

## **Dyson College of Arts and Sciences and School of Education**

### **Mid-Tenure Review Guidelines**

In the beginning of the fourth year of a full-time tenure-track appointment, each faculty member must prepare a summary of his or her achievements thus far in the areas of teaching, scholarship/creative work, and service for the department Chair. The Chair reviews the summary and provides a written independent assessment of whether the candidate is on track for tenure and promotion. The outcome of the review will be one of the following:

1. The candidate is making strong progress in all three areas, i.e., teaching, scholarship/creative activities/service, and should continue developing all three areas in the same manner.
2. While the candidate is making strong progress in most areas, some areas need to be strengthened. Nonetheless it is the assessment of the Chair (and departmental TAP Committee if desired) that the candidate can sufficiently improve his/her standing in all three areas so that tenure and promotion are likely.
3. The candidate has made weak or no progress in the critical areas of teaching and/or scholarship/creative activities and/or service, and the deficits are too serious to overcome in the time remaining before the tenure and promotion review. In such a case, a recommendation to terminate the tenure-track appointment is issued and the candidate receives a terminal year appointment. The Dean and Associate Dean must approve the recommendation before communicating it to the candidate.

In the case where remedial action is required (Outcome 2, above), the candidate should be provided with specific recommendations for improvement in order to make a successful tenure and promotion review likely.

Once the Chair drafts an assessment of the candidate, they then schedule a meeting with the Dean, Associate Dean, Chair and candidate to discuss the review and the recommended actions. (A meeting between the candidate and the Chair is optional; it does not replace the review with the Chair, Associate Dean, and Dean, **which is required**.)

After the meeting, the Chair drafts a letter summarizing the discussion and any agreements reached with the candidate at the meeting. The Chair submits this letter to the Dean and Associate Dean for review (*the draft must be reviewed by Dean and Associate Dean(s) **before** it is available to the candidate*).

The Dean's Office then submits the approved and signed (by Chair, Associate Dean(s), and Dean) final letter to [interfolio@pace.edu](mailto:interfolio@pace.edu), to secure signature from the candidate. A fully signed letter is then provided by the candidate in their case in Interfolio.

If you have any questions about this process, please contact your Associate Dean.

## **Guidelines for Preparing Dossiers**

The purpose of the eDossier 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; [interfolio@pace.edu](mailto:interfolio@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 first page:** (Center on top of page) Full name, Department, Rank
- **Heading on pages two and on:** Last name, First initial top right corner
- **Font:** Times New Roman or similar
- **Font size:** 11 PT or larger
- **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: Appendices – Length ≤ 50 pages for each file***

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).