Faculty Guidelines for Balancing Contributions among Research and Scholarship, Teaching, and Service in the College of Arts and Sciences at Lehigh University

Preamble

The College of Arts and Sciences (CAS) expects all its pre-tenure and tenured faculty members to participate actively in teaching, research, and service. The CAS believes there are important and productive synergies among the three areas, understands that it is often difficult to disentangle them from one another, and recognizes that extra effort on one area can impact on ability to be productive in the others. The guidelines set forth below are intended to suggest a balance in faculty effort, albeit a flexible balance, that is clear and transparent to all faculty members. This CAS policy begins with the premise that for pre-tenure faculty and most tenured faculty the relative balance in effort among these areas will be apportioned on a 40-40-20 percentage basis; it concomitantly recognizes that this standard will not necessarily fit all members at all stages of their careers. Thus, for reasons of professional evolution or institutional need a recalibration of the standard effort allocation might at times be in order. These reasons may include extra service, such as taking on the role of department chair or interdisciplinary program director or perhaps assuming a significant college or university committee assignment, extra research effort for example as a result of major external funding, or additional teaching effort perhaps due to a late career shift away from research toward additional teaching. Decisions regarding any such percentage shifts would be made in concert with the faculty member, department chair, and dean of the college. In no case, would any one category drop below 10% effort.

The guidelines below are meant to clarify issues of balancing contributions, workload, and allocation of effort across the areas of research and scholarship, teaching, and service. Nothing in this document is meant to supersede or contradict the expectations set forth in the Rules and Procedures of the Faculty, in the CAS Guidelines for Tenure and Promotion, or in the departmental appendices to the CAS Guidelines for Tenure and Promotion.

Responsibilities for Teaching

Lehigh faculty, are expected to be conscientious and effective teachers and mentors. Instructional contributions to both departmental and interdisciplinary programs are valued. The standard expectation is that each faculty member will devote 40 percent effort to their teaching responsibilities. Excellent teaching is expressed in many forms. Seminar and the traditional lecture format are augmented by rehearsal, performance, studio work, laboratory instruction, field work, experiential learning, close mentoring, independent study, supervised research, honors thesis, and for departments with graduate programs, graduate thesis and dissertation supervision. While

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central to our teaching mission, providing these learning experiences can often be intense and
time consuming and should be considered as falling within the effort apportioned to teaching. As
one example, for some faculty the teaching effort involved in the active mentoring and research
supervision of several graduate students may be equivalent in effort to teaching a formal course.

Given such diverse pedagogical forms and the myriad ways in which faculty serve as
instructors, the determination of time on task necessary to constitute a 40% effort in teaching will
vary to some degree with discipline and class size. However, a key goal of this policy is to balance
time on task in the determination of teaching effort within and across departments in a way that
allows each department to fulfill Lehigh’s overall mission of teaching, research, and service. To
achieve this goal each department has an approved addendum to this general policy. Department
addenda outline the details of how to account for the wide range of teaching responsibilities
faculty members encounter. In particular, they detail how time on task for individualized or non-
standard teaching relates to standard course offerings and what part of the faculty member’s total
teaching effort they constitute.

For most faculty, teaching effort will typically be distributed evenly across the Fall and
Spring semesters. However, there will be occasions when it is beneficial for the faculty member
and department to increase teaching effort in one semester with an equivalent reduction in another
semester. This shifting of effort is consistent with CAS policy and should be coordinated at the
department level. Only in cases when teaching effort is reduced to 0% for a semester is the
approval of the Dean required.

While it is recognized that curricular needs and pedagogy will vary across departments
and impact specific faculty teaching responsibilities, there must also be recognition of the
Teaching mission of the college and university as a whole and the need for judicious allocation of
the resources necessary to achieve this mission. Therefore, it is the policy of the CAS to only
roster registrar-scheduled undergraduate courses that enroll sufficient numbers of students.
Ordinarily, normal undergraduate courses with enrollments of fewer than five students will not be
offered. This policy does not apply to individualized learning experiences such as independent
study, supervised research, or honors thesis supervision.

Responsibilities for Research and Scholarship

CAS faculty members are expected to be active in research and scholarship, where "active"
is measured by productivity and impact external to the university. Responsibilities in research and
scholarship vary widely across departments and are expressed in a variety of forms including
publication, scholarship consisting of professional achievements, and scholarship consisting of
creative achievements typically disseminated through production, exhibition, or performance. The
standard expectation is that each faculty member will devote 40 percent effort (time on task) to
their research and scholarly activities. In some cases, faculty receive external funding that requires
an academic year reallocation of effort from teaching to research. In these cases, external funds
support the percent of faculty salary (and applicable benefits) equivalent to the percent of faculty
effort reallocated.

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It is accepted as a truism that the form of research and scholarship will vary by discipline. Thus, disciplinary norms are used to determine what constitutes appropriate research and scholarship. A research active faculty member is publishing, performing, exhibiting, generating grants and research expenditures, etc. on par with disciplinary norms. A highly research active faculty member has scholarly output above disciplinary norms. A less active research member has scholarly output below disciplinary norms. Department addenda to this general policy outline appropriate disciplinary norms for research active, highly research active, and less research active faculty members.

**Responsibilities for Service**

CAS faculty members are expected to devote effort to service in support of the department, college and University and to their professional communities. Service contributions to both departmental and interdisciplinary programs are valued. All CAS faculty members should expect to take some responsibility for undergraduate advising. Beyond this activity, service takes a wide range of forms, all of which are important, and the area of effort may change over time, especially as the faculty member moves through the ranks. Early in a career, institutional service may be more focused within the department and profession as faculty establish their research and teaching programs. Later in a career faculty will contribute quality service more broadly, to the department, college and/or university and may take on higher levels of responsibility and leadership both in the university and in their relevant professional organizations. The standard expectation is that each faculty member will devote 20 percent effort to their service responsibilities. As with teaching and research, the key to effort determination is time on task. In the full course of a successful career, occasional periods of more intense service may occur. Department addenda to this general policy describe heavy service assignments that may lead to a shift in effort allocation.

**Balancing Responsibilities over a Career as Individuals and Members of Departments, the CAS and the University**

All CAS faculty are expected to participate actively in teaching, research, and service. The CAS recognizes that virtually no two faculty members’ activities will be exactly the same, and thus flexibility in accounting for effort needs to be recognized. At the same time, fairness and transparency within and across programs and departments is considered essential. For faculty members who have joint or shared appointments across two or more departments or programs the total effort in any one area—teaching, research, or service—should not exceed the time on task expected of a faculty member whose appointment is in only one department.

Consistent with the dual mission of the University, the CAS values both excellent research and teaching. For new faculty the CAS recognizes the effort required to be successful in both areas and recognizes that faculty join the university with varying levels of experience in teaching and research and scholarship. The time on task necessary to carry out teaching and scholarly activities, such as new course preparation or initiating a program of research, may be higher for new faculty than for those with more experience. We also recognize that the time involved in initiating a program of research can vary both between and within disciplines. Thus, without
changing the standard 40-40-20 allocation of effort, the CAS believes it is in the interest of the individual faculty member’s long-term teaching and research success that new faculty members’ activities and the effort allocated to each consider time on task. Department addenda to this general policy describe the ways time on task is used to differentiate the effort and activities of new versus more experienced faculty. New hires generally happen infrequently enough in a given department, that it is assumed such differentiation can be accommodated within the flexibility of department’s curricular offerings and service needs.

The CAS also recognizes that many faculty members will evolve over the course of their careers in terms of how they focus their energies and thus expend their time. These changes may be short term or long term and are to be encouraged when they serve well the interest of both faculty member and the University. Short term shifts in teaching assignments, service, or research projects may be made on a semester basis, but given lead times, both in terms of course rostering and in research/writing schedules, they might more normally be arranged on something approximating a two-year cycle, with reconsideration as to further extension when that period begins to draw to a close. Late career shifts in interests, for example from a heavy research focus to more extensive teaching, or the desire/request to take on extended administrative or service responsibilities are recognized as legitimate contributions to the University. In such instances an overall reallocation of the percentage effort balance will be in order. Such recalibration of the 40-40-20 teaching-research-service effort norm on an ongoing basis should be considered in consultation with the department chair and dean and must be approved by both the department chair and dean.

Addenda

Approved department addenda to this general document outline the details of how to account for the wide range of teaching, research, and service responsibilities faculty members encounter. Department chairs work closely with individual faculty members in light of those documents to determine what constitutes their balance of responsibilities and contributions.
Art, Architecture, and Design Department Addendum

Teaching

The mentoring and training of undergraduate students is an important component of the educational mission of the Department of Art, Architecture and Design.

A|A|D recognizes a standard teaching load in each semester as two courses and a modest amount of additional instruction: supervising undergraduate research, theses, independent studies and special topics. Studio classes and lecture/seminar classes are considered equivalent. Number of credits and course enrollments are not taken into consideration. Most studios are capped at 15-20 students and meet for 6 hours a week and range in credits from 4 to 6. The large lecture classes are rotated so that one faculty member has no more than one large lecture class a semester. Apprentice teachers may be used to facilitate these large classes.

The department tries to maintain a course rotation that allows most faculty members, over several years to teach a range of courses from seminars and elective studios, to core studios and lectures. Independent studies, honors thesis, special topics, undergraduate research projects are taken on by most faculty as needed in addition to their regular 2 x 2 teaching load. Co-taught courses occur occasionally particularly when they are interdisciplinary. Both professors are expected to devote 100% effort to the course, and so the course is considered a full course for each.

Adjustment of teaching loads from 2 x 2 may result in a shift of allocation, except in the case of new faculty where it is anticipated that new faculty members will spend more time than more experienced faculty preparing for new courses. Therefore, without changing the standard 40-40-20 allocation of effort, newly appointed tenure-track hires may be given a course release during their first year in the department.

Research/Scholarship/Creative Activity

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

Exhibition of creative work is to be regarded as analogous to publication in other fields. Research/scholarship/creative work in A|A|D is varied and includes exhibition, client and publication based work and the standard of evaluation is peer review.

Evidence of research activity and the faculty member's standing in the field may include: the dissemination of research through exhibitions, books, monographs, editions, chapters, exhibition catalogs, collections, and articles published in scholarly or professional journals, conference papers, invited lectures, public and web-based presentations, exhibitions curated, fellowships, grants, and awards received, and professional service indicative of the faculty.

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member’s standing in the field such as participation in the governance, editorial, and review structures of professional journals, academic publishing organizations, and outside institutions.

Research active faculty in A|A|D are expected to regularly contribute to scholarship by participating in and presenting their work at the main meetings and conferences in their fields. Some department members attend conferences very regularly; others choose to attend conferences only when they are ready to circulate new work to audiences and receive valuable feedback. Whichever practice one embraces, presenting work to external audiences is an important activity of research-active scholars, artists, architects and designers. The following are appropriate norms in terms of rate of activity:

- Articles in refereed journals or national juried exhibitions = 1 every 1-2 years
- Books or textbooks= 1 every 10 years or Solo Exhibitions = 1 every 5 years
- Total publications and scholarly works= 2 every 1-2 years (including books or textbooks, peer-reviewed and invited articles and essays, book chapters, conference proceedings, group or juried exhibitions, public commissions, external curated exhibitions, peer reviewed design competitions).

Quality of research is equally important as rate of publication or exhibition.

Faculty who produce at a higher rate than the above are considered highly research active.

Determination of highly research active and less research active that would justify a shift in effort allocation will be made on the basis of the above criteria for research active.

**Service**

In the normal progress of a career, the amount of service provided to one’s department, college and university increases with time. Pre-tenure faculty are expected to contribute to department service and encouraged to participate in college or university service. It is expected that the service will be of high quality and carried out efficiently and well. All members of the department of Art, Architecture and Design are expected to participate in department governance. This includes but is not limited to faculty reviews, department committees and working groups, participation in department meetings and events, and major, non-major and minor advising. They are also expected to provide service to the college and the university, as well as the profession. They are also encouraged to foster and engage in positive interactions with the community. The extent of these activities as well as the balance among them will vary depending on academic rank and years of experience.

Heavy service assignments such as chairing the department, directing an interdisciplinary program or center, directing LUAG, may lead to a shift in effort allocation.

**Balancing responsibilities**

Most tenure track faculty, have a 40-40-20 allocation of effort. The department chair works closely with individual faculty members to determine what constitutes their balance of
responsibilities. Decisions regarding shifts in effort allocation must be approved by the dean of the college.
Biological Sciences Department Addendum

A typical faculty member is expected to teach (40% effort), conduct scholarship (40% effort), and engage in service (20% effort) and is evaluated based upon these expectations. However, adjustments in expected effort allocation can occur, on a case by case basis, for reasons described in this document.

Teaching

The success of our large teaching program depends on the participation of all faculty members. A typical faculty member devotes 40% of his/her effort towards teaching the equivalent of “2-2” courses per year. Such a faculty member might teach a large lecture course (e.g., core biology courses or large courses in biochemistry, neuroscience, endocrinology, evolution, etc.) which due to the effort involved in coordination of activities and teaching assistants may be considered equivalent to greater effort than “1” course. Faculty also teach at least one substantive graduate course, graduate seminar, specialized upper-level undergraduate course, first-year seminar, or advanced laboratory course (e.g., molecular genetics, anatomy, biochemistry, behavioral neuroscience, animal behavior). Additional responsibilities include the summation of several smaller teaching responsibilities such as several undergraduate and graduate students taking research credits. For many faculty the effort devoted to the training and mentorship of their doctoral advisees is equivalent to a course. In the biological sciences, new faculty members setting up a research laboratory requires considerable effort and, for this reason, we provide a lighter teaching assignment for the first semester at Lehigh.

Graduate teaching assistants provide critical support to our teaching program by teaching many of our numerous laboratory sections. Furthermore, to provide our students with more individualized attention in the large core courses, TAs may also have recitation sections. In advanced laboratory courses taught by a faculty member, a TA is typically assigned to assist in order to provide the critical individualized attention.

Minor perturbations in teaching assignments occasionally occur due to unanticipated enrollment issues, although these deviations typically average out over a 3-year period.

Faculty who teach more than the normal effort can increase their teaching-effort allocation with a corresponding reduction in research and/or service effort. Similarly, a reduction in teaching-effort allocation can occur if accompanied by a sustained increase in research and/or service activity.

The overriding issue in determining biological science teaching assignments is to provide a quality education at all levels of our curriculum. The teaching assignments of this Department are based upon this commitment.

Research

Faculty members that devote 40% of their effort toward research are expected to: (1) publish in peer-reviewed journals on an annual basis at a rate normal for their subdiscipline, (2)
attend professional conferences to give research talks and present posters. (3) mentor graduate students, and (4) actively seek external support for their research program and graduate students.

To be considered a highly active research faculty member, one would need to publish at a sustained rate in first-line journals above the norm for her/his subdiscipline. “Above the norm” is highly variable but an average of between 3 – 6 publications per year would encompass most fields in biology. Along with a high publication rate, a highly active research faculty member would be sufficiently funded to support several graduate students within their laboratory. They would also be recognized as a clear leader in their field (e.g., hosting symposia, writing well-received reviews and books that advance the frontiers of their discipline). When coupled with the additional administrative responsibilities such as supervising laboratory personnel (e.g., technicians and postdocs) and responsibilities associated with animal care and laboratory safety, a highly research-active faculty can choose to reduce effort in teaching and re-allocate to research.

Conversely faculty members can reduce their research-effort allocation when their primary interests focus more on teaching and service and they are unable to maintain the expectations for research accomplishment.

Service

Biological Sciences is a large department that serves many undergraduate and graduate students. The size of our student clientele requires that all faculty, (including untenured faculty) engage in departmental service. All faculty advise undergraduate majors and nonmajors. All faculty serve on graduate qualifying examinations and dissertation committees. All faculty serve on one of the three Departmental committees (Graduate, Undergraduate, and Infrastructure). All faculty members can be asked to serve on ad hoc committees within the Department (e.g., faculty search committees). All faculty also can be called upon to serve on ad hoc committees in other Departments as well as at the College and University level. For the most part, these activities are considered part of the normal (i.e., 20%) service obligation.

Once tenure is achieved, the expectations for service are raised. Tenured faculty members are expected to accept additional departmental service responsibilities, such as chairing one of the 3 standing committees or volunteering for additional departmental assignments. Tenured faculty members are expected to pursue opportunities to serve on the standing committees at the College and University level.

In some cases, faculty members that perform extraordinary service can increase their service-effort allocation coupled with a corresponding decrease in effort allocation in one of the other areas.

We see the participation in professional societies, funding agencies, editorships, manuscript reviews as a “gray” area between service and scholarship and can be used to reflect % effort allocation in either area.
Chemistry Department Addendum

Preamble

The Department of Chemistry is committed to the Guidelines for balancing contributions among research and scholarship, teaching, and service in the College of Arts & Sciences at Lehigh University. The guidelines contained within this document clarify the expectations for faculty in the Department of Chemistry. The three areas in which performance is evaluated are teaching, research and scholarship, and service. Metrics used to determine the appropriate balance and load of each component of faculty responsibility in the Department of Chemistry are outlined below.

Teaching

The mentoring and training of undergraduate and graduate students is an important component of the educational mission of the Department of Chemistry. As a consequence, all faculty are expected to teach both graduate and undergraduate students during the academic year. Innovation in course content at both the undergraduate and graduate level is expected. Finally, faculty are expected to be readily approachable by students and to be actively involved in independent learning experiences through research.

Courses are assigned based on initial discussion of each chemistry subdivision. ie organic chemists get together and discuss staffing of organic courses. This is done so that all faculty have a say in teaching. Once proposed assignments are made within each subdivision, the chair makes the final decision based upon department needs and individual faculty loads. General chemistry courses are assigned using a rotation and the chair plays a more active role in recruiting faculty for general chemistry (and associated studios) and assigning the courses since they do not fall under the purview of a particular division.

Teaching is an important part of the overall goals of the University reflected for most faculty in a 40% effort allocation. Correspondingly, the regular teaching load in the Chemistry Department is 2 course equivalents per semester. However, the teaching takes various forms. The commitment of time devoted to teaching depends upon the nature of the course, its size, and level. The commitment of effort and time associated with each form often does not fit the standard description of a (3–4 credit) “course” and cannot be represented strictly in terms of credit hours.

Examples of the breadth of courses and considerations the chair makes in teaching assignment are described below:

(1) Large lecture courses (greater than 50 students). These courses include CHM 30, CHM 31, CHM 110, CHM 112, and CHM 371. In these large courses, the instructor must perform administrative work, organize and grade homework assignments, and possibly train graduate students. As a consequence, it is recognized in the department that these courses constitute a large load that is counted in measuring teaching workload. In CHM 30, the lead instructor must also train up to 7 teaching assistants and up to 7 undergraduate assistants who work in the labs
and monitor their progress. Additionally the lead instructor has to work closely with the general chemistry lab manager to coordinate the studio and course. They are also responsible for assigning grades to over 300 students. As a consequence, this assignment counts as a full two course load.

(2) Laboratory courses. Lower level labs in the first two years of the curriculum are staffed by professional chemists. Upper level labs are run by faculty and generally require one lecture a week, but often require a great deal of contact hours. Faculty in these courses are responsible for overseeing teaching assistants, preparing solutions, grading laboratory notebooks, and in writing intensive courses, meeting individually with students to rewrite labs. In some upper level lab sequences (CHM 334, CHM 335, and CHM 343) as much as 20 contact hours per week are required. This is taken into consideration when teaching loads are assigned.

(3) Mentoring undergraduate students. Research active faculty are expected to mentor undergraduates in research. The level of this activity varies considerably (advisers mentoring from 1-5 students) and is factored into teaching load. Usually a research mentor is assigned the credit for students enrolled in research (CHM 375 and CHM 376).

(4) Mentoring graduate students. All research active faculty are expected to train and mentor graduate students. Once a student joins a research group, students enroll in CHM 421 and the adviser provides hands on training and instruction on laboratory techniques and instrumentation. Faculty spend several hours a week per student on education outside of the classroom and faculty are assigned credit based on student enrollment in this course.

It is the expectation of the chemistry department that all new tenure track faculty members develop exceptional research programs and build strong research groups with several graduate students and post-docs. This requires exceptional efforts by the new faculty to start up a group, transfer know-how to a new set of graduate students, build up research labs, and write many proposals to funding agencies. Additionally, each young faculty will need to develop an outstanding teaching portfolio requiring additional time to prepare courses for the first time. To accommodate this start-up, incoming faculty will start out with 1 traditional lecture course per semester as the expected teaching load.

Teaching assistant support is typically used for teaching laboratories. The employment of graduate students as teaching assistants is not only used to leverage faculty time, but also to provide important career training for graduate students. Faculty responsible for overseeing teaching assistants are expected to monitor teaching performance, provide feedback and mentoring, and have regular meetings with graduate students.

Research and Scholarship

There is a strong research emphasis in the Department of Chemistry. All faculty are expected to seek external funding and to build nationally and internationally recognized research programs. It is recognized that different sub-disciplines within chemistry will have different
student staffing and equipment requirements and so will require different support levels. The Department recognizes that achieving and maintaining an active research program requires a great deal of effort due to proposal writing, program administration, and reporting to Federal agencies. Faculty who are very active in research and have more than one major grant may require increased effort allocation in research. Faculty members who do not actively engage in research, the mentoring of graduate students and submission of proposals may be asked to increase effort allocations in service and teaching to support overall mission of the department.

Faculty contributions to research are judged on the quality of publications in refereed journals of excellent reputation and the frequency with which these publications are cited; Success in obtaining major external financial support necessary for his/her research; Invitations to present independent research results at universities, industrial organizations, and symposia; Writing of review articles, chapters and books in the candidate’s area of expertise; Membership on editorial boards.

Service

In the normal progress of a career, the amount of service provided to one’s Department, College and University increases with time. Pre-tenure faculty are expected to contribute to department service and encouraged to participate in college or university service. It is expected that the service will be of high quality and carried out efficiently and well. Membership on proposal study sections, review of proposals and journals, and active contributions to professional organizations will also be considered as an important component of service. Academic governance of the University and the long-term excellence of its academic life depend critically upon the leadership of the faculty. As a consequence, tenured faculty are expected to fulfill this role. Tenured faculty are expected to develop major initiatives, and to participate in committees and organizations responsible for Department and University governance. Service as a national or regional officer in a professional society is also considered important service. Finally, consistent and substantial mentoring of pre-tenure faculty is expected as well. Service tasks that exceed the 20% time commitment may result in adjustments of effort allocation. Examples of such tasks are serving as chair, associate chair, or as an undergraduate or graduate advisor.

Balance among the Essential Components of Faculty Contribution

The balance among teaching, research, and service is expected to be 40:40:20, but it is recognized that some faculty make major contributions in one area. In these cases, the chair in consultation with a faculty member may recommend that allocations are changed. Once the chair and faculty member agree on an appropriate effort distribution, a request is made to the Dean to formalize the agreement.

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Earth and Environmental Sciences Department Addendum

Teaching

The mentoring and training of undergraduate and graduate students is an important component of the EES educational mission. Innovative and up-to-date course content at both the undergraduate and graduate level is expected. Faculty are also expected to be readily approachable by students and to be actively involved in independent learning experiences through research as far as time, resources, and interest allows. These research experiences may be credit-bearing, but they alone do not count as a course; rather, they count as a component of the overall mentoring and advising commitment. All faculty members should advise one or more graduate students and willingly serve on the examination or advisory committees of others.

The expectation is that all EES faculty will teach a stable rotation of three lecture and lab-based courses (3-4 credits) with graduate student mentoring and advising constituting the equivalent workload of a fourth 4-credit course annually. Graduate and undergraduate courses with insignificant enrollment may be canceled with the instructor reassigned to another course by the chair. These regular teaching duties also include a 2-week/year commitment to the EES 004 recitation course. Within a period of 4 years, this commitment to EES 004 sums to the equivalent of one full 3-credit course that will be figured into the stable rotation of 3 courses per year. Courses offered to interdisciplinary programs are treated as part of the regular teaching rotation as long as they are of similar credit structure to EES courses. Faculty may elect to augment their regular teaching rotation with one or more weekend-long field trips or independent study / specialized reading courses primarily for graduate students. Faculty assigned to organize and update introductory-level labs (EES 022) are able to count this activity as service, not as on-load teaching.

All EES faculty are expected to participate in lower-level gateway course offerings which have the dual role of environmental education for the Lehigh community and funneling interested students to the EES major. Irrespective of the gateway size in terms of numbers of students it is the quality of the class and its related ability to attract students to the major that is of greatest value to the program.

It is the expectation of the EES Department that all tenure track faculty members develop a strong research group with graduate students centered on an exceptional field, lab, or theoretical research program. This requires exceptional efforts, particularly by new pre-tenure faculty, to start up a group, transfer know-how to a new set of graduate students, build up a research lab, and write many proposals to funding agencies. Additionally, new pre-tenure faculty will need to develop an outstanding teaching portfolio requiring additional time to prepare courses for the first time. To accommodate this start-up, incoming faculty are afford a teaching load reduction of one course/year for their first year. Similarly, those engaged in significant service, such as chair, are also afforded a one course/year reduction.

EES uses its teaching assistants (TAs) primarily to teach, rather than to grade or prep classes. The employment of graduate students as teaching assistants is not only used to leverage faculty
time, but also to provide important career training and professional development. Faculty responsible for overseeing teaching assistants are expected to monitor teaching performance, provide feedback and mentoring, and have regular meetings with graduate students. Our priority for assigning TAs is (1) introductory service lab EES 22 (4 TAs, sometimes teaching multiple sections), (2) EES 004 (3 TAs), (3) our core 100- and 200-level courses, and (4) our 4-credit major course labs. Faculty generally play an active role in developing labs and insuring that they are being delivered well by the TAs. Occasionally and based on availability and expertise, a TA is not assigned to a 100-, 200-, or 300-level course and the faculty member is left delivering the course and running the labs. In these cases, the Department chair may consider reducing the teaching load otherwise to compensate for the need to teach the lab.

Research

Research and scholarship are central to the mission of EES at Lehigh. For our Department to remain competitive, have a healthy graduate program, and pursue research with scientific impact, all faculty must be engaged in the research enterprise. Productive research with high-impact scholarship hinges on faculty having the time to pursue projects of their choosing, developing and sustaining a lab, field, or modeling-based research program that includes graduate students and may include post-docs, regularly attending national and international conferences for visibility and graduate student recruiting, and timely publication of results in national and international journals, books, and maps. EES is dedicated to growing its impact in research and scholarship by enhancing the quality and size of its PhD program. The health and success of all of these activities are predicated on all faculty vigorously pursuing external funding from public and private sources.

EES recognizes two main categories of research active faculty. Research active faculty have an effort allocation of 40/40/20 and are expected to engage in high impact scholarship, submit grant proposals, mentor or co-mentor graduate students, sustain a lab, field, modeling, or combined research program, and be active in their professional community at national or international meetings on an annual basis. A discussion with the chairperson should occur to adjust effort allocation if a faculty member falls below these expectations in a three-year PAR window.

Highly active research faculty have established a sustained research program characterized by at least four scholarly publications, management of multiple active research grants, multiple research proposal submittals, three or more funded graduate students, funding panel, editorship and/or leadership in a professional society on an annual basis. EES recognizes that this level of research carries significant effort in writing proposals and quarterly or annual reports, program administration, and research team mentorship. Such high research activity may warrant a teaching reduction of one course per year following consultation with the chairperson. In this case, 10% of effort is reallocated from teaching to research. In the exceptional case of highly active faculty who are supporting four or more graduate students, post-docs, and directing a research center or interdisciplinary program, sustained efforts in these activities may warrant additional changes in effort allocation.

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Service

EES encourages leadership at the Departmental, University, and professional community levels. Our expectation for pre-tenure faculty is that their service load should be balanced between service to their profession, which helps raise their visibility, and service to the Department. We typically will attempt to place pre-tenured faculty into one Departmental committee leadership position. EES expects that College and University service will grow for associate and full professors. Faculty assigned to organize and update introductory-level labs (EES 022) are able to count this activity as service. Exceptional service role activities that may warrant a change in effort allocation include directing interdisciplinary programs or administrating significant educational or outreach activities like an REU or IGERT.
English Department Addendum

Research

All members of the Department of English are expected to be research-active scholars. Most faculty in English disseminate their scholarship through the publication of books and articles in professional journals or in edited collections. The department also recognizes other venues for scholarship including the creation and maintenance of digital archives. Creative writers in the English Department are similarly expected to be active producers of original creative work.

Disciplinary norms or average scholarly production in the field of English are difficult to determine. Our professional society (MLA) doesn’t collect it. In general, because humanists seem particularly skeptical of gross statistics—which register the number of publications rather than the impact each has—there has been little motivation to collect and analyze these data. Nevertheless, a survey conducted by the National Center for Education Statistics, in its 2003-2004 National Study of Postsecondary Faculty, and data for Carnegie Doctoral institutions for full time faculty enable some estimates. Our best estimate is that research-active faculty in the field of English publish one article in a refereed journal every 1-2 years and one monograph every 10 years.

Quality of research is equally important as rate of publication. The English Department assesses quality, in large part, on the basis of the venue of publication. Top-tier journals take different forms, some accepting submissions from scholars in all fields while others are field-specific. Similarly, some top-tier academic presses publish manuscripts in all academic fields, while others are top-tier for particular fields due to prestigious ongoing series. Since the field of English does not have a “citation index” that collects over time the number of references to particular articles or books, assessment of long-term impact of a publication remains anecdotal. Nevertheless, some indicators can be relied on, including invitations to lecture on the topic of a previous publication, invitations to read creative work, a reprinting of a previous publication in a collection of essays, or requests to review submissions on similar topics by journals or presses.

The English Department also expects research-active scholars and creative writers to present work at conferences. Some department members attend conferences very regularly; others choose to attend conferences only when they are ready circulate new work to audiences and receive valuable feedback. Whichever practice one embraces, presenting work to external audiences is an important activity of research-active scholars and creative writers.

Teaching

The Department of English expects that most faculty members over several years will teach a range of courses: first year writing courses, introductory or general education [100-level] courses, 300-level courses for majors, graduate seminars. We try to assign these courses equitably, offering each faculty member each year one graduate seminar and one advanced course for upper-level majors. Other assignments include literature survey courses, required introduction to the major, general education courses, or a course for first-year students. In practice, the need to offer the right combination of courses to allow majors and graduate students in the MA program to meet August 2011
distribution requirements requires us to prioritize assignments to upper-level courses and then fill
in faculty assignments with courses at the lower levels. This means that faculty who teach a
reduced load often teach fewer lower-level courses, while those who teach our standard load
teach more of the introductory courses on a regular basis. The department routinely provides a one
course reduction for new assistant professors during their first year to provide sufficient time to
begin to establish their teaching and course portfolio.

The Department of English recognizes a standard teaching load (40% of total effort) in each
semester as two courses and a modest amount of additional instruction, which may take the
following forms:

- Supervising undergraduate theses,
- Supervising MA theses,
- Examining PhD candidates,
- Directing PhD dissertations,
- Serving as a Reader on PhD dissertations.

The department does not actively control distribution of most independent instruction,
since we cannot (and do not desire to) control the historical period in which or the issues on
which students focus for their projects. Thus, independent instruction is not distributed equally.
And this unevenness will persist.

Significant amounts of independent instruction earn research-active faculty course release
time in order to restore a balanced effort in research, teaching, and service. (Scheduling such
release time must take into consideration both departmental curricular needs and the faculty
member’s research program.) Release time will be earned, and assigned, in the following manner.
Each form of independent instruction (see above) has a differential value associated with it. The
department chair will record the individual instruction that each faculty member undertakes and
track the “credits” that each faculty member amasses over time. The chair will assign course
releases, as they become available, to those research-active faculty members who have amassed
the most credits.

Service

All faculty in the English Department undertake service to the department, to the
university, and to the profession, though the extent of these activities—and the balance between
them—varies widely depending on individual preferences and the stage of an individual’s career.
The varied forms of service include:

Advising. All faculty advise English majors, which we assign equally; all faculty advise, as
well, a small number of CAS students who have not yet declared their major. Faculty members are
also responsible for advising the graduate students whose dissertations they supervise; this
responsibility, as described above under “Teaching,” is unequally distributed. The Graduate
Director advises all the graduate students who have not yet completed coursework, and for this
activity (among others as Graduate Director) he or she receives a course reduction each year.
**Departmental Committee Work.** All faculty serve on one of the standing departmental committees: Literature and Social Justice, Graduate Policy, Graduate Admissions and Recruitment, Undergraduate, Writing, Creative Writing. The department is committed to regular rotation of administrative responsibility for these committees, so all Associate and Full professors should expect at some time to shoulder such responsibility in a program in which they have particular interest. These committees vary in size and activity from year to year, depending on what business is pressing: when a committee’s or program’s routine workload is substantial, or when major tasks must be undertaken, the directors of these departmental programs or committees receive a course release and should consider a reallocation of effort from the standard 40-40-20 ratio.

**College and University Service.** Many department members serve on standing CAS and University Committees, even during their probationary period. More typically, in recent years, Associate and Full professors have accepted responsibility for leading many college and university initiatives. A course reduction accompanies such activities and, since they require significant investment of time and energy, faculty members who undertake them typically alter their 40-40-20 ratio of effort so that service assumes a larger portion.

**Professional Service.** Service to the profession or to one’s field takes many forms, including journal editorships, office-holding in professional societies, reviewing tenure cases at other institutions, assessing manuscripts for journals or presses. In extraordinary cases—such as organizing a meeting of a professional conference at Lehigh—a course release and some financial support can be expected from the Department and College.
History Department Addendum

**Teaching**

The Department of History recognizes a standard semester-based teaching load as including two 4-credits courses in which the quality of instruction is the main priority. * The department expects that most faculty members over the course of several years will teach a range of courses—freshmen seminars, introductory, mid-level general thematic/period courses, upper level seminars, and as appropriate graduate courses. The department recognizes that in some instances the faculty member will have a teaching assistant for recitation sections and grading assistance, but in most instances they will not; that enrollments, and hence effort, may vary depending on course level; that new courses, major revisions of existing courses, or courses outside one’s primary areas of focus take additional preparation time over regularized lecture courses that may vary less from year to year; and that research methods courses, which are heavy on reading, editing and grading papers, and reading-heavy graduate courses can take extra time. Given this variability, the department tries to rotate course assignments such that this work load balances out over time. This is not always possible given different instructors’ areas of interest and expertise and student interests, so periodic adjustments are appropriate.

The department recognizes that individualized instruction,** especially at the graduate level may occupy a significant portion of faculty member’s teaching time, and as such it should be recognized as part of the individual’s 40% load. The department also recognizes such work may have significant peaks and valleys. To account for such individualized instruction, the department divides such work into three major categories and accounts for such work in the following manner:

1. Directing a PhD dissertation or a significant new course development outside the faculty member’s regular areas of expertise is equivalent in terms of time on task to half of a regular 4 credit course.

2. Serving as director of a MA thesis; a committee member/reader for PhD dissertation; servings as a graduate comprehensive major field examiner; as director of an undergraduate honors thesis; is the equivalent in terms of time on task to a quarter of a standard 4 credit course.

3. Serving as second reader on an MA thesis; serving as a graduate comprehensive minor field examiner; offering side bar meetings for graduate students in 300-level undergraduate course; guiding an individualized graduate topics course or undergraduate independent study; a significant existing-course reformulation, teaching experimentation, or course offering significantly outside of one’s own area of work; or large enrollment courses without a TA are each the equivalent in terms of time on task to one sixth of a regular 4 credit course.

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When a faculty member accumulates “credit” equivalent to a standard course s/he may be “eligible” for a standard course release based on the department’s curricular needs at the time and assuming the member is research and service active—see below.

The department recognizes that many faculty members, especially those heavily involved in extensive individualized instruction work, especially in terms of graduate thesis and dissertation advising, but not limited to that, may find their time on task for teaching exceeds the normal 40% effort. In such cases appropriate adjustments should be made, often by periodic reductions in standard course offerings or by limiting such individualized instruction. Decisions about reductions in standard course teaching loads will be made in consultation with the department chair and take into account both departmental needs and the faculty member’s research program. In no case would a regular department member’s teaching load fall below one course per semester—see Service section below as well.

*The department routinely provides a one course reduction for new assistant professors during their first year to provide them sufficient time to begin to establish their teaching and course portfolio.

**Individualized instruction may include, but is not necessarily limited to: independent study/research projects, honors theses, individualized special topics courses, additional graduate sections of 300-level courses, comprehensive exam preparation, thesis/dissertation reading and advising.

**Research**

All members of the History department are expected to be research active scholars. Most members most of the time will disseminate their scholarship through the publication of books and articles in professional journals or collected editions of essays. However, the department also recognizes other venues for scholarship including the production of museum exhibits, film, and additional public history outlets. A research active historian should be expected to publish his/her work on a par with disciplinary norms. While no absolute or concrete survey data exists for the historical discipline exists, several reports including the 2003-2004 National Study of Postsecondary Faculty and survey work conducted by the American Historical Association’s, director for research and publications, Robert Townsend, do suggest appropriate guidelines with which the department concurs. In brief, these studies suggest that the publication norm for a research active historian will be one book every ten years and one article every two years.

Research productivity rates alone do not speak to the issue of quality metrics. Thus, in addition to numbers of publications, the Department of History is also concerned with assessing impact. To that end, we recognize first tier journals as those of the largest professional scholarly organizations, both at the widest discipline level—e.g., the American Historical Association’s (AHA) *American Historical Review* or the Organization of American Historian’s (OAH) *Journal of American History*—but we also view more thematic or chronologically focused publications as equivalent, and in terms of visibility within one’s specialty perhaps of even greater importance. So, the Society for the History of Technology’s (SHOT) *Technology and Culture* or the Omohundro
Institute for Early American History and Culture’s William and Mary Quarterly would be equally prestigious journals in which to publish. So too would be outlets like the Journal of Modern History or the Archive for Reformation History.

For books, we look at the general quality of the press, but we also take into account special series where there is visibility and prestige associated with the particular publisher. In addition to the publisher of a faculty member’s scholarly book we would look to the professional journal reviews for a more detailed measure of the quality of the work. This is especially important is assessing impact within a field beyond the mere fact of publishing. If a faculty member’s book were translated into a foreign language, this would be an indication of quality and impact beyond the original publication. Similarly if a colleague’s article were anthologized it would indicate a broader impact. Likewise having your work referenced in something like the American Historical Association’s Guide to Historical Literature would be a coup. Prizes for best book or article in a field or specific journal would also signify quality and impact.

Because the department does not utilize a citation index-like approach to evaluating publications, longer term indications, such as when a faculty member’s book or article is referred to by some other scholar in their own work, is harder to track. But when an author’s work is discussed or cited in a historiographical essay or literature review, it would be an important signifier of long-term impact.

Finally, we believe scholarly conference presentations are extremely important and extend visibility of the faculty member, the department, and the University more broadly. Often such presentations lead to subsequent publications. As with journals, those broader historical organizations, the AHA and OAH, or in the case of topical/thematic fields, those organizations at the head of the sub-field deemed most prestigious—i.e., SHOT, Omohundro, the 16th Century Studies Conference—would be viewed as prestigious places to present one’s research, both in terms of selectivity and visibility, but also in terms of thematic/chronological venues, where one would get the most valuable feedback for incorporation into subsequent publication. International and national meetings generally count somewhat higher than local or regional conferences, without by any means intending to discount the importance of the latter, especially considering that the amount of time and research that goes into such scholarship can be just as extensive as for something presented at a highly prestigious international meeting.

**Service**

All members of the Department of History, unless other load effort arrangements have been previously agreed upon, are expected to devote one day per week, or 20% of total effort, to Service. Service responsibilities vary widely depending on the stage of an individual’s career and type of responsibility assumed as out lined in this document and in the CAS Guidelines for Tenure and Promotion.

**Advising:** All History faculty members are expected to take responsibility for non-major undergraduate advising, usually 2-4 students per year. In addition one or more members of the department may take on the role of advising a larger number of non-majors as a “super advisor.”

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Major advising responsibilities are primarily assumed by three to four individuals, generally those who are not heavily involved in graduate student advising. General graduate advising and direction of the graduate program are assumed by the Graduate director who shall receive a one course reduction per year in recognition of this service. Advising of individual graduate students while preparing for examinations or researching and writing theses and dissertations is considered to fall within the Teaching category—see above.

**Committee and Work:** Most members of the department are expected to serve on either the undergraduate or graduate committees. Members should also expect to serve as appropriate on department search committees and periodically as outside members for non-departmental searches. College and University committee assignments depend on election or appointment to relevant committees and are assumed to be part of routine service. Particularly heavy service, such as chairing a major University level committee, may upon occasion when it is clear that the 20% effort is being exceeded, and in consultation with the department chair, lead to a course teaching reduction. Such reduction would likely occur on an ad hoc basis and not require a major shift in reallocation.

**Administrative Service:** More senior members of the department may from time to time be asked to take on additional administrative service tasks, such as director of an interdisciplinary program or research group such as the Gipson Institute. Such increased administrative responsibility will normally carry a reduction in teaching load if the service occurs over an extended period of time. In that case, the faculty member, department chair, and dean would consult to determine what longer term shift of percentage in load should take place. In no instance, however, would a regular department member’s teaching load fall below one course per semester.

**Professional Service:** The department recognizes that service to one’s profession is important for the individual and redounds well upon the department, college and University, and is therefore worthy of recognition. In most instances this service in recognized as falling within the normal 20% effort devoted to this category. In some instances, where short term effort on behalf of a professional organization, for example, chairing and organizing a significant conference or meeting, was extremely time intensive a member might receive some sort of compensating load reduction elsewhere, but only in very rare instances would a member be eligible for an alteration in overall load balance. An example of such a situation might be serving as president or operating secretary of a national professional society. Such decisions would be made by the department chair, and where appropriate in consultation with the dean, taking into consideration department needs and the individual’s overall work load balance.
International Relations Department Addendum

Teaching

We have a very structured curriculum in IR with many required courses that have specific prerequisites. This means that there are certain courses that each of us must teach, within our specialty, each year. Faculty are encouraged to teach primarily in their respective areas of interest, although this must not come at the expense of core courses. Every faculty member teaches an upper 300-level seminar (where enrollments are capped at 20 and every major must enroll in two such seminars to graduate) which provides considerable opportunity for innovation.

Newly hired assistant professors will be given one course off during their first year at Lehigh.

Honors Theses and Independent Study projects (both individual and group) are taken on over and above the standard yearly 2-2 teaching obligation. The demand for independent study and Honors Theses can be high, and the work for faculty time-consuming. Even so, we expect all faculty to undertake this especially valuable educational enterprise, though, of course, they are under no obligation to accept every request. There is no provision for a reduced load even if a faculty member has a high number of such supervisions.

We make sure that there are at least two WI (writing intensive) courses a year; again, no credit is given to a faculty member for teaching such courses, which require a higher degree of effort. Faculty also arrange and supervise student internships. Each student who does an internship and wants credits transferred must have a faculty sponsor and submit some written assignment (the particulars vary and are worked out between student and sponsor).

Research and Scholarship

The Department seeks to achieve national and international prominence. Hence an active research and scholarship agenda is expected of every member of the department, but its composition does – and should – vary with the goals of the individual faculty. Most faculty produce book-length manuscripts, journal articles, chapters in books, and conference presentations, but the distribution varies. Some research traditions within IR emphasize books while for others the natural medium is the journal article. We respect both norms without favoritism toward either, though we do expect that those who do not write books will achieve a similar level of breadth and depth through a series of related and high-quality articles.

Some faculty may elect to pursue activities outside traditional scholarly publication, such as participating in the policy debate, organizing conferences and publishing opinion pieces in different media outlets. While these are desirable and certainly worthwhile from the perspective of making the department more visible and meeting our service obligations to society, they do not substitute for scholarly publication which must be the highest priority of every faculty member. Nor should they interfere with the pace outlined below.

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Similarly edited books or textbooks are worthy of effort and represent valuable contributions. While we acknowledge their value and role in the intellectual debate, we retain a distinct bias for books and journal articles.

That said, we expect the pace of publications to roughly exhibit the following pattern:

If working on a book: one book-length manuscript every 8-10 years plus a refereed article about every year or two, depending on the nature of the research, together with other activities (such as conference participation and presentations at other universities).

If NOT working on a book, then the pace of articles published should increase to about two every eighteen months together with book chapters, conference presentations, etc.

**Service**

All members of the department are expected to participate in departmental governance. Activities associated with such service include, but is not restricted to, contributing to the preparation of departmental documents, curricular evaluation, assessment of junior faculty and helping with various forms of service. In addition, faculty are expected to engage in major advising, share in senior thesis advising and help with other student related activities, such as, participating in student-initiated talks or conferences.

The Department is part of two larger entities, CAS and the University. As a result, IR faculty members are also expected to participate in the life of both of these bodies. Such activities include participating in interdisciplinary programs, collaborations with other departments or colleges, and serving on college and university committees. Although, the department does not expect untenured faculty to become overly involved in CAS and LU committees, it does expect that its tenured members to actively engage in such activities, run in elections for committee assignments, and become part of the greater community life.

It is impossible for all faculty to simultaneously be engaged in committee work due to the fact that there are not enough positions available and, in the end, it is elections that determine participation (except for ad hoc committees often appointed by the Dean or the President or Provost). However, it is strongly encouraged that IR faculty members participate with some regular and acceptable frequency in such efforts.

Finally, faculty are expected to provide service outside the university – to the profession and to society at large – though this will be highly variable in form and magnitude.

**Balancing Responsibilities**

All IR faculty operate on the standard 40-40-20 allocation of effort. Only in unusual circumstances would the department consider a change in the allocation of effort.
Teaching

In Journalism and Communication, the scheduling of courses is done by the chair, in consultation with individual faculty. The goal is to give each faculty member a 2-2 load, to cover the basic curriculum (based on anticipated enrollment), and to allow/encourage faculty to explore new courses in their area of interest.

In general, all of our research-active faculty are expected to dedicate 40 percent effort (time on task) to maintaining a 2-2 teaching load. This means teaching two 4-credit classes per semester. However, not all of our courses are offered for 4 credits, and we have the usual assortment of independent study classes, internships, and research projects to supervise. In addition, we have the special problem of supervising the various classes associated with the student newspaper.

So the chair works with individual faculty to schedule classes each semester in some combination that meets this requirement of a 2-2 load. While the typical model in our department is to be consistent in assigning a 2-2 load each semester, there really is no barrier to allowing a faculty member to do a 1-3 load on occasion.

In the simplest case, a faculty member teaches any two of our 4-credit classes. Some of our classes are small and lab-oriented; others are larger lecture courses. Our philosophy is that, despite variation in such things as contact hours and number of students enrolled, all of our 4-credit classes represent a more or less equal workload. So, for instance, Jour 23 Editing meets for 50 minutes three times per week in a lab with up to 20 students and requires a heavy grading commitment. Comm 30 Media and Society meets for 75 minutes twice per week in a lecture with up to 65 students and involves grading of group projects and exams. Some of our courses are taught online, with no scheduled meeting time; students participate in online discussions, get reading assignments online, and write longer papers. We would consider all of these 4-credit classes to be equal in terms of workload. Where we have multiple sections of classes, such as Jour 23 Editing, each section is considered a full course counting toward a 2-2 load.

During their first semester at Lehigh, it is customary for tenure-track professors in our department to teach a reduced load of one course, and to co-teach or assist in teaching a second course with a veteran faculty member.

Non-standard courses. Assigning credit under the 2-2 system for non-standard courses is more problematic. We intend, therefore, to standardize the way in which we assign credit for these specific courses and to allow faculty members to accumulate the credit until they meet the standards for a one-course “release.” These standards must be somewhat flexible and should be negotiated in advance with the department chair.
As with other departments, we offer many courses for independent study, undergraduate research, practicum and internships. We also offer a series of 1- and 2-credit courses in support of the student newspaper, The Brown and White. The general guidelines for crediting each of these teaching activities are detailed in a separate departmental document that will be used by the chair to make these decisions.

Research

The Department of Journalism and Communication is unique in that it recognizes both professional and scholarly work. As in the Social Sciences Division’s “Guidelines for Tenure and Promotion to Associate Professor” (“Tenure Guidelines”), this document acknowledges the dual nature of our work by recognizing two types of faculty: those whose scholarship is disseminated primarily through publication in peer-reviewed scholarly books and journals, and those whose professional accomplishments are as a practitioner rather than as a scholar. At the same time, the department values both types of work, and encourages faculty engagement in the field both as scholars and practitioners.

Nothing in this document is meant to supersede or contradict the expectations set forth in the Tenure Guidelines or in the Rules and Procedures of the Faculty (“R&P”), and this document should be interpreted to avoid any conflict or inconsistency with the Tenure Guidelines and with the R&P.

The standard expectation in the department is that faculty members will devote 40 percent effort (time on task) to their professional or scholarly activities. Faculty members should weigh the benefits to themselves and their discipline of each activity against the time that will be required.

For faculty members whose professional accomplishments are as a practitioner rather than scholar, their time will be devoted to two types of work: professionally related publications and professional work. For professionally related publications, disciplinary norms for our department include such things as publication of textbooks and professionally oriented computer software; publication of general non-fiction books from recognized publishers; publication of meritorious articles, reviews and commentaries in newspapers and other popular media; analyses and critical reviews of professional subjects published in professional publications; and the pursuit of grants for professionally related publication activities. For professional work, disciplinary norms for our department include such things as consulting or other professional work that enhances the faculty member’s teaching and/or publication; development and management of meritorious seminars and workshops focused on teaching professional skills and practice; and positions of leadership and responsibility with a professional publication such as editor or contributing editor.

For faculty whose professional accomplishments are mainly as a scholar, their time will be devoted primarily to the dissemination of scholarship through peer-reviewed publications and other activities that indicate excellence in scholarship. For publications, disciplinary norms for our department include such things as articles in selective, refereed journals; books by a scholarly press; invited contributions to scholarly volumes; edited collections of articles; other minor
publications such as book reviews, encyclopedia entries, articles for the popular press; and blog entries. For other scholarly activities, disciplinary norms in our department include such things as the pursuit of grants from external funding agencies; the presentation of research at conferences; invited talks at conferences or other universities; reviewing other scholars’ work; and serving on editorial boards or grant review panels.

A highly active scholar/practitioner in our department would be nationally or internationally recognized and producing work that appears in well-respected journals, academic presses, or professional/creative venues. Over a period of years, the person would have maintained a regular rhythm of research and/or professional activity that results in significant scholarly and/or professional productivity every year. The highly active scholar/practitioner would also be making broadening contributions to the scholarly enterprise that includes significant service to the profession. A good measure of this person’s impact would be the frequency with which he or she is invited to lecture at other prestigious institutions, to participate in panels at academic professional conferences, to serve as a consultant, and/or to participate via the media in national/international discussions in his or her field of interest.

A less active scholar/practitioner in our department would be one who maintains contact with his or her field and contributes occasionally to it. This person’s scholarly activity would be sporadic, and marked by hiatuses of a year or more. The person’s work would be modest in its impact as measured by the frequency with which he or she is invited to lecture at other institutions, to participate in panels at academic professional conferences, to serve as a consultant, and/or participate via the media in discussions in his or her field of interest.

**Service**

The Department of Journalism and Communication recognizes a variety of service activities that count toward tenure and promotion, and the standard expectation in the department is that faculty members will devote 20 percent effort (time on task) to their service activities. Faculty members should weigh the benefits to themselves and their discipline of each activity against the time that will be required.

These activities fall generally in three categories: Service to the department, service to the college and university, and professional service.

Examples of service to the department include (but are not limited to): Academic advising of majors and minors, non-academic student advising, maintenance and development of the curriculum, judging of various student prizes, meeting with prospective students and their parents, serving as a member of a search committees, doing pre-tenure, tenure and promotion reviews.

Examples of service to the college and university include (but are not limited to): Serving on college and university committees, university day recruiting, attending candidates’ days, guest speaking at clubs and organizations, involvement in student organizations’ projects, serving as a department chair, directing interdisciplinary programs, being on steering committees or chairing
committees within programs, also, serving on interdisciplinary search committees, faculty review committees and other departments’ search committees.

Examples of professional service include (but are not limited to): Serving in leadership or advisory positions of academic organizations, review of proposals for federal agencies and foundations, serving on the editorial board of an academic journal, and serving on an advisory or review committee for other journalism and communication programs.
Mathematics Department Addendum

The Lehigh Department of Mathematics is dedicated to its three-fold mission of teaching, research, and service. Department faculty are expected to contribute to each of these missions. For most activities workload is primarily controlled by the individual faculty member. Departmental decisions that impact workload occur primarily in teaching assignments and appointments to departmental committees.

Teaching

Mathematics department faculty are expected to devote approximately 40% time and effort to teaching activities. Almost all mathematics department faculty members have a nominal standard teaching load of 6 contact hours per week in each of the 2 semesters of the academic year, with some exceptions. The exceptions that currently receive one 3 contact hour reduction each year are as follows: the associate chair and graduate committee chair for their administrative duties; new assistant professors (negotiated as part of a start up package for 2 years) to allow time to develop new courses and establish a research program; an endowed chair. The department chair’s teaching load is negotiated with the dean. Faculty take on additional teaching activities as described below in order to fulfill Lehigh’s mission of close interaction with undergraduate students and effective mentoring of graduate students.

The department teaches students at all levels. In addition to teaching our undergraduate majors and graduate students, we teach service classes for significant numbers of undergraduates as well as having a large proportion of students from other departments in many of our advanced undergraduate and graduate courses. Important mentoring of undergraduate majors and graduate students occurs in the context of individual supervision, small reading courses, and advanced special topic courses. These efforts require significant amount of time. However, providing students with such opportunities is the hallmark of Lehigh’s educational mission.

The workload for different courses can vary quite a bit depending on many factors. Advanced courses require extra preparation and grading time, particularly those with large enrollment. Being a leader for a multi-section course involves extra time coordinating to maintain our standard of similarity across multiple sections.

Some courses have an extra, fourth contact hour. Faculty are expected to teach a variety of courses, including those that have heavier workload, on a routine basis. The Chair will attempt to assign courses to balance variations in course workload and individual teaching preferences over the course of several semesters. The Chair might also take into account workload in service and research and scholarship in balancing based on course assignments.

Teaching assistant support is primarily used to run recitation sections, freeing faculty from 4 additional weekly contact hours, and to assist in grading in some of our service courses. This provides additional help for students in large classes. TAs are occasionally available to assist in grading for service courses without recitation sections or large advanced courses. Faculty, in
particular leaders of multi-section courses, are expected to monitor and provide guidance to assist
the TAs in their teaching activities.

Mathematics faculty engage in numerous teaching activities in addition to regular 3 and 4
credit courses. After consultation with the Department Chair, faculty members accumulate credits
for activities on the following scale: For example, for every contact hour above the standard load
that a faculty member teaches in a semester, that faculty member shall earn 1 credit. Faculty who
teach a reading course in addition to the standard load courses shall earn 1 credit. Faculty who
supervise a successful Statistical Project, a successful Senior Honors Thesis, or a successful
Master’s Thesis, shall earn 1 credit. Faculty who are supervising doctoral student(s), shall earn 1
credit per student per year for a maximum of three years of supervision of each student. Up to one
standard course per year can be replaced with at least three accumulated credits at the Chair’s
discretion if staffing is available to cover standard departmental courses. Such adjustments are
common in mathematics departments at peer institutions. The extent of these adjustments at
Lehigh will vary over time depending on department staffing.

Faculty who teach more courses (including the course equivalents of these accumulated
credits) may request to change their standard “40-40-20” time allocation to place greater emphasis
on teaching.

Research

Mathematics department faculty are expected to devote approximately 40% time and effort
to research and scholarly activities. While devoting time to research is a necessary condition for
success in research, it is in no way sufficient. Rather, success in research depends crucially on the
dedication and talent of the individual faculty member. Thus measuring research workload is
particularly difficult. Measures of quality in research are enshrined in departmental, college, and
university policies for hiring, annual reviews, and promotion and tenure of faculty members.
Lehigh recognizes these quintessentially qualitative judgments as the appropriate ones to use in
faculty evaluation, and it would be inappropriate to replace them with numerical criteria for the
purpose of considering faculty workloads. These criteria include, in first place, the quality and
quantity of research, as reflected in the publication record, including the quality of journals and
further indicators such as invitations to visit and lecture, serving as editors or on editorial boards of
journals, grant support, etc. All in all we look at the impact that a person's work has made on the
field, and the reputation and stature that person has within the research community. Given
publication timelines and the nature of citations in mathematics, citation numbers and citation
indices have been documented to provide some useful information but not a very accurate
indication of quality in mathematics.

That having been said, it is reasonable to ask what the normal level of research
productivity in mathematics is. It would be fair to say that a reasonably productive researcher
would write somewhere between two papers a year and one every two years. But this specification
should be taken with a great deal of caution, for what is important is the depth and impact of the
work. On the one hand, no one would equate several 2-page notes with a 200-page monograph,
while, on the other hand, the history of mathematics is replete with short papers that have made fundamental and ground-breaking contributions to the field. Furthermore, any research project has its natural breakpoints, with individual publications most naturally corresponding to these, and the department does not advocate breaking them up further to increase artificial counts. Within limits, this rough guide may be useful. With possible exceptions for long term projects, no publications over several years would be an indication of research inactivity.

Being highly research active is not determined by numbers of publications above these guidelines, but by clear distinction in the quality indicators noted previously.

**Service**

Mathematics department faculty are expected to devote approximately 20% time and effort to service to the department, the college, the university, and the mathematical profession. Not only could none of these entities function at all without such service, but a significant faculty contribution of energy, activity, involvement, and judgment is essential for them to function well. The service activities of the Chair, Associate Chair, and Graduate Coordinator are already recognized by a reduction in classroom teaching assignments.

Departmental service includes many activities. Examples include major and minor advising, organizing colloquia and the Pitcher lecture series, mentoring junior faculty, approving transfer credits, serving on the calculus committee, the graduate committee, hiring committees as well as various ad hoc committees.

Beyond these, some faculty take on heavy service commitments. Recent examples of these on the part of departmental faculty include: Major editorial responsibilities, Extensive duties on department, college or university committees, organizing a major conference, Being an officer of a major mathematical professional society, Coaching a highly successful national-level Mathematics Team.

Pre-tenure faculty are expected to participate in departmental decisions and are initially assigned to be a member of a single departmental committee. Over time, pre-tenure faculty take on increasingly active roles in the department, begin to participate in college and university committees and provide service to the profession, for example as a referee for journals, Tenured faculty are expected to play an active role in departmental, college and university service and to become increasingly involved in service to the profession, for example by organizing special sessions at conferences, reviewing grants etc, serving on committees of regional or national organizations. Some of these activities require extra time. The chair will attempt to, over time, use assignments to departmental committees to balance service workloads.
Modern Languages and Literature Department Addendum

Teaching

The standard –40% effort-teaching load for tenured and tenure-track faculty members in the department of Modern Languages and Literature is two 4-credit courses (or 8 credits) per semester, or four 4-credit courses (or 16 credits) for the academic year.

The teaching of non-standard courses such as honors theses, independent studies, special topics, as well as the directing of internships is recognized as an important part of MLL faculty teaching efforts. Due to the inherent inequality in the distribution of this kind of individualized instruction, appropriate adjustments should be made for more equity and balance in teaching loads. Therefore teaching 8 credits of such courses will be equivalent to one standard 2-credit course, and teaching 16 credits of such courses will be equivalent to one 4-credit standard course. Faculty members should request to the department chair to be released from one standard 2 or 4-credit course. The curricular needs of the department, as well as the faculty member’s research program, will be taken into consideration in decisions about reduction in standard teaching loads. Once the department chair approves the one course release, all efforts will be made for it to be given within a year or as soon as department resources are available.

It is expected that new faculty members will spend more time than more experienced faculty preparing for new courses. Therefore, without changing the standard 40-40-20 allocation of effort, newly appointed tenure-track hires will be given a course release during their first year in the department.

Research and Scholarship

All members of the department of Modern Languages and Literature are expected to be research-active scholars. Their scholarship is disseminated through the publication of books and articles in professional journals, as well as active participation in national and international conferences in their fields.

The following are appropriate disciplinary norms for research active in terms of rate of publication (based on survey by the National Center for Education Statistics as part of 2003-2004 National Study of Postsecondary Faculty. MLA does not collect such data):

Articles in refereed journals= 1 every 1-2 years
Books or textbooks= 1 every 10 years
Total publications and scholarly works= 2 every 1-2 years (including books or textbooks, peer-reviewed and invited articles and essays, book chapters, conference proceedings)

The quality and impact are as important as the rate of publication. There is no method for gathering or measuring citations in our field, so the department of Modern Languages and Literature assesses quality and impact, in large part, on the basis of the venue of publication.

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In addition, members of the department of Modern Languages and Literature are expected to regularly contribute to scholarship by presenting their research at the main meetings and conferences in their fields.

Determination of highly research active and less research active that would justify a shift in effort allocation will be made on the basis of the above criteria for research active.

**Service**

All members of the department of Modern Languages and Literature are expected to participate in department governance. This includes but is not limited to faculty reviews, department committees and working groups, participation in department meetings and events, and major or minor advising. They are also expected to provide service to the college and the university, as well as the profession. The extent of these activities as well as the balance among them will vary depending on academic rank and years of experience.

Heavy service assignments such as directing an interdisciplinary program, chairing the department, creating and leading a study abroad program, may lead to a shift in effort allocation.

**Balancing responsibilities**

The department chair works closely with individual faculty members to determine what constitutes their balance of responsibilities. Decisions regarding shifts in effort allocation must be approved by the dean of the college.
Music Department Addendum

Teaching

Music faculty teach in a wide variety of courses. Instruction in music often requires enrollments below 5. By definition, private lessons are one-on-one between faculty and student; combos or chamber music such as string quartets may have three or four students enrolled; composition classes are most effective at around 5 students: the cyclic nature of that concentration might mean anywhere from 2 to 8 students in a given semester. Certain courses are restricted to low enrollments because of the physical space or equipment available, such as in recording techniques or keyboard harmony. The department maintains a healthy balance between such low-enrollment courses and large lectures or ensembles.

While there is generally a correlation between credit hours and student and faculty effort in the university, there are significant exceptions in music courses involving performance. The following guidelines use fractions of the 1 course = 4 credits model. Thus, the fractions will generally add up to 2 courses per semester at a minimum. For example, the University Choir and the LU Philharmonic, although each bears just one course credit per semester, are far more intense than other one-credit courses due to multiple performances per semester, camps, extra rehearsals, tours, and more rehearsal time. While students clamor for more credit for these two ensembles, the difficulty lies in the fact that many would be precluded from taking them for credit because of overloading. As it is, some students have to participate for no credit. There has never been a satisfactory resolution to this issue. Thus, for faculty directors, Choir and Philharmonic are valued at over a half load, or 1.25.

The loads for applied performance faculty (those who teach private lessons) follow NASM guidelines, in which a full load is 15 1-hour lessons per semester, equaling 20 45-minute lessons, which is our norm. Thus applied faculty might teach about 10 lessons per semester for a half load, or 1.

Courses, whether 3 or 4 credits, are valued at a half load, or 1. At the same time, some 2 to 4-credit courses, because of low enrollments of 1-3, are taught as overloads and can be regarded as equivalent to independent studies. Tenure-track faculty are usually involved in teaching such classes and/or in supervising independent studies, senior projects, and internships.

Other courses and ensembles are taught as fractions. These are approximations, particularly in private lessons where numbers vary semester to semester. By definition, POPs and Lecturers do more teaching than the normal 4 + load.

Research, Scholarship, and Creative Work

The department expects that all its faculty will be engaged in musical pursuits—performing, conducting, composing on commission, delivering papers or lectures, publishing papers, notes, reviews, or compositions—outside the university in significant venues or events on a regular basis. For the most part, performances given on campus with Lehigh ensembles are
regarded as teaching, although certain special elements (e.g., premiering a new work, adding multi-disciplinary elements, such as film or dance, to pre-existing works) also constitute creative work.

A research-active faculty member is one who, in a given year, engages in three such activities on campus or in print. One major accomplishment—a recording, publication of a major article or composition, a premiere of a large composition, multiple performances of the same program—also qualifies as research active. Those whose work exceeds these expectations are considered highly research active and may qualify for shifting allocations in the teaching, research, service model of 40-40-20% effort. Quality, indicated by such factors as performance with a nationally or internationally recognized orchestra or ensemble, publication in peer-reviewed journals or by prestigious publishing houses, commissions by important foundations or other commissioning bodies, or appearances in significant venues, also contribute to assessing faculty creative work.

**Service**

All music faculty are responsible for administering various ensembles, programs, or curricular requirements. Each mentors students involved in his or her concentration (performance, conducting, theory and composition, history, jazz), which may include oversight of projects, curricular advice, designing and administering qualifying exams, etc. Additionally, all music faculty participate in the involved process of selecting scholarship recipients and of actively working to recruit students to Lehigh and to the various programs in the department through individual sessions with prospective families, reviewing scholarship applications, providing rehearsal opportunities during Candidates Days, auditions at the beginning of the year, etc. Faculty are frequently called upon to provide music for a variety of university functions. All of this requires a good bit of time, and each faculty member is fully engaged in departmental service.

Because of the intense time commitment required of large ensemble directors (choral, orchestra, jazz), participation on college and university committees is minimized, though encouraged where possible.
Philosophy Department Addendum

Research

A philosophy faculty member who consistently produces some reasonable combination of the following is considered “research active”:

- 2 articles or book chapters (refereed or invited), or lengthy and substantive philosophical encyclopedia entries every 3 years.
- 2 presentations at conferences per year.
- Publication of one monograph in six years. (A monograph is considered the equivalent of 4 articles or more.)
- Publication of one edited volume, translation, or textbook in philosophy in four to six years.
- Attending conferences regularly and/or serving as chair or commentator.
- Lecturing by invitation at other institutions.
- Seeking fellowship funding.

Faculty who produce at a higher rate than the above are considered “highly research active.” The Philosophy Department regards all faculty who are actively engaged in scholarship regardless of publication rate as “somewhat research active.”

Highly research active faculty may request an adjustment in their effort allocation and a corresponding reduction in either their teaching or service contribution. Such a reduction may be timed to coincide with the need to meet publication or presentation deadlines. Because the philosophy department is small and we find it difficult to offer a sufficient array of courses, it is not feasible to permit such reductions frequently.

It is more practicable to redistribute a faculty member’s 2/2 course load across the two semesters in a given academic year, so that the faculty member can allot his or her time differently—but without a loss of courses for the department for the year. We allow a faculty member to teach 3/1, particularly if we can get another to teach 1/3 that same year—but even if not, this plan is manageable. (We will not have two faculty doing 3/1, but it would be acceptable for one to do 3/1 and all others 2/2.) So long as we roster a sufficient number of courses over the year to provide for our majors, minors, and other interested students, their even distribution over the span of two consecutive semesters within the same academic year is not critical. It is our intention to provide as much flexibility as is reasonable without harming the program.

Teaching load will not be increased, nor will effort allocation be adjusted, for faculty who qualify as “somewhat research active”—unless they request such a change. The Philosophy Department wishes to encourage all faculty to be research active. For that reason, the only time we will increase a faculty member’s teaching contribution without the faculty member’s having requested such an increase is when he or she does not devote serious effort to scholarship.

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Teaching

Department members regularly teach 2/2; the chair teaches 1/1. The teaching assignment for those with joint appointments or special arrangement varies from semester to semester.

In addition to the 2/2 load, all faculty members regularly supervise the 2-semester senior theses (required for all philosophy majors; 2 credits in the fall, 4 credits in the spring). Students can generally choose the faculty member whom they would like to direct their thesis, though the chair ensures that no faculty member supervises more than 2 senior theses at a time. Supervision of independent studies is considered part of a faculty member’s regular teaching load. No faculty member is required to take on more than three student supervisions (whether in the form of senior theses or in the form of independent studies) in any given semester.

Each semester one member of the department leads the weekly faculty seminar. “Leading” most often means “teaching,” and the teaching frequently requires more work than teaching an undergraduate course. The faculty member who leads the faculty seminar has the option of counting the seminar as part of their regular load if in his/her judgment the work involved is at least the equivalent of teaching a class.

The teaching of our large Intro course rotates, with one faculty member teaching it each year.

Co-taught courses are encouraged, particularly when they are interdisciplinary. Both professors are expected to devote 100% effort to the course, and so the course is considered a full course for each.

New faculty of any rank will be given a one-course course reduction in their first semester in the Philosophy Department. They will not be expected to teach the large Intro course during their first semester unless they want to.

The Philosophy Department sees the need to run upper-level courses even with low enrollments. Given the relatively small number of majors we have, this is all but inevitable. We believe, however, that teaching small courses is a good use of a faculty member’s time and provides an excellent learning experience for students. In general, every effort is made to pair potentially low-enrolled class with a class that is traditionally well-enrolled so that the overall enrollment for the faculty member each semester is solid.

Service

All department faculty do undergraduate advising. Major advising are assigned by rotation unless a student asks to have a specific faculty member as his/her advisor. Since we don’t have terribly many majors, major advising is not likely to pose an undue burden for any faculty member. The department has traditionally had a minor advisor, though, here too, students often request the advisor of their choice.

All faculty are expected to serve the larger Lehigh community. They are expected to serve
on College and University committees and on various task forces. Pre-tenure faculty are not expected to shoulder as heavy a service responsibility as tenured faculty. For the most part, departmental tasks are not particularly time-consuming, so any extraordinary service will be performed at the College or University level. On occasion, an unusually demanding service responsibility will require a course reduction and a reallocation of effort.

All faculty are expected to serve the profession through reviewing for journals and presses, serving on committees, and serving on editorial boards. On rare occasions a distinguished professional service responsibility will merit a course reduction and a corresponding shift in effort allocation.
Physics Department Addendum

This document specifies additional metrics and recommendations to guide decisions on the faculty workload in the Physics Department.

Each faculty member in the Physics Department is expected to make significant contributions to the mission of the department in teaching, research and service. The Department is committed to balancing its collective workload in order to contribute successfully to the strategic goals of the University and of the CAS. At the same time, the Department must compete successfully within its discipline by being attractive for students and for winning external grants. To fulfill the mission of the Department as a whole, specific individual faculty members may have different relative time commitments for teaching, research, and service. Moreover, flexibility on the individual level in the distribution of teaching and service assignments throughout the academic year and even beyond is often beneficial for both the Department’s and the individual’s overall productivity. If differences in assignments persist over long time periods, the corresponding effort allocations should be changed. Such changes must be endorsed by the Department Chair and can only be approved by the Dean.

Teaching

Teaching is an important part of the overall goals of the University reflected in a 40% effort allocation. Correspondingly, the regular teaching load in the Physics Department is 2 course equivalents per semester. However, the teaching takes various forms. The commitment of effort and time associated with each form often does not fit the standard description of a (3–4 credit) “course” and cannot be represented strictly in terms of credit hours. The most notable examples are:

1. Large Introductory Physics Courses: Aside from presenting the lecture, the instructor must prepare demonstration experiments, give lecture multiple times, organize recitation sections, mentor graduate teaching assistants through frequent meetings (see below), organize review session before exams, and perform other administrative work. The department agrees that the time commitment for teaching a large course constitutes a significant additional load and will be counted accordingly in the distribution of teaching assignments as 1.5 to 2 course equivalents depending on the expected time commitment.

2. Mentoring Graduate Students: This activity often involves non-standard teaching that is counted as research credits (Phys 499) rather than as a class. Physics faculty members teach the techniques of scientific work and analysis. They provide hands-on, one-on-one instruction in using instrumentation or performing theoretical modeling. In order to enhance the curriculum beyond a limited number of advanced and specialized graduate courses, faculty advisors are expected to mentor graduate students with reading or seminar courses, which are often of an informal nature. This type of mentoring, which takes place during meetings with the student conducted on a regular basis, is an important factor in fostering our graduate students and allowing them to compete efficiently with graduate students coming from the physics departments of larger schools.
that could offer larger variety of advanced and specialized courses. Performing this individualized teaching function for several students quickly adds up to the time commitment of a regular course and will be counted as a course equivalent. The same holds for offering individualized research experiences to undergraduate students (Phys 273, REU).

In assigning teaching tasks, the Department Chair will consider the true effort for a certain teaching assignment and not only the number of credits given to the students. Faculty members, who are heavily involved in the teaching mission, with time commitments beyond the regular 40%, may request a change of their effort allocation to reflect the true effort.

TA support is typically used for intro-level courses and teaching labs. The use of graduate students as teaching assistants has a twofold purpose. It leverages the faculty time but also offers a supervised teaching experience to the graduate students, which will help in their future career. To enable the latter, faculty in courses that have TA support are expected to provide a thorough mentorship by monitoring teaching performance, holding TA group meetings, and giving individualized feedback to the TAs.

Research

For a competitive Department of Physics with a healthy graduate program, a strong research agenda is of paramount importance. For this reason, the Department encourages the faculty to seek external funding and to involve in research a significant number of undergraduate and graduate students as well as research staff. Regular research active faculty members publish several (2-5) journal papers in the leading journals of the respective field every year, give presentations at conferences and/or other universities (2-5), write grant proposals, and have active grants (1-2) to support their research efforts including providing graduate student stipend and tuition (1-2). The Department recognizes that achieving and maintaining an active research program requires significant “overhead” due to proposal and report writing, program administration, and leadership. Exceptional time commitments in these activities, typically required to maintain and fund large successful research groups (4+ members), may be reflected in an increased effort allocation for the research and scholarship category. Faculty in this highly research active faculty category also exceed most of the criteria above. Faculty members that have significantly smaller research programs (e.g.: have very few publications, have no graduate students) may be asked to increase effort allocations in service and/or teaching to support the overall mission of the department.

Service

The Department expects a well-balanced load of internal (including student advising) and external service duties for faculty members at every career stage. While certain time-consuming internal services duties may make external service impossible, only in exceptional cases can service for the scientific community at large substitute for service to the department, college, and the university. Service tasks that exceed the expected 20% time commitment may result in
adjustments of effort allocations. Common examples are serving as Chair, associate chair, or Director of our REU program.

The Physics Department recognizes that every new faculty member faces exceptionally challenging tasks that are significantly beyond the normal workload: developing an outstanding research program, building a strong and fully functional research group, equipping research labs and writing numerous proposals to funding agencies require considerable time and effort. In addition, untenured faculty members need to develop a strong teaching portfolio, and a great deal of work is required to prepare a series of courses for the first time. Assignments in teaching and service are thus carefully adjusted (typically one course per semester), in order not to compromise the long-term success of young faculty members.
Political Science Department Addendum

Teaching

The Political Science Department recognizes a standard semester-based teaching load in the department as including two 4-credits courses and an expectation of some individualized instruction such as independent study, research projects, honors theses, individualized special topics courses. Everyone teaches a 2-2 load; we have a core to the major and almost everyone teaches a core course per year. (The two faculty that do not teach in the core offer other introductory level courses since their expertise is outside the core.) The department expects that most faculty members over the course of several years will teach a range of courses—freshmen seminars, introductory level, mid-level general thematic/period courses, upper level department seminars, and where appropriate graduate courses. As for independent projects, we take a laissez faire approach at the under graduate level. Students approach the faculty member they want to work with, and the departmental norm is that everyone should be willing to work with at least one student per term. When it comes to required graduate student independent research projects, we have a system designed so that after any faculty member completes 5 of these very labor intensive studies, they get a course release. The timing of the reduction is to be negotiated with the Chair. Other exceptions to the teaching norm are the Chair who teaches 1-1 and the DGS who teaches 2-1. Newly hired assistant professors typically spend more time preparing new courses and establishing their research programs so for the first two years they get a course reduction. TAs are assigned based on the size of courses and it has no impact on the faculty person’s teaching load.

Research

All members of Political Science are expected to be research active scholars who disseminate their scholarship through the publication of books and articles in professional journals or collected editions of essays. A research active political scientist should be expected to publish his/her work on a par with disciplinary norms. While no absolute or concrete survey data for the discipline exists, a 2009 study of publishing expectations for tenure do suggest appropriate guidelines with which the department concurs. Although research productivity rates alone do not speak to the issue of publication quality, a rough indicator of departmental publication norms might be a book every ten years and an article every two years. The department, however, is concerned with assessing the impact and significance of publications as well as their quantity.

While the social science citation index is a crude measure of a publication's impact, skewed towards certain kinds of publications, it is relevant only to article publication since it does not track books. In terms of research, productivity rates alone do not speak to the issue of quality metrics. Thus, in addition to numbers of publications, the Department of Political Science is also concerned with assessing impact. In terms of a book, professional reviews are a good indicator of merit. A work being mentioned and/or cited by others is another important indicator as would be inclusion on reading lists from top PhD granting institutions. Similarly when an author's work is discussed or cited in a historiographical essay or literature review, it would be an important signifier of long-term impact. Mention of work by other scholars or in The New York Review of

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Books, The Times Literary Supplement, New York Times, would all be indicator of important work. If a faculty member’s book were subsequently translated into a foreign language, this would be an indication of quality and impact far beyond the original publication. Similarly if a colleague’s essay or article were anthologized it would indicate a broader impact. Prizes for best book or article in a field or specific journal would also signify quality and impact. Lastly, an invited presentation at an important venue would also indicate quality. In the department we look for *everything* to be refereed. We want articles in the top level of journals and books at university presses or top notch commercial presses. We also do not look down on *textbooks* at refereed presses.

Finally, we believe scholarly conference presentations are extremely important and extend visibility of the faculty member, the department, and the University more broadly. Often such presentations lead to subsequent publications. International and national meetings generally count somewhat higher than local or regional conferences, without by any means intending to discount the importance of the latter, especially considering that the amount of time and research that goes into such scholarship can be just as extensive as for something presented at a highly prestigious international meeting.

**Service**

All members of the Department of Political Science, unless other load effort arrangements have been previously agreed upon, are expected to devote one day per week, or 20% of total effort, to Service. Service responsibilities may vary widely depending on the specific stage of an individual’s career and type of service responsibility assumed as outlined in this document and in the CAS Guidelines for Tenure and Promotion.

**Advising:** All faculty members are expected to take responsibility for some non-major undergraduate advising, usually 2-4 students per year. Major advising responsibilities are assumed by all members of the department. New faculty are exempted from this for the first few semesters. The DGS is responsible for the graduate students.

**Committee Work:** Most members of the department are expected to serve on either undergraduate or graduate committees. Members should also expect to serve as appropriate on department search committees and periodically as outside members for non-departmental searches. College and University committee assignments depend on election or appointment to relevant committees and are assumed to be part of routine service. Particularly heavy service, such as chairing a major University level committee, may upon occasion when it is clear that the 20% effort is being exceeded, and in consultation with the department chair, lead to a course teaching reduction. Such reduction would likely occur on an ad hoc basis and not require a major shift in reallocation.

**Professional Service:** The department recognizes that service to one’s profession is important for the individual and also redounds well upon the department, college and University, and is therefore worthy of recognition. In most instances this service is recognized as falling within the normal 20% effort devoted to this category.

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**Miscellaneous Administrative Service:** When a member is assigned as a director of a non-departmental interdisciplinary program, or is to become an associate dean or provost, an appropriate course reduction is in order. It is also assumed that the department will be given adjunct support to replace the faculty member’s teaching responsibilities. In no instance, however, would a regular department member’s teaching load fall below one course per semester.
Psychology Department Addendum

Teaching

Faculty typically allocate 40% effort to teaching, which includes both formal classroom instruction and individualized instruction and supervision of undergraduate and graduate students. Teaching a 3-4 credit formally scheduled course is considered equivalent to 10% effort. There is also an expectation of substantial individualized instruction, some formally recorded (e.g., undergraduate research supervision, honors and masters theses and dissertation direction) and some informal (e.g., graduate student mentoring). The effort associated with individualized instruction varies across faculty and over time. For many faculty, these activities will be equivalent to 10% effort over a two year period (replacing a formally scheduled 3-4 credit course every other year), as long as they are also research active faculty (see below). Some faculty may have lower than average levels of individualized instruction/supervision so 10% effort may require more than two years to accrue, especially if they fall below the expectations of research active faculty. Faculty who expend significant effort in individualized instruction and mentoring, while also providing and continuously seeking financial support for graduate students, will accrue 10% effort in teaching (replacing a formally scheduled course) on a yearly basis. Newly hired assistant professors typically spend more time preparing new courses and establishing their research programs so for the first three years 40% effort in teaching is equivalent to three formally scheduled classes plus supervision of individualized undergraduate instruction and an expanding role in the training of graduate students including efforts to secure external funding.

Research and Scholarship

Faculty typically allocate 40% effort to research and scholarship. A fully active department researcher is publishing consistently (on average more than one substantive publication per year), regularly seeking research funding, presenting at appropriate conferences, and engaging in other professional activities (reviewing, editorial boards, invited talks, etc.) at a level appropriate to rank. When a tenured faculty member's level of activity significantly falls below this level over a multi-year period a redistribution of effort from research to teaching or service should occur. Conversely, there are situations when a faculty member’s level of activity is such that a redistribution of effort from teaching to research may occur. First, the faculty member may be productive at a consistently high level that is substantially above the norm. Second, the faculty member may have funds available on a funded project to buy a teaching release. In either case, the faculty member may request redistribution to 50% research and 30% teaching.

Service

Faculty typically allocate 20% effort in some combination of service to the department, college/university, and profession. All faculty advise Psychology majors, which we assign equally; all faculty advise, as well, a small number of CAS students who have not yet declared their major. Within the department, there are three types of service that routinely lead to a reallocation of effort. The department chair will allocate 50% effort to service, and the remainder to some combination of teaching and research. Serving in the roles of department director of the graduate
program and department director of the undergraduate program will increase effort in service by 10% which will lead to effort reallocation in teaching or research.
Religion Studies Department Addendum

Research and Scholarship

The field of Religion Studies (and therefore members of this department) is rooted in interdisciplinary, drawing on a wide range of theoretical and methodological approaches from the social sciences and humanities. Members of the department, by design, pursue a diverse range of research—in multiple religious traditions—varying from textual analysis to ethnographic fieldwork (or a combination of both). On the Lehigh campus we place ourselves firmly in the Humanities, both in our research and pedagogy. In our field, single authored publications are the norm. While editorial work is also important in the field, academic progress and success are measured by independent, single-authored publications in monographs, edited volumes and peer reviewed journals. This research takes time (a rare commodity) and therefore most substantive research takes place during summer breaks or sabbatical leaves. Given the nature of the field, research publications often come in bursts of productivity. Several years may be spent gathering and analyzing materials before this work culminates in a publication. For this reason a review of a four to five year cycle may offer the most accurate assessment of productivity.

Faculty are expected to allocate 40% effort to research and scholarship. All Religion Studies Faculty are expected be “research active.” A fully active department researcher is publishing consistently (on average one or two substantive publications per year; a book every ten years), sometimes seeking fellowship funding as appropriate, presenting at regional/national/international conferences, and engaging in other professional activities (reviewing, editorial boards, invited talks, etc.) at a level appropriate to rank. A “substantive publication” is defined as a refereed journal article, an invited article in a scholarly journal, or an invited or refereed book chapter. This includes refereed electronic publications.

Quality of research is equally important to level of production. The Religion Studies Department assesses quality, in large part, on the basis of the venue of publication. Assessing quality of research also relies on such data as invitations to lecture at other institutions, requests to review journal articles and book manuscripts, and reprinting of work in collections of essays or in new editions. There is no method for gathering, codifying, or measuring citations in our field.

Teaching

The standard (40% effort) teaching load for tenured and tenure-track faculty members in the Department of Religion Studies is two 4-credit courses (or 8 credits) per semester, or four 4-credit courses (or 16 credits) for the academic year. However, some adjustments may be made at the discretion of the chair of the department. For example, curricular needs may require that a faculty member teach three four-credit courses in one semester, and one course the following semester. Co-taught courses are treated as if they were solo-taught, i.e., as one of the four courses per year. Courses taught in interdisciplinary programs or outside of the department will count as part of a faculty member’s normal teaching load.

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Because it is expected that new faculty will spend more time in course preparation than established faculty, there will be a course reduction of one one-semester 4-credit course during the first year of a faculty member’s appointment.

Heavy service assignments such as chairing the department, or directing an interdisciplinary program, will normally justify a course reduction. The chair of the department will ordinarily teach a reduced course load of one course per semester.

The Religion Studies Department recognizes the mentoring of Honors theses, the directing of independent studies, and the participation in supervision of M.A. and PhD theses outside of our department, as an important part of instruction. If a student qualifies for Honors, faculty members are expected to supervise students whose topics are in their fields. This instruction is not counted in the course-load. There is, unfortunately, an inherent inequality in the distribution of independent instruction. The department cannot control, and does not wish to, the religious tradition or research issue students will focus for their projects.

**Service**

All faculty in the Dept. of Religion Studies are expected to undertake service to the department, the college and university, and the profession, although the extent of these activities, and the balance among them, varies depending on academic rank and years in rank. The expectation for service is 20% effort, however, most members of the Religion Studies department exceed this expectation.

**Advising:** All faculty are expected to mentor a small number of undergraduates who have not yet decided on a major. In addition, normally, majors and minors in the department are advised by the Department Chair, although students may work with other advisers as their interests dictate.

**Departmental Work:** All faculty members are expected to attend regularly scheduled department meetings, and to pitch in with ad hoc committees, search committees, or working groups as necessary.

**College and University Service:** The Religion Studies Department has a distinguished record of service to the College and the University, and we expect this to continue. Perhaps because our field is interdisciplinary, our faculty have a long history of involvement and leadership in interdisciplinary programs and initiatives on campus, including (now and in the past) Arts Lehigh, The Berman Center for Jewish Studies, the Dialogue Center, South Mountain College, Center for Global Islamic Studies, Eckardt Scholars Program, and the Asian Studies Program, as well as the regular sponsorship of informal, interdisciplinary faculty reading groups. In addition, all faculty members are expected to contribute to the life of the University by serving on standing committees or ad hoc committees of the college and university, and by contributing to student life in non-academic areas such as advising clubs.

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Professional Service: Service to the profession or to one’s field takes many forms, including journal editorships and editorial boards, office-holding in professional societies, reviewing tenure cases at other institutions, assessing manuscripts for journals or presses.

Demanding service assignments such as directing an interdisciplinary program or chairing the department may lead to a shift in effort allocation, in addition to the course reduction mentioned above.
Sociology and Anthropology Department Addendum

The Department of Sociology and Anthropology strives to achieve the highest level of performance among our faculty by working towards a healthy and productive balance of work life.

Teaching

Faculty typically allocate 40% effort to teaching, which includes both formal classroom instruction and individualized instruction and supervision of undergraduate and graduate students. The standard teaching load in the department is 2 four credit courses each semester, with exceptions for the department chair (1-1) and the director of graduate studies (2-1). Individuals who are responsible for important aspects of interdisciplinary programs sometimes negotiate a course release for that responsibility with the dean or with the program director.

Faculty members are expected to cover a range of courses, including lower and upper level courses, departmentally required courses and the more specialized courses in the professor’s area of interest. We make every effort to balance between coverage of required courses (including first year seminars and writing-intensive, as well as graduate courses in Sociology) and the opportunity for faculty to teach in their areas of interest and expertise.

There is also an expectation of substantial individualized instruction, some formally recorded (e.g., undergraduate research supervision, internships, honors and masters theses; some of us also serve on thesis and dissertation committees for other departments) and some informal (e.g., student mentoring). Teaching outside of standard courses--honors and graduate theses, independent studies, special topics, and the directing of internships--is recognized as an important part of faculty teaching efforts.

We divide major advisees more or less equally among faculty, and it is the adviser’s responsibility to work with all of his or her senior advisees on their required senior project. If it is an internship, the adviser helps the student select the placement and is responsible for reading weekly logs and a final paper. Seniors who choose to do a thesis or supervised research for their senior project may select someone other than the adviser to be supervisor, depending on the subject matter of their research. The effort associated with individualized instruction varies across faculty and over time, but it can be considerable.

Recognizing that there are many demands on faculty for teaching, both formally and informally, the department faculty prefer not to establish a numerical system for assigning extra credits for this effort to accumulate towards a course release. Instead, faculty members who believe that they have done an unusually great amount of additional advising/teaching/supervision or administrative work for the department, college, or university can request that the chair consider releasing them from one standard 4-credit course if curricular needs allow. Department faculty agree that this would be the wisest course for addressing possible inequities in teaching/administrative workload.

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Research and Scholarship

Faculty typically allocate 40% effort to research and scholarship. A fully active department researcher is publishing consistently (on average at least one substantive publication per year), sometimes seeking research funding as appropriate, presenting at national/international conferences, and engaging in other professional activities (reviewing, editorial boards, invited talks, etc.) at a level appropriate to rank. For some faculty, a book is the outcome of research rather than several years of articles. There are situations when a faculty member’s level of activity is such that a redistribution of effort from teaching to research may occur. First, the faculty member may be productive at a consistently high level that is substantially above the norm. Second, the faculty member may have funds available on a funded project to buy a teaching release. In either case, the faculty member may request a redistribution to 50% research and 30% teaching.

Service

Faculty typically allocate 20% effort in some combination of service to the department, college/university, and profession. Heavy service assignments such as directing an interdisciplinary program, chairing the department or directing the graduate program, may lead to a shift in effort allocation or in a course release as indicated above.

Balancing Responsibilities

The department chair works with individual faculty members to determine what constitutes their balance of responsibilities. It is expected that new faculty members will spend more time than more experienced faculty preparing for new courses. Therefore, without changing the standard 40-40-20 allocation of effort, newly-appointed tenure-track hires will be given a course release during their first year in the department.

The overriding issue in determining faculty teaching assignments in the Department of Sociology and Anthropology is to provide a quality education at all levels of our curriculum. The faculty of the Department of Sociology and Anthropology is firmly committed to this ideal, and our teaching responsibilities clearly reflect this commitment.

Workload across research, teaching, and service should be balanced for individuals but also within the department, recognizing different strengths and changes in career emphases over time.
Theatre Department Addendum

Balancing contributions among teaching, research and scholarship and service in the Department of Theatre acknowledges the learning-by-doing culture of the department. Our production program is part of our curriculum and faculty directors, designers, performers, technicians and writers engage with each other and our students in the act of “making theatre” on Lehigh’s campus. Production “assignments” may often be the stated preferences of individual faculty members, but are chosen and vetted by the whole group. Size and scope of the plays are taken into consideration as we consider each faculty member’s contribution. As an accredited institutional member of National Association of Schools of Theatre, the department complies with standards for a theatre major in a liberal arts setting. Operational guidelines are for “regular practical and intimate contact with living theatre.” NAST competency requirements state that: “Students holding undergraduate liberal arts degrees must have: (1) Ability in areas of performance and production or playwriting appropriate to individual needs and interests...The work in this area includes acting, design/technology, other aspects of participation in theatre productions...”

Research and Scholarship

All theatre faculty are expected to be active designers, directors, writers or actors. Production of creative work is to be regarded as analogous to publication in other fields. Faculty engagement in scholarly activities typically comprises 40% of one’s efforts. Research active faculty in our department regularly have work that is being produced in or commissioned by respected professional and/or academic theatres and/or published in recognized industry media. Original student and faculty scholarship can occur side-by-side in the experiential learning environment of on-campus production. The above forms of scholarship may be supplemented by conducting workshops, judging competitions and serving on editorial boards of respected theatre publications. Work that is reviewed in influential and well-respected publications serves as an indicator of the significance of venue. Highly active faculty often will engage in a combination of the above-listed activities.

Teaching

Department faculty teach eight credit hours per semester – typically, this is in the form of two formal four-credit courses. Independent studies may be taken on individually and additionally. Most of our regularly scheduled courses have a rotation and what is being taught and by whom is determined by a conversation between the chair and the faculty member. The entire department faculty review the line schedule together before it is submitted.

There are a few small enrollment courses in the department which are routinely offered. These courses are offered with the greater resource picture in mind and are vital to maintaining a healthy production program and in satisfactorily meeting the needs of our students. These courses spread across the disciplines of design, directing and technical theatre. Each of them plays a significant role in our curriculum and we offer them for a variety of reasons: 1) the course culminates in public presentation of plays and involves the collaboration with a much larger
population of theatre students (one faculty member will mentor numerous students throughout the process, although those students will be enrolled in other courses) 2) facilities/resources appropriate for instruction limit the course cap 3) as some courses are dropped/re-conceived, new courses may be added to the curriculum to address a change in approach.

**Service**

All faculty members are encouraged to engage in department, college and university service and we do so regularly. Holding leadership positions in national theatre organizations or serving on review boards for other theatre departments and organizations are encouraged activities and are highly regarded.

On rare occasion, heavy service commitments may involve a reallocation of effort from teaching to service.

All of the faculty in the department are undergraduate non-major advisors after their first year. A new faculty member will be familiar with the curriculum after the first couple of years and joins the others in advising our majors, minors and active non-majors or minors. Students typically pursue advisors who teach in their areas of interest. If there is an imbalance in major/minor advising load, the chairperson will seek adjustments with future declarations.