeline is currently suspended due to the COVID-19 pandemic and Lehigh's hiring freeze implemented in March, 2020. We will continue to request and review PTRs (as we did in May, 2020) for the upcoming cycle so that we will be prepared to relaunch searches in a timely way as soon as permission is granted to do so and the financial situation allows.

Appendix 8: COE Faculty Search Committee Process (10/2020)[40]

Steps in developing and engaging in the Faculty Search

1. Dean approves search.

2. Search committee chair is selected by the dean, in consultation with the department chair.

3. The department chair invites faculty to serve as chair of the search committee.

Identification of search committee

1. Where appropriate, a graduate student member should be a full participant in the committee's work, and makes sure all other students are provided with opportunities to meet candidates and offer feedback to the committee.

2. After identification of committee members, the department chair sends out an e-mail to faculty members, support staff member(s), and student member(s) to invite them to be part of the search.

3. Once search committee membership is confirmed, an e-mail goes out to the full faculty on the makeup of the search committee and the department chair meets with the search committee to provide the charge.

In starting search

1. Set reasonable timeframe for search

2. Since every faculty member in the department will be involved in the final phase of the search process, the department chair will invite the deputy vice president for equity and community and associate provost for academic diversity to attend a department meeting regarding the upcoming faculty search process if the department has been approved to conduct a search.

3. Work with the deputy vice president for equity and community and associate provost for academic diversity and others to ensure recruitment of candidates from diverse backgrounds. Try to schedule him into your first or second meeting. This meeting needs to occur before the initial paperwork is processed (permission to advertise, faculty employment request form). Please work with the department coordinator on this paperwork. Please visit provost website for details.

[40] Approved October 19, 2020

4. As best practice, develop a list of criteria prior to evaluating the applicant pool. The dean and department chair are likely to "check-in" with you on the quality and size of the emerging pool. It may be useful to include the deputy vice president for equity and community and associate provost for academic diversity participation in this discussion.

5. The search will use the academic jobs online website. The staff support person assigned to the search committee coordinates this with the provost's office.

Role of the search committee

1. Search committee's job is to find the best possible candidates and to seek department chair's and dean's approval when they are ready to invite candidates to campus. Evaluate candidates appropriately, and recruit the candidates we most want to Lehigh. Both before and after generating the initial interview list, communicate with the chair and dean, who will review the pool of applicants, the interview list, and the eventual on-campus list to help with equal employment opportunity compliance.

2. If multiple faculty searches are occurring, please make sure to coordinate schedules with other search committee(s), department chair's office and dean's office. Schedule candidates for meetings with the department chair and dean early in the process.

3. As a best practice, the search committee chair should provide all faculty candidates invited to campus for the interview a brown tri-folder, which is organized by the office of deputy vice president for equity and community and associate provost for academic diversity. The search committee chair may obtain the brown tri-folder from the executive assistant to the dean. The search committee chair should include the interview schedule in the brown tri-folder. Further, the search committee chair should ensure that each candidate has, in their faculty candidate interview schedule, a 10-15 minute meeting for a provost designee to provide an institutional context and review the contents of the brown tri-folder.

4. Solicit wide participation by COE colleagues when candidates are on campus (interviews, meals, colloquia)

5. Complete evaluations for all candidates (this includes evaluations by all faculty in the department).

6. Summarize strengths and weaknesses of each candidate brought to campus; indicate which, if any, candidates are acceptable; and rank order the candidates. Submit this summary in writing along with candidate CV's and three (3) external recommendation letters to the department chair who will then add his, her, or their recommendation and move the package on to the dean.

7. Complete the affirmative action form and recommendation-to-hire form. Work with the department coordinator on this.

Resources

1. The Faculty Recruitment: Best Practices for Diversity and Excellence booklet . The content will be updated to reflect the current status of faculty dual career at Lehigh and the existence of the Lehigh Valley Inter-regional Networking & Connecting (LINC) Consortium.

2. The LINC Consortium is a newly created regional network of diverse organizations, of which Lehigh University is a member, and it is designed to assist new hires with faculty dual career, community, and cultural transition needs. Please contact infdcap@lehigh.edu for more information.

3. The office of the deputy vice president for equity and community and associate provost for academic diversity and ADVANCE can be resources for recruiting diverse faculty from diverse backgrounds and STEM faculty searches as well.

4. The equal opportunity compliance coordinator will work with the chair and dean to support the College's preview of the candidate pools for affirmative action purposes. These previews will include the use of additional sources of data (e.g., data on the availability of female and minority candidates in the applicable field). Furthermore, national availability data and the current departmental breakdown data will be provided to the department chair (where applicable) and the dean, to provide additional information that may assist in reviewing the diversity of the applicant pool and the department.

5. Tip Sheets and Checklists to put recommendations into practice—web links:
    a. Cornell ADVANCE: Reducing Stereotypic Biases in Hiring
    b. Sample Language for Job Advertisement-Welcoming Broad Applications from Qualified Candidates
    c. Stick to the Criteria: Sample Candidate Evaluation Tool
    d. Candidate Evaluation: Tips and Rubrics
    e. Evaluate one criterion at a time, as opposed to one candidate at a time
    f. Broaden the Pool: sample letter asking colleagues to help identify applicants
    g. Understanding bias in letters of recommendation
    h. Gender Bias in teaching evaluation

6. The strategic faculty hiring initiative to encourage faculty to look for opportunities to recruit exceptional and diverse faculty even outside of "normal" hiring schedules.

Appendix 9: Dossier Preparation for Annual, Reappointment, Triennial, and Promotion and Tenure Reviews of Tenure Track Faculty in the College of Education (July 2022)

Tenure-track faculty experience multiple forms of review as they progress through tenure to promotion to full professor. During the pre-tenure period, faculty undergo annual and reappointment reviews, leading to review for promotion and tenure. Following promotion and tenure, associate professors receive triennial reviews up until promotion to full professor. This document describes *portfolio preparation* for annual, reappointment, and promotion and tenure reviews, as required by the College of Education (COE) and in alignment with requirements from the Provost Office. *Faculty review and reappointment processes are detailed in section 2.2. of the Rules and Procedures Faculty (R&P) are encouraged to visit the Provost's website for current information on promotion and tenure.* This document is not a complete account of the full review processes that occur in the college and university as well as externally.

Pre-tenure Faculty Review & Reappointment

Annual Reviews. Annual reviews are conducted in years 1, 2, 4, and 5 for pre-tenure faculty. (Note that for pre-tenure faculty hired prior to 2018, annual reviews occur in years 1, 3, and 6). These reviews provide feedback on candidate's progress in the years between reappointments. The materials to be submitted for annual review will be the same as the reappointment review materials.

Reappointment Reviews. Pre-tenure faculty work under three-year contracts and, therefore, are evaluated by the COE faculty and the Provost for reappointment consideration in their third year. For most, this means that faculty members prepare and submit reappointment dossier materials in year 3. Pre-tenure faculty hired prior to 2018 follow the previous schedule where reappointments are conducted every 2-years (e.g. in year 2 and 4).

Promotion and Tenure Review. The promotion and tenure (P&T) review is planned to occur in year 6, unless a faculty member requests an earlier review or extension in accordance with R&P. To prepare for the P&T review, the Department Chairperson oversees the process obtaining external reviews in the spring prior to the university review process. In the fall, faculty candidates submit their portfolio, via the electronic portfolio system, to the appropriate COE faculty to begin the university review process.

Tenured Faculty Review

Triennial Reviews: Tenured faculty at the associate professor rank are reviewed "triennially" or every three years from the time of initial appointment. A tenured associate professor may postpone a scheduled triennial and promotion review for one to three years by submitting a written request to the dean through the department chair, with notification to the provost. Faculty should consult the yearly timelines posted by the Provost for the timeline for submitting postponement request. If postponed by one year, the faculty member will be required to submit their materials in the following year, and not three years from the postponement. Triennial reviews will continue until promotion to Full Professor.

Promotion Review. Associate professors request review for promotion to full. Associate professors can make this request independent of or concurrent with triennial reviews. In either case, the request for promotion review should be formally presented to the Chair in the spring semester preceding the academic year when the review will occur. The Chair will prepare for the promotion review by organizing the attainment of external reviews.

Portfolio Preparation & Submission

Early in the spring semester, the Provost office establishes the timelines for all of the reviews that will be conducted in the upcoming academic year. The Associate Chair in the Department of Education and Human Services sets the specific timeline for COE faculty according to the Provost's Office's required due dates. Note that COE timeline will likely pose portfolio due dates earlier than those set by the Provost office to allow time for the associate chair and faculty member to ensure the portfolio materials adhere to requirements set by the Provost.

Faculty candidates are informed and guided through the Associate Chair throughout the review process. The Associate Chair will inform the faculty about the type and timeline for the upcoming review. Additionally, the Associate Chair will assist with material preparation as well as with the electronic portfolio system set-up and submission. Moreover, the Associate Chair is available to address concerns and questions the faculty candidate may have about the review process.

Portfolio Format and Content

Faculty should consult the Provost Guidelines for Portfolio Preparation listed under the tab, "Portfolio Office Guidelines" on Provost Website (most current is the 2021 version). Faculty will prepare portfolios in the electronic portfolio system. Table 1 below shows all portfolio sections cross-walked by type of review. The materials required for the specific reviews are indicated. With few exceptions, the portfolio review materials are required by the Provost Office. Therefore, faculty must adhere to formatting and page limits, when stated. Page limits are indicated in the table.

The COE additionally requires faculty candidates to maintain a separate portfolio of scholarship (e.g., peer-reviewed publications) on a separate site. Faculty candidates are asked to upload all publications and other forms of scholarship that they determine to be relevant for evaluating the progress of their research activity (e.g., grant proposals, social media posts). Presently, faculty candidates can create a e-portfolio through Mahara or a personal section on CourseSite, COE Portfolio Artifacts. Formatting for the e-portfolio that contains scholarship is at the faculty member's discretion; there is no required structure.

Sections in E-Portfolio

Candidates should consult this table when preparing the portfolio. Any questions can be directed to the Associate Chair.

1. Personal Statement of your personal goals and accomplishments in the areas of research, teaching, and service

The overall purpose of the scholarship, teaching, and service personal statement is to illustrate the alignment of the faculty candidate's accomplishments with the COE P&T criteria. In addition, the statement is vital for providing discipline- and field-specific context to guide reviewers' understanding of the faculty candidate's accomplishments and professional goals. Typically, the personal statement is sectioned to address research and scholarship, teaching and mentoring, and service. The personal statement should begin with a short introduction and be written in a way that permits educated laypersons to understand the significance of the candidate's accomplishments and goals in each area.

Research and Scholarship section: The research and scholarship section should provide a general narrative of the candidate's scholarly interests, achievements, goals, and methodologies. Although 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 her or his academic discipline. It should also include the impact of the candidate's own contributions in these areas (e.g., when collaborating with others, specify the candidate's contribution). The statement should align the candidate's accomplishments with the COE P&T criteria.

Teaching and Mentoring section: The teaching and mentoring statement should discuss the candidate's achievements, goals, and methodologies. This statement should include the candidate's teaching philosophy and applications to courses taught. Candidates should also discuss their contributions in course and curriculum development and emphasize the ways in which their courses contribute to the mission of the department, program(s), and the university as a whole. In addition, the candidate should discuss mentoring philosophy and strategies for engaging students in research, scholarship, and professionalism.

Service section: The service statement should cover the candidate's achievements and goals in service including university service (e.g., program, department, college, and university-wide) and professional service (e.g., leadership in professional organizations, reviewing for journals and conferences). Your statement should focus on your service contribution and engagement.

2. Vita

Include a personal curriculum vita that follows the provost's guidelines (see Provost webpage). That document includes all the components that need to be included in the vita. Be sure to adhere to category order that is listed. When presenting *Articles in refereed journals,* include the full citation, including pagination. Peer-reviewed articles and invited articles should be identified. Include article that are in various progressions of the review and publication process in this order:

- *In Press.* Provide DOI if available Working papers
- *In revision* for a journal. This includes manuscripts with a decision of "accept with revision" or "revise and resubmit."

- *In review*
- *In preparation*

3. Journal information

Supply information on the journals in which you are published including: name of journal, acceptance rates, and journal impact where possible according to your field. Please avoid N/A for acceptance rates. If the journal's acceptance rate is not published on the journal's Web site, please contact the editor of the journal to obtain this information.

4. **Works Cited**

Include a summary table that reports the total number of citations per article through Social Citation Index and / or Google Scholar. Your summary table should not include self-citations. Inclusion of the H-index as calculated without your self-citations is optional.

5. Promotion Plan

A two-page promotion plan formatted according to the faculty candidates' preferences.

6. Student Course Evaluation – Tabular Listing

The faculty candidate can obtain this tabular listing from Lehigh University's Office of Institutional Research. A tabular listing of mean item ratings per semester and course. For courses taught after the fall of 2018, mean ratings should be provided for I1 to I6. For courses taught prior to 2018, mean ratings should be provided for questions 1, 2, & 14.

Faculty preparing for promotion and tenure review should request that the table includes all courses taught during the pre-tenure period. Faculty preparing for promotion to full should request that the table includes all courses taught since receiving promotion to associate professor and tenure. Faculty undergoing reappointment review should request that the table includes all courses taught since the start of their term. Faculty undergoing annual review should request that the table includes courses since their last review (whether it was annual or reappointment). Faculty undergoing triennial review should request that the table includes all courses taught over the past three years.

7. Student Course Evaluations

Unlike section 6 which is a tabular listing of course evaluation data, in this section faculty include the course evaluations for all courses listed in the tabular listing (item 6).

8. Sample Course Materials

In this section, faculty are provided space to include course materials that they believe highlight their teaching philosophy, style, and accomplishments. This section can provide materials that complement the teaching portion of the statement. Typically, faculty include select course syllabi in this section, although this is not required.

9. Additional Supporting Materials

Faculty may include any materials that they wish to highlight accomplishments in teaching, research, or service that do not present elsewhere in the portfolio. Examples of materials that may go here can include notifications of awards, support letters from students. Letters of support from professional colleagues can be included here as well, although this are distinct from the external review letters.

9. Chronological Course Listing

Summary of Courses Taught:

1. Provide a summary of courses taught **organized by semester**. This summary should include:

- Name of course
- Any special circumstances (e.g. taught online, new prep, large enrollments, cross program, service course).
- Number of students enrolled.
- **For all courses up until Summer 2018**: Mean course evaluation ratings for instructor, course quality, and learned a great deal (items 1, 2, and 14) per course.
- **For all courses from Fall 2018 - present**: Mean course evaluation ratings for presented content in an organized manner, teaching methods contributed to my understanding of the course material, responsive when I had difficulties or questions, constructive feedback, assignments provided opportunities for participative learning within the course, and course increased my knowledge of the subject matter (items I1-6) per course. *Note*: Do not list I1-6 evaluation items for practicum courses.

10. Student Advising: Provide the number of graduate and undergraduate students you advised each year; include your academic advisees that are non-research directed.

11. Peer observations. Peer observation of faculty teaching may be included for promotion and tenure. These are not required and their inclusion in COE portfolios is not common.

12. COVID Impact Statement. A two-page statement to contextualize the impact of the COVID pandemic on the faculty's research, scholarship, and service.

13. Internal External Letters. Tenure and promotion candidates may choose to have a Lehigh faculty member from outside their department write an independent assessment of their work especially where that work is interdisciplinary (regardless of whether the faculty member has an MOU). The candidate will provide a list of up to three names to the department chair who will solicit the letter, which will be treated with the same confidentiality as external review letters. Note that these letters are distinct from letters of support that are provided to and/or viewed by the faculty candidate (e.g.

student letters of support for candidate), and not solicited through the confidential processes conducted by the Chair’s office.

Table 1 below is a cross-walk of the materials required for portfolios by the Provost office with the type of reviews that tenure-faculty undergo. “Not Required” indicates that the faculty member does not provide that documentation for the type of review. “Optional” indicates that the documentation is not required, but may be provided by the faculty member if preferred. “Required” indicates that the material is required for the type of review.

Table 1: Materials by Tenure-Track Faculty Review Type

"Bucket"	**Page Limit**	**Materials to Upload per Review Type**				
		Annual	***Reappointment***	***Promotion & Tenure***	***Triennial***	***Promotion to Full***
Copy of Prior Letters from Provost & Dean (separate buckets for Provost and Dean)	NA	Not required – however, expect that Provost office will require prior letters	*For faculty hired in 2019 or later:* include Dean's letters from first and second annual review *For faculty hired prior to 2019 who have two reappointment reviews:* Provost & Dean letters from previous review	*Assistant Professors:* Provost- and Dean-issued letters from prior reappointment reviews (2nd and 4th year for faculty hired prior to 2019; 3rd yr for faculty hired in 2019 or later) *Tenure at rank of Associate Professor:* Provost- and Dean-issued Letters from first reappointment review	Not required	Not required
Curriculum Vitae	NA	Required for all reviews and reappointments				

Personal Statement	10	Required for all reviews and reappointments				
Journal Information	NA	Optional	Optional	Required	Optional	Required
Citations for candidates work	NA	Optional	Optional	Required	Optional	Required
COVID Impact Statement	2	Not Required	Not Required	Optional	Not Required	Optional
Promotion Plan	2	Not required	Not required	Not required	Required	Not required
Student Course Evaluation: Tabular Listing	NA	Required	Required	Required	Optional	Required
Student Course Evaluations	NA	Required	Required	Required	Optional	Required
Sample Course Materials	30	Required	Required	Required	Optional	Required

Additional Supporting Materials		At candidate's discretion	Required	Required	Optional	Required
MOU (if appropriate; e.g., joint appointment)	NA	Required if applicable				
Chronological Course Listing	NA	Not required	Not required	Required	Not required	Required
Student Advising	NA	Not required	Not required	Required	Not required	Required
Internal External Letters	NA	Not applicable	Not applicable	Optional	Not applicable	Optional
Peer Observation of Teaching (if available)		Not required	Not required	Optional	Not required	Optional

Document History: Approved November 11, 2016; modified for the Lyterati on December 15, 2017; modified for practicum courses March 16, 2019; modified October 15, 2019; modified 9-1-2020 to reflect change in Works Cited Documentation. Dossier content, as presented in Lyterati, was modified and approved by faculty on May 29, 2021. Dossier content and directions modified and approved by faculty on February 11, 2022. Dossier content and directions modified July 2022. Content revised to reflect switch from Lyterati to new electronic portfolio system in October 2024.

Glossary and Key Abbreviations

ACA - Affordable Care Act, often referred to as Obamacare informally

ACIS - Acceptable use of computer systems and facilities policies, see ACIS policy on the University website

BACB - Behavior Analyst Certification Board

COE - the College of Education, also referred to as the College

CLAD - College level administrative director

CPRP - Center for Promoting Research to Practice

CPsy or CPsych - Counseling Psychology, one of the five academic programs within the EHS department

EdL - Educational Leadership, one of the five academic programs within the EHS department

EHS - The department for Education and Human Services, also referred to as the EHS department or the department

ESL - English as a Second Language, or classes to teach English to non-native speakers

ESS - Essential services staff, one of the three adverse weather staff classifications for the University's adverse weather policy

FCC - Federal Communications Commission

FERPA - Family Educational Rights and Privacy Act

FFPOC - faculty financial planning & operations committee

GA - graduate assistant

GAD - graduate associate dean

GPA - grade point average

GRC - graduate research committee

GRE - graduate record examinations; a test that can be used in the process of graduate admissions

ICR - indirect cost recovery, as part of a policy on sharing indirect cost recovery proceeds

IELTS - International English Language Testing System, a test used as proof of English proficiency in the admissions process for international students

IES - the office of international affairs, responsible for coordinating global education opportunities through IES abroad

IRB - Institutional Review Board

IS - Instructional staff, one of three adverse weather staff classifications for the University's adverse weather policy

LUAS - Lehigh University Autism Services, see page 17 for detail

LINC Consortium - Lehigh Valley Inter-regional Networking & Connecting, a newly created regional network of diverse organizations, of which Lehigh University is a member

LTS - Library and Technology Services

MOC - maintenance of candidacy

MOU - memorandum of understanding

NIH - National Institute of Health

NIMH - National Institute of Mental Health

NIS - Non-instructional staff, one of the three adverse weather staff classifications for the University's adverse weather policy

NSF - National Science Foundation

OIS - office of international scholars

OPC - office of professional certification

P&T - promotion and tenure committee

PARS/PARS report - professional activity report, used in the evaluation of a candidate for a faculty or tenure position

PBT - a paper based TOEFL, the scores of which may be used when the TOEFL iBT is not available in a student's home country

PD - position description

PDE - Pennsylvania Department of Education

PI - a prospective principal investigator

POP - Professors of practice

PTR - Permission to recruit, specifically used in a permission to recruit memo

RA - research assistant

RIF - research incentive funds

SchPsych - School Psychology, one of the five academic programs within the EHS department

SOGS - committee on standing of graduate students

SPEd - Special Education, on of the five academic programs within the EHS department

TA - teaching assistant

TLT - Teaching, Learning, and Technology, one of the five academic programs within the EHS department

TOEFL - Test of English as a Foreign Language, a test used as proof of English proficiency in the admissions process for international students

TOEFL iBT - a Test of English as a Foreign Language Internet-Based Test

UERO - University emergency response officer