

**Lubin School of Business**  
**Mid-tenure Review of Tenure-track Faculty**

**Introduction**

All full-time faculty in the Lubin School of Business are evaluated annually in three areas: teaching, research and service. A non-tenured faculty member who is not performing sufficiently in each of these areas may be terminated in accordance with the provisions outlined in the University's *Faculty Handbook* (2013 Edition). Faculty members who proceed to the mid-tenure review will be governed by the mid-tenure review process outlined below.

**Objectives**

The mid-tenure review process for non-tenured faculty at the Lubin School of Business is designed to serve two purposes:

1. provide an evaluation of the faculty member's progress toward meeting the requirements for tenure at the Lubin School and Pace University,
2. act as a developmental tool by reinforcing observed strengths in the faculty member's performance, identifying weaknesses in performance, and recommending any corrective actions that the faculty member should pursue in order to increase the likelihood of a favorable tenure decision.

**Process**

Upon hire, the faculty member is advised in the appointment letter of the year in which the mid-tenure evaluation will take place. The evaluation consists of the preparation and review of a dossier and a peer evaluation of teaching.

Tenure-track faculty should meet at least on a yearly basis with their department chair, or an experienced faculty mentor identified by the chair, who can guide them through the processes leading to tenure and promotion.

By the deadline, the faculty member should submit to the department chair a dossier that comprehensively documents performance in teaching, research and publication, and service. The faculty member is advised to refer to the Lubin School's *Guidelines for Tenure and Promotion* for tenure criteria in each of the areas to be evaluated.

In addition, the department chair will arrange for a peer evaluation of the candidate's teaching during the mid-tenure year **before the mid-tenure review begins** (the mid-tenure review occurs at the mid-way of the candidate's third year on the tenure-track cycle). The written report of the peer evaluation should be in the candidate's case on Interfolio.

The candidate's department chair will review and evaluate the dossier. Each Lubin department chair, that is not the chair of the candidate, will review the dossier and submit a "reviewed-no notes" email or "reviewed-with notes" (and add comments) email to [interfolio@pace.edu](mailto:interfolio@pace.edu). This will be upload to the case and shared with the candidate's department chair for review. This will not be shared with the candidate. In addition, a department may establish a mid-tenure review committee. This committee will provide a written report to [interfolio@pace.edu](mailto:interfolio@pace.edu) to be uploaded for the candidate's department chair to review. The candidate's department chair will prepare a written report outlining the candidate's strengths and weaknesses in teaching, research and service and discussing any additional steps the candidate should take to enhance his/her prospects for achieving tenure. The department chair will meet with the candidate in person/online in order to discuss the report and answer any questions the candidate may have.

Copies of the department chair's report should be sent to the dean, providing the opportunity for the dean to review and comment if needed. Following that, the department chair's report should be shared with the candidate.

In the event that the mid-tenure evaluation identifies problems that, in the opinion of the department chair and/or dean, will make the attainment of tenure highly unlikely, the chair is responsible for advising the candidate so that a termination timetable can be arranged consistent with the University's *Faculty Handbook*.

## **Guidelines for Candidates Preparing their Dossiers on Interfolio**

The purpose of the Dossier is to reflect both your academic and professional qualifications and your performance as a faculty member. The dossier presents the evidence upon which the provost will make a determination on promotion. Therefore, it is important that it be as representative, complete and clear as possible. A concise and relatively uniform presentation aids in the evaluation process. Carelessly presented dossiers can hinder an effective evaluation.

It is recommended to participate in the Faculty Center's [Academic Portfolio Workshop](#) held in January and June.

You may find it helpful to ask colleagues who have recently been through the process to let you review their materials. Find a supportive colleague to discuss dossier preparation in general, to offer suggestions and to read your dossier before you turn it in.

For assistance regarding Interfolio or questions regarding Mid-tenure, contact Ally Kimmel in the Faculty Center 212-346-1471; [akimmel@pace.edu](mailto:akimmel@pace.edu). It is to your benefit to initiate contact with Ally early in the process.

**Please note:** Microsoft Word sometimes makes automatic bookmarks, or Headings as they are called in Word. For help in editing or removing these bookmarks, please contact [Ally Kimmel](#). (Note: PowerPoint and Excel automatically create bookmarks based on slides and sheets/tabs.)

**Formatting Guideline for Dossier:**

- **Heading on each page:** Last name, First initial top right corner
- **Font:** Times New Roman
- **Font size:** 11 PT
- **Spacing:** 1.5 lines
- **Page margins:** 1 inch all around

***Section 1: Curriculum Vitae – Length ≤ 15 pages***

The curriculum vitae is a factual summary of your career.

***Section 2: An Executive Summary – Length = 1 page***

The executive summary highlights your accomplishments and expertise in the areas of teaching, professional/practicum (if appropriate), and service.

***Section 3: Teaching Statement – Length ≤ 5 pages***

This statement should include:

- Teaching Philosophy
- Teaching Responsibilities - Include any courses you developed
- Teaching Evaluations
- Future Teaching Goals

***Section 4: Scholarship/Research Statement - Length ≤ 5 pages***

This statement should include:

- Introduction to your research or scholarship work.
- A description of your scholarship and its impact, influence, and importance in your discipline.
- Published work, work in progress with anticipated completion dates, and grants, applied for and received, or approved and not funded (substantiated by documents), is appropriate.
- Other means used to share research findings, knowledge, creative or artistic work and thinking, such as presentations at professional meetings, seminars, exhibitions, performances, or public forums.
- Specify dates, sponsoring organizations, locations, and nature of participation (e.g., coordinator, presenter, or panelist; titles of sessions/papers, etc.).

***Section 5: Service Statement - Length ≤ 5 pages***

This statement should include:

- Internal Service – A list of your internal service at the department, school, and/or university levels; this list can be bulleted.
- External Service – A list of your external service that is relevant at the community, local, national, and/or international, professional levels; this list can be bulleted.
- Professional Development – A list of conferences, courses, symposiums, continuing education courses that you participated and/or attended; this list can be bulleted.

***Section 6: Professional/Practicum (if appropriate) – Length ≤ 5 pages***

- Faculty in nursing and in some areas of business may find this section appropriate - your chair or dean can guide you.

***Section 7: Supporting Evidential Documents***

There is no limit to the number of appendices, but each document should have a cover page with table of contents, and bookmarks. Each appendix section/subheading should be in one document. Suggested subheadings for appendices include:

- **Sample Course Syllabi.** Rather than providing a syllabus for each class you may want to provide two from the same course; one early in your teaching and one later to show growth or change.
- **Examples of Assessments and Evaluations.** Some examples include rubrics and assessment matrices, assignments, projects, review guides and exams.
- **Sample Assignments and Exams.** Examples include use of ePortfolios, projects, papers, summaries, abstracts, presentations, and exams.
- **All Student Evaluations.** Include a summary of ratings and comments.
- **Teaching Evaluations by Peers.** These evaluations are conducted by faculty colleagues at Pace and may be formal classroom evaluations or letters attesting to effective teaching. Include professional colleague evaluations of teaching performance in non-academic settings, e.g., professional groups or public seminars if you feel these may be helpful.
- **Publications.** The manuscript or links to your work is recommended.
- **Presentations, Exhibitions, Performances.** Provide a list that includes the date of the presentation/exhibition/performance, the title of your work or role you played, name of conference or organization, and location.
- **Impact Factor and Citation Reports.** Include citation of your work, (e.g. by other authors or speakers), impact factor and acceptance rate of journals your work appears).