

Dyson College of Arts and Sciences
Sands College of Performing Arts
Seidenberg School of Computer Science and Information Systems
School of Education

Mid-Tenure Review Guidelines

In the beginning of the third year of a full-time tenure-track appointment, each faculty member must prepare a dossier of their achievements thus far in the areas of teaching, scholarship/creative work, and service. The Department Chair reviews the dossier 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) that the candidate can sufficiently improve their 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 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) letter to the candidate, to secure a signature. A fully signed letter is then provided by the candidate to interfolio@pace.edu to be put into their case in Interfolio.

Guidelines for Preparing Dossiers

The purpose of the dossier is to reflect both your academic and professional qualifications and your performance as a faculty member. It is important that it be as representative, complete, and clear as possible. 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.

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

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, scholarship/creative work, service, and professional/practicum (if appropriate).

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 some disciplines may find this section appropriate - your chair or dean can guide you.

Section 7: Appendices Suggested subheadings for appendices include:

- **Sample Course Syllabi.** Rather than providing a syllabus for each class, 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.
- **Student Evaluations since hire or last promotion.** 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.
- **Publications.** List and the manuscript(s) of your work is recommended.
- **Work in Progress.** Include correspondence (or other evidence) of submission of your work to journals, creative outlets, etc.
- **Grants and Project Funding.** Include list/correspondence of approved, denied, or in-progress grant applications.
- **Creativity Activity:** Plays, musicals, dance, opera, performance, film, television episodes, webisodes, installations, or other creative work produced/directed primarily off-campus for public presentation. Include correspondence of invited performance opportunities.
- **Press/Media.** Reviews or interviews or mentions in newspapers, magazines, journals, specialized websites, or etc.
- **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.
- **Letters of Support.** Provide support letters that attest to your role in a committee or project or publication, or submit unsolicited emails from students, etc.