

PACE UNIVERSITY
LUBIN SCHOOL OF BUSINESS
TENURE AND PROMOTION GUIDELINES*
FEBRUARY 1, 2018

*This document is a compilation of three documents relating to tenure and promotion (TAP) within the Lubin School of Business. Each of the documents has been approved by the Lubin Faculty Council (LFC) at different times over the 2001–2014 time period.

The documents are: (1) TAP Guidelines and Criteria, dated October 22, 2001, proposed by a Select Committee and approved by the LFC on December 14, 2001; (2) revised scholarship criteria proposed by a Select Committee and approved by the LFC on December 12, 2014; (3) a summary of TAP recommendations proposed by several TAP Committees and approved by the LFC over the 2006–2011 time period, and a summary of procedural guidelines suggested by TAP committees over the 1997–2011 time period.

These three documents, compiled into this single set of TAP Guidelines by the 2017–2018 Lubin TAP Committee, represent the complete set of tenure and promotion guidelines and criteria approved by the Lubin Faculty Council up to the time of this document's preparation, February 1, 2018.

TABLE OF CONTENTS

	Page
I. PREAMBLE	2
II. RECOMMENDED PROCEDURES	4
III. EVALUATION OF TEACHING	6
IV. EVALUATION OF SCHOLARSHIP	9
V. EVALUATION OF SCHOLARSHIP (REVISED)	12
VI. EVALUATION OF SERVICE	18
VII. EVALUATION OF DISTINGUISHED PROFESSOR	20
VIII. TAP RECOMMENDATIONS APPROVED 2006–2011	22
IX. APPENDIX A: GENERAL TAP COMMITTEE GUIDANCE	23
X. APPENDIX B: TAP TIMETABLE	24

I. PREAMBLE

The mission of the Lubin School of Business is to prepare students for successful business careers in a global economy. This is accomplished through undergraduate and graduate programs designed for students and professionals at various stages of career development. These programs build on a strong foundation in the arts and sciences, emphasize the study of a business discipline, and develop the organizational skills and broad perspectives which typify successful management and professional practice.

The academic strength of a university is its faculty. To maintain a faculty that contributes to the goals of the university is not a simple task. There are many considerations. The one addressed in the attached report is that of evaluation of faculty in the Lubin School of Business.

The mission of the Lubin School of Business establishes the framework within which faculty members are evaluated. The relevant segment of the mission statement is:

The faculty are committed to the traditions of the University and to the values which have provided a distinctive educational experience since 1906:

- An emphasis on teaching and learning in a small class environment;
- The application of theory to business practice;
- Research and scholarship applicable to business practice and supportive of classroom teaching;
- The development of partnerships with the business community and foreign academic institutions.

For a system of evaluation to be effective in encouraging quality, credibility appears to be related to the following factors:

1. There should be specification of standards of performance that provide sufficient flexibility to assure that quality performance is identified;
2. There should be just and fair application of standards;
3. The process of evaluation should be an open system so that faculty members understand the bases for decisions.

We believe that evaluation of faculty should be performed within the context of some critical attitudes:

1. All faculty should conduct themselves with impeccable integrity in describing and reporting their activities;
2. Those charged with evaluation, regardless of level, should function in an objective manner;
3. Those who evaluate faculty should strive for equity in assessing contributions of individual faculty members. Contributions of individual faculty should be evaluated within the context of a faculty member's assigned responsibility.

II. RECOMMENDED PROCEDURES GOVERNING APPLICATION FOR PROMOTION AND TENURE WITHIN THE LUBIN SCHOOL OF BUSINESS

1. The Office of the Provost should assume the responsibility for sending a written advisory to each full-time faculty member who must apply for tenure and promotion under the currently existing University rules prescribing timetables for promotion and tenure. This advisory should be sent as early as is practical in the year in which the candidate is to submit his application.
2. Each academic department should form its own Tenure and Promotion (i.e. TAP) Committee. Applicants for promotion and tenure shall not be permitted to serve on the department committee in the year in which their applications are pending.
 - (a) The department committees will review the applications for promotion and tenure and all supporting documentation.
 - (b) The Chairman of the department committee will prepare a written advisory constituting the recommendation of the committee. The advisory is addressed to the Lubin TAP Committee. A copy shall be sent to the applicant and the Dean. The department advisory shall fully explain the reasons for the department recommendation.
 - (c) The department chairman shall prepare a written advisory expressing his opinion as to the merits of the application.
 - (d) The advisories must be transmitted to the applicant at least ten business days prior to the deadline for submitting an application to the Lubin TAP Committee.
3. The applicant shall have the right to self-nominate in accordance with existing University policies and procedures.
4. A Lubin School TAP Committee will be established as the Lubin Constitution states. Only tenured members of faculty may serve on this committee. The deans may not serve on this committee. No members of the Dean's office, discipline chairs, department chairs, program chairs, assistant chairs, or other administrators of academic departments may serve on this committee. This committee shall have no less than one and no more than two members from each academic department.
5. The Lubin TAP Committee shall determine its Chair. The Chair will prepare a written advisory to be sent to the Dean of the Lubin School.

- (a) The advisory shall report the recommendation of the Committee for each application. The advisory shall include a numerical report of the vote if the decision is by ballot.
 - (b) The advisory shall fully explain the reasons for the recommendations. The advisory should be drafted in such a way that the University Committee of Deans and Faculty on Promotion and Tenure (i.e. the CPFPT) will have an explanation of the bases for the decision of the Lubin TAP Committee.
 - (c) A copy of the advisory shall be sent to each applicant simultaneously with its transmission to the Dean.
- 6. In their assessment of a candidate's qualifications for tenure and/or promotion, the appropriate committees should consider the evidence submitted by the applicant in satisfaction of the criteria for promotion and tenure set forth for scholarship, teaching, and service. Ordinarily, the individual should meet the relevant standard in all three areas in both tenure and promotion decisions. However, it is possible for an individual to deserve tenure or promotion because of his or her exceptional performance in the area of scholarship or teaching. When this occurs, the Committee may make a recommendation for tenure or promotion based on exceptional performance in one of these areas if the Committee determines that the applicant performs satisfactorily in the other areas.
- 7. The Dean shall transmit the recommendations of the Lubin TAP Committee to the CDFTP accompanied by his own written recommendations. The recommendations of the Dean shall simultaneously be transmitted to the applicants and to the Office of the Provost. The departmental recommendations shall accompany all other applications materials.
- 8. Existing University procedures governing the deliberations of the CDFPT and the appellate process shall continue to apply in full force.

III. EVALUATION OF TEACHING PERFORMANCE

1. TENURE

Tenure shall normally be granted only to persons holding the rank of Professor, Associate Professor, or Assistant Professor, who possess the minimum departmental degree requirements, and who have demonstrated potential for long-term contributions to the university in the area of teaching. Teaching performance sufficient to demonstrate this long-term commitment and level of quality should include (1) a belief on the part of the faculty that this person has command of relevant subject matter, a capability for conveying material in a thorough and meaningful way to students, and a potential for increasing mastery and understanding over time of issues and topics in his or her domain, (2) a general perception by students that he or she is a good teacher, (3) perceptions by students and peers that this faculty member is keenly interested and dedicated to teaching Lubin students and appreciative of the need to motivate students to high levels of achievement, and (4) clear indications that this faculty member will continue over the long run to improve and refine his or her teaching skills and course pedagogy.

2. PROMOTION

a. Professor

In general, those seeking promotion to full professor should be seasoned instructors who have clearly mastered the material they teach, who are capable of motivating students to high levels of performance and interest, who are self-motivated in their efforts to improve course pedagogy and content, who, due to their consulting, research or writing activities, can bring up-to-date material to the classroom, and who demonstrate a remarkable perception of course material and topical subtleties derived from a first-hand and consistent exposure to the domain being taught.

In terms of specific teaching skills, the rank of Professor should be accorded only to those persons who have provided evidence that they have performed with distinction in the area of teaching as demonstrated by: (1) an obvious command of the subject matter, (2) clear, perceptive, and exemplary presentation of subject matter, (3) the ability to interest and involve students with class materials, (4) continual striving for high levels of student effort and output, and (5) fairness and sound judgment in the treatment and grading of students.

b. Associate Professor

In general, those seeking promotion to associate professor should be capable instructors who are thoroughly familiar with the material they teach, who assure that students work consistently toward clearly specified educational goals, who motivate students to read and understand necessary materials, who have an interest in course pedagogy, who strive to assure that their course material is up-to-date and timely, and who are able to bring their own research or consulting activity to the classroom as a means of clarifying key topics.

In terms of specific teaching skills, the rank of Associate Professor should be accorded only to those persons who have provided evidence that they have been dedicated, capable performers in the area of teaching as demonstrated by: (1) command of subject matter, (2) logical, accurate, and understandable presentation of subject matter, (3) an ability to interest students in class materials, (4) efforts to assure that students work diligently toward class goals, and (5) fairness and sound judgment in the treatment and grading of students.

c. Assistant Professor

In general, those seeking promotion to assistant professor should be capable instructors who are thoroughly familiar with the material they teach, who regularly update lectures and course materials, and who are interested in student achievement.

In terms of specific teaching skills, the rank of Assistant Professor should be accorded only to those persons who have provided evidence that they have been capable teachers as demonstrated by: (1) command of subject matter, (2) accurate and understandable presentation of subject matter, (3) an ability to interest students in class materials, (4) concern over student achievement, and (5) fairness and sound judgment in the treatment and grading of students.

3. SOURCE OF EVIDENCE BEARING ON TEACHING PERFORMANCE

Evidence of performance in the area of teaching will not come from a single source. Rather, it must come from a variety of sources identified below:

a. Evidence from the Faculty Member

Evidence as derived from a dossier including such material as course syllabi, course notes, relevant publications, descriptions of innovative pedagogies used such as examinations and procedures, descriptions of what the applicant has learned over the years with regard to teaching his or her course

material, and evidence of implementation of ideas learned from teaching workshops or other instructional improvement activities.

b. Evidence from Peers

Evidence consisting of formal peer appraisals managed by individual departments, letters of recommendation regarding teaching from peers who have first-hand knowledge of an individual's classroom teaching expertise, provision of videocassettes for TAP committee appraisal, and/or evidence of faculty endorsement of an applicant's pedagogy as demonstrated by letters of reviews praising course-relevant published work.

c. Evidence from Students

Evidence consisting of formal student evaluations administered by the school or individual departments unsolicited letters and praise from students and alumni, teaching awards from student or other organizations, and/or evaluations from former students solicited by a department when appropriate.

IV. EVALUATION OF PERFORMANCE IN THE AREA OF SCHOLARSHIP

This section is applicable to full-time Assistant Professors hired prior to December 12, 2014. Associate Professors who were hired prior to this date are referred to the “Note” in Section V, 2, b., for a revision of these criteria.

1. CRITERIA THAT A CANDIDATE MUST MEET TO SATISFY THE SCHOLARSHIP REQUIREMENT FOR TENURE

a. The relevance of the evidence of scholarship

Tenure is awarded for the scholarly accomplishments that the candidate has achieved and for the likely scholarship accomplishments the candidate will achieve in the future. Evidence submitted by the candidate should be of a quality and quantity that enables the TAP Committee to form a reliable opinion as to the likelihood of future scholarly productivity.

b. Specific evidence of scholarly accomplishments

The candidate for tenure must satisfy the criterion identified below. The principal characteristic of the evidence submitted in satisfaction of the requirement is that the scholarly accomplishments claimed by the candidate must be in a form in which they are amenable to a careful scrutiny and appraisal by qualified persons active in the candidate's discipline.

Generally, the candidate should present to the decision-making body **at least three refereed journal articles and a combination of publications demonstrating sufficient intellectual contributions. At least one of the published articles should carry a publication date not more than two years preceding the date at which the candidate applies for tenure.** Copies of the publications should be submitted with the candidate's application.

It should be stressed that the requirements regarding the number of articles and the two-year currency are only general guidelines. The decision-making body should have the discretion to deviate from these general guidelines if the quality of the evidence justifies such a deviation.

c. The applicant must possess a terminal degree or its equivalent.

2. APPLICATION FOR PROMOTION FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR

a. Preamble

The rank of Associate Professor should be awarded only to persons who have demonstrated scholarly accomplishments of a kind which commands the respect of the members of his or her professional discipline. Evidence of this respect is represented by published writings of the applicant.

b. Requirements for promotion to Associate Professor

The applicant must satisfy the same requirements for promotion to Associate Professor as is required for award of tenure. However, if tenure has been awarded more than one year prior to the application for promotion, the applicant must present to the decision-making body evidence of scholarly accomplishments exceeding those which constituted the basis for the award of tenure.

As a general guide, for each year subsequent to the award of tenure the applicant for promotion should present evidence of at least one refereed journal article demonstrating scholarship. The decision-making body should have discretion to evaluate the quality of the publications. Thus, more or fewer publications may be required depending upon such quality.

3. APPLICATION FOR PROMOTION FROM ASSOCIATE PROFESSOR TO FULL PROFESSOR

a. Preamble

The rank of Full Professor should be awarded only to persons who have demonstrated continued scholarly accomplishments beyond the time tenure and promotion are granted. The quality of scholarly activities should be at least equivalent to that required for tenure and for promotion to Associate Professor.

b. Requirements for promotion to Full Professor

- (i) The candidate should present to the decision-making body evidence of six refereed journal articles and a combination of publications demonstrating scholarship. At least three of the submissions should carry a date of publication not more than three years preceding the date at which the candidate applies for promotion.

The decision-making body should have the discretion to weigh the publications based upon their quality.

- (ii) The Rank of Full Professor should only be granted based upon clear-cut evidence of continued scholarly accomplishment. More or fewer publications may be required depending upon the quality of the scholarly work.

4. COMMON CONSIDERATIONS APPLYING TO ALL APPLICATIONS FOR TENURE AND PROMOTION

a. Acceptance of manuscripts

For purposes of satisfying publication requirements, a letter from a journal or publisher affirming an unqualified acceptance of a manuscript for publication shall be deemed the equivalent of actual publication.

b. Evidence of scholarship

The decision-making body will consider as evidence of scholarship publications falling into the categories identified below.

- (i) Basic Scholarship: The creation of new knowledge.
- (ii) Applied Scholarship: The application, transfer and interpretation of knowledge to improve management practice and teaching.
- (iii) Instructional Development: The enhancement of the educational value of instructional efforts of the institution or discipline.

Outputs from all forms of scholarship activities include publications in refereed journals (academic, professional, and pedagogical), research monographs, scholarly books, chapters in scholarly books, textbooks, proceedings from scholarly meetings, papers presented at academic or professional meetings, publicly available research working papers, papers presented at faculty research seminars, publications in trade journals, in-house journals, book reviews, written cases with instructional materials, instructional software, and other publicly available materials describing the design and implementation of new curricular or courses.

V. EVALUATION OF PERFORMANCE IN THE AREA OF SCHOLARSHIP (REVISED)

This section is applicable to full-time Assistant and Associate Professors hired after December 12, 2014 and, in accordance with the “Note” in Section 2. b. below, to Associate Professors hired prior to this date who apply for promotion to Professor during the 2014 – 2019 time period. Effective Fall 2019, the scholarship requirements described in this revision will apply to all Associate Professors applying for promotion to Professor.

The amendments proposed below to the scholarship guidelines for tenure and promotion to Associate Professor are intended to be applied to faculty members hired after the formal adoption of these guidelines by the Lubin Faculty Council. The amendments also include an exception for all current associate professors as described in Section 2.b. below.

These scholarship guidelines for tenure and promotion should be reviewed and possibly amended every five years to ensure their continued consistency with the Lubin School’s mission, programs and commitment to continuous improvement.

1. MINIMUM SCHOLARSHIP REQUIREMENTS AND FOR PROMOTION FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR

a. Basis for judgment

Tenure and promotion to Associate Professor is based on a documented record of high achievement together with evidence demonstrating that the current level of achievement is likely to continue and grow in the future. Evidence submitted by the candidate should be of a sufficient quality and quantity that enables the TAP Committee to form a reliable opinion as to the candidate’s ability to maintain and enhance a high level of future scholarly productivity.

b. Specific evidence of scholarly accomplishments

The candidate for tenure and promotion to Associate Professor must satisfy the criteria identified below. The principal characteristic of the evidence submitted in satisfaction of the requirement is that the scholarly accomplishments claimed by the candidate must be in a form in which they are amenable to a careful scrutiny and appraisal by qualified persons active in the candidate’s discipline.

The decision-making body has the discretion to deviate from these general guidelines provided that the quality of the evidence justifies such a deviation.

Generally, the candidate should present to the decision-making body at least four peer-reviewed academic journal articles plus other scholarly outputs demonstrating sufficient intellectual contributions.

Section 3b. below provides a definition of scholarship that is consistent with 2013 AACSB Business Accreditation Standards.

- (i) At least one of the published articles should carry a publication date not more than two years preceding the date at which the candidate applies for tenure. Copies of the publications should be submitted with the candidate's application.

The purpose of these scholarship guidelines is to ensure that the quality and impact of a candidate's scholarly productivity is evaluated in the most comprehensive fashion. The candidate is responsible for demonstrating the quality of the publications being presented for evaluation. For example, utilizing a recognized and credible list of disciplinary business journals, it is expected that candidates for tenure and promotion to Associate Professor will have published at least the equivalent of one A- level and three B level journal articles, or some combination of B level journal articles and other publications that demonstrates a comparable level of impact on the broader academic community of scholars or the professional practice of business as discussed in subsequent paragraphs in this section. For co-authored publications in and outside the candidate's discipline, the candidate is encouraged to explain his or her contribution to the publications. Publishing articles in the same journal more than once is acceptable.

- (ii) Scholarship and publications in peer-reviewed pedagogical and professional journals are also encouraged. However, any combination of pedagogical and professional scholarship should not constitute the majority of intellectual contributions of a candidate for tenure and promotion to Associate Professor.

The School recognizes that the contribution of a candidate's intellectual activities may be long-term and cumulative and thus, difficult to assess in the short-term. Further, since intellectual contributions may be aimed at different audiences, determining the impact of one's scholarly productivity may be difficult. Nevertheless, the candidate is responsible for demonstrating the impact of his or her scholarship on the broader academic community of scholars or the professional practice of business. The candidate's demonstration of impact should be consistent with the guidelines set forth in AACSB Standard 2 (2013 Business Accreditation Standards) as well as the examples of impact metrics outlined in the appendix to the 2013 Business Accreditation Standards.

The School recognizes that interdisciplinary scholarship traverses new boundaries and can synthesize knowledge in innovative and unimagined ways and, thus, should be encouraged. Accordingly, the journals in which a faculty member publishes may be included on a list of journals outside of the candidate's department.

- c. The applicant must possess a terminal degree or its equivalent.

2. MINIMUM SCHOLARSHIP REQUIREMENTS THAT A CANDIDATE MUST MEET TO APPLY FOR PROMOTION FROM ASSOCIATE PROFESSOR TO FULL PROFESSOR

a. Basis for judgment

Promotion to the rank of Full Professor is based on a documented record of high achievement together with evidence demonstrating that the current level of achievement is likely to be sustained in the future. The rank of Full Professor should be awarded only to persons who have demonstrated continued quality scholarly accomplishments beyond the time tenure and promotion were granted. The quality of scholarly activities should be higher than that required for tenure and for promotion to Associate Professor.

The decision-making body has the discretion to deviate from these general guidelines provided that the quality of the evidence justifies such a deviation.

b. Specific evidence of scholarly accomplishments

The candidate should present to the decision-making body evidence of at least seven peer reviewed journal articles plus other scholarly outputs demonstrating sufficient intellectual contributions. Section 3b. below provides a definition of scholarship that is consistent with 2013 AACSB Business Accreditation Standards.

At least three of the submissions should carry a publication date later than the year in which the CDFPT recommendation for promotion to Associate Professor was made, or later than the year in which an initial appointment to the faculty as an Associate Professor was made. Also, at least three of the publications should carry a date of publication not more than five years preceding the date at which the candidate applies for promotion. Copies of the publications should be submitted with the candidate's application.

The purpose of these scholarship guidelines is to ensure that the quality and impact of a candidate's scholarly productivity is evaluated in the most

comprehensive fashion. The candidate is responsible for demonstrating the quality of the publications being presented for evaluation. For example, utilizing a recognized and credible list of disciplinary business journals, it is expected that candidates for promotion to Full Professor will have published at least the equivalent of two A- level and five B level journal articles for a total of seven articles, or some combination of seven B level journal articles and other publications that demonstrates a comparable level of impact on the broader academic community of scholars or the professional practice of business as discussed in subsequent paragraphs. For co-authored publications in and outside the candidate's discipline, the candidate is encouraged to explain his or her contribution to the publications. Publishing articles in the same journal more than once is acceptable.

NOTE: all current Associate Professors in the Lubin School who apply for promotion to Full Professor during the 2014-2019 period would only be expected to have published the equivalent of one A- level and five B level journal articles for a total of six articles, or some combination of six B level journal articles and other publications that demonstrates a comparable level of impact as discussed above.

Scholarship and publications in peer-reviewed pedagogical and professional journals are also encouraged. However, any combination of pedagogical and professional scholarship should not constitute the majority of intellectual contributions of a candidate for promotion to Full Professor.

The School recognizes that the contribution of a candidate's intellectual activities may be long-term and cumulative and thus, difficult to assess in the short-term. Further, since intellectual contributions may be aimed at different audiences, determining the impact of one's scholarly productivity may be difficult. Nevertheless, the candidate is responsible for demonstrating the impact of his or her scholarship on the broader academic community of scholars or the professional practice of business. The candidate's demonstration of impact should be consistent with the guidelines set forth in AACSB Standard 2 (2013 Business Accreditation Standards) as well as the examples of impact metrics outlined in the appendix to the 2013 Business Accreditation Standards.

The School recognizes that interdisciplinary scholarship traverses new boundaries and can synthesize knowledge in innovative and unimagined ways and, thus, should be encouraged. Accordingly, the journals in which a faculty member publishes may be included on a list of journals outside of the candidate's department.

3. COMMON CONSIDERATIONS APPLYING TO ALL APPLICATIONS FOR TENURE AND PROMOTION

a. Acceptance of manuscripts

For purposes of satisfying publication requirements, a letter from a journal or publisher affirming an unqualified acceptance of a manuscript for publication shall be deemed the equivalent of actual publication.

b. Evidence of scholarship

Standard 2 of the 2013 AACSB Business Accreditation Standards defines scholarship. The decision-making body will consider as evidence of scholarship publications falling into the categories identified in the AACSB definition below:

(i) *Intellectual contributions*

Original works intended to advance the theory, practice, and/or teaching of business and management. They are scholarly in the sense that they are based on generally accepted research principles, are validated by peers and disseminated to appropriate audiences. Intellectual contributions are a foundation for innovation. Validation of the quality of intellectual contributions includes the traditional academic or professional pre-publication peer review, but may encompass other forms of validation, such as online post-publication peer reviews, ratings, surveys of users, etc. Intellectual contributions may fall into any of the following categories:

(ii) *Basic or discovery scholarship*

Scholarship that generates and communicates new knowledge and understanding and/or development of new methods. Intellectual contributions in this category are normally intended to impact the theory, knowledge, and/or practice of business and management.

(iii) *Applied or integration/application scholarship*

Scholarship that synthesizes new understandings or interpretations of knowledge or technology; develops new technologies, processes, tools, or uses; and/or refines, develops, or advances new methods based on existing knowledge. Intellectual contributions in this category are normally intended to impact the practice of business and management.

(iv) *Teaching and learning scholarship*

Scholarship that develops and advances new understandings, insights, and teaching content and methods that impact learning behavior. Intellectual contributions in this category are normally intended to impact the teaching of business and management.

Outputs from all forms of scholarship activities include publications in refereed journals (academic, professional, and pedagogical), research monographs, scholarly books, chapters in scholarly books, textbooks, proceedings from scholarly meetings, papers presented at academic or professional meetings, publicly available research working papers, papers presented at faculty research seminars, publications in trade journals, in-house journals, book reviews, written cases with instructional materials, instructional software, and other publicly available materials describing the design and implementation of new curricular or courses.

VI. EVALUATION OF PERFORMANCE IN THE AREA OF SERVICE

1. PREAMBLE

A school requires the active participation of its Faculty in the school's policy development, strategic planning and academic affairs in order for that school to function efficiently. Faculty members should participate in activities that benefit the Faculty member's department, school, discipline and the greater Pace community.

The tenure and promotion process should make an appraisal of the Faculty member's demonstrated commitment to collegial Faculty decision-making. The appraisal should consider the contributions which the applicant renders to the administration, governance and improvement of the Lubin School of Business; the service which the applicant renders to the University, its administration and other faculties; and appraisal of service to the business and professional community.

2. STANDARDS FOR FACULTY RANK AND TENURE

a. Tenure

A Faculty member considered for tenure must possess a propensity and willingness to serve the member's department, school, discipline and University. Candidates for tenure must have also demonstrated participation in the service components. However, the requirement for participation must be weighed against the constraints placed on the Faculty member to achieve excellence in teaching and scholarly productivity.

b. Assistant Professor

An Assistant Professor must show a propensity and willingness to serve the member's department, school, discipline and University. Unless the faculty member faces considerable time constraints in pursuit of excellence in teaching and research, the member must also participate in the service components outlined in the Evidence of Faculty Member's Service Contributions

c. Associate Professor

A candidate for the rank of Associate professor must demonstrate fulfillment of the service requirements expected of an Assistant Professor and a propensity to fulfill the service requirements of an Associate professor.

An Associate Professor must actively participate in the service of the member's department, school, discipline and University. The degree and nature of participation should reflect the increasing commitment that the school has made the individual and, therefore, the commitment expected of the individual.

d. Professor

A candidate for the rank of Professor must demonstrate fulfillment of the service requirements expected of an Associate Professor and a propensity to fulfill the service requirements of a Full Professor.

A Full Professor must actively participate in the service of the member's department, school, discipline and University. The degree of participation should reflect the highest commitment made by the school to the individual and, accordingly, the commitment expected to the individual. The school normally expects the greatest degree of service from an applicant for promotion to Full Professor.

3. EVIDENCE OF FACULTY MEMBER'S SERVICE CONTRIBUTIONS

Contributions to Pace University and the Lubin School include active service on Faculty committees, assistance to student societies, special assignments undertaken at the request of the Faculty, Dean or officers of the University, regular attendance at meetings of Faculty and committees, service on University committees and representation of the Lubin School in University assignments.

Service to the business and professional communities includes participation in the work and committees of professional or learned societies, and agencies of government including the courts, legislatures and administrative and executive agencies. The candidate must submit a written description of the candidate's history of service.

The candidate should solicit and submit confirmatory statements from responsible chairs, administrators, and any other appropriate sources.

VII. CRITERIA AND PROCESS FOR APPOINTMENT AND REAPPOINTMENT AS DISTINGUISHED PROFESSOR

1. CRITERIA

A Distinguished Professor is a faculty member who has attained the rank of Professor and has clearly demonstrated continuous, extraordinary, and widely recognized contributions as a scholar, teacher, and member of the academic community. Recommendations from nationally and internationally known scholars in the candidate's field are required.

The criteria for the designation as a Distinguished Professor are:

a. Research.

Judged outstanding in the faculty member's academic discipline. This accomplishment would necessarily include, but not be limited to, publication in leading scholarly journals related to the teaching discipline.

b. Teaching.

Judged outstanding by peers and students within the university, school and department. Documented by a teaching portfolio which attests to teaching excellence and continuous improvement.

c. Service.

Judged outstanding in service within the university, school, department, and academic or professional organizations.

2. NOMINATING PROCESS

A candidate for appointment as Distinguished Professor may be self-nominated or nominated using appropriate school procedures, e.g. departmental and school Tenure and Promotion Committees. Nominations and dossiers are forwarded to the Dean of the School who will consult with other members of the School and University communities prior to deciding whether to forward the nomination to the Provost and President for appointment.

3. RESPONSIBILITIES

The appointment as Distinguished Professor is for a renewable three to five year period. The Distinguished Professor will normally teach twelve credits per academic year, except in the School of Law where the appointment is honorific.

4. ENDOWED CHAIRS AND PROFESSORSHIPS

Faculty being considered for an endowed chair or professorship supported by external funding must meet the same criteria as outlined above for Distinguished Professor. If a School is considering an outside candidate for appointment to either an endowed chair or professorship, the School's process for appointing new faculty members will apply.

VIII. RECOMMENDATIONS ADOPTED BY THE LUBIN FACULTY COUNCIL (LFC) OVER THE 2006–2011 PERIOD

1. Departmental chairs should not be present during departmental TAP Committee deliberations. (Adopted by the LFC – 12/08/06)
2. Candidates should identify in their dossiers whether articles written were in refereed publications and the tiers of the publications. (Adopted by the LFC – 2/25/11)
3. Previously tenured candidates applying for promotion should clearly indicate in their dossiers whether their work was published before or after tenure. (Adopted by the LFC – 2/25/11)
4. Departments should review, and revise as necessary, their lists of top tier and next tier publications at least once annually to equip candidates in making identifications mentioned in number 4 above on an up-to-date and timely basis when preparing their dossiers. (Adopted by the LFC – 2/25/11)
5. Department TAP Committees in their deliberations and reports to the Lubin TAP Committee should identify the quality and refereed /non-refereed status of each of the publications in which a candidate's articles appear. (Adopted by the LFC – 2/25/11)
6. To demonstrate an adequate level of service, candidates need to take service leadership roles and sufficiently identify the nature of their contributions and achievements. Mere committee membership was felt not to meet the service requirement. (Adopted by the LFC – 2/25/11)
7. Evaluations submitted for students and peers can be skewed in a positive and/or selective fashion. Candidates and their departments are urged to present sufficient and objective evaluations. (Adopted by the LFC – 2/25/11)
8. Everything going into a candidate's portfolio/dossier should be accessible electronically to allow needed departmental, School and University level reviews. (Adopted by the LFC – 2/25/11)
9. A timetable with standard deadline dates pertaining to the TAP procedure and process be inserted into the guidelines. (Adopted by the LFC – 2/25/11)
That standard timetable has been appended in Appendix B.

XI. APPENDIX A

GENERAL GUIDANCE TO CANDIDATES AND TAP COMMITTEE MEMBERS

1. Since the various departments and chairs are most familiar with the teaching, research and publications, and service of a candidate for tenure or promotion, their evaluations should be detailed and informative in each of these three areas.
2. The meeting date for the following year should initially be set by the TAP Committee at the previous year's meeting, announced by the Committee Chair in a report at the first Lubin Faculty Council meeting after the TAP Committee meeting.
3. To effectively evaluate publications not in the top two tiers, Committee deliberations would benefit greatly by candidates and departments use of an objective and consistent journal rating criterion, e.g., Journal Citation Report and Journal Impact Factor.
4. The Convener of the Lubin TAP Committee shall email a message to all its members and all department chairs by mid-September containing information similar to that in Appendix B., modified as warranted by future circumstances.
5. The Chair of the Lubin TAP Committee will report to Lubin Faculty Council at its first meeting subsequent to the annual TAP Committee meeting on the business it conducted. The report should include the number of Committee members attending the meeting, results of Committee deliberations with no mention of candidates' names and the date designated by the Committee for the following year's meeting.
6. The Provost has stated in the past that a tenure candidate with the rank of assistant professor must also be qualified for promotion to associate professor in order to be granted tenure. The Dean, who has served on CDFPT, advised that for promotion to full professor, service leadership at the University level is required. (LFC – 2/25/11)

X. APPENDIX B.

LUBIN TENURE AND PROMOTION PROCESS – STANDARD TIMETABLE

Prior to September 1

It is advisable for faculty to discuss their prospective candidacy with their department chair and, perhaps, the Dean.

September 1

By this date a TAP candidate should have submitted:

1. A letter of their intent to the Dean and Provost, with a copy to their department chair;
2. A list of external reviewers to be contacted by the Dean along with the candidate material to be reviewed by them (e.g. CV; personal statements; research, teaching and service philosophies; published articles).

No later than September 15

The Lubin TAP Committee Convener should send an email to the Committee members and to all Lubin department chairs advising them of pertinent procedures and dates in the current TAP process.

No later than September 21

Department TAP committees should be formed as needed, upon department chair request, to evaluate department faculty candidates. Committee members' names should be communicated to appropriate parties to afford them online access to e-portfolios.

October 1

Candidate's electronic dossier is due in the candidate's department for review by its chair and TAP committee.

No later than October 21

Candidate evaluations *signed* by department chairs and department TAP committees are due in the Dean's office.

No later than October 28

Electronic dossier and one hard copy of the dossier, to be used at the Lubin School TAP Committee meeting, are due in the Dean's office and available for internet access by Lubin School TAP Committee members. The Dean's office will make department evaluations available to the Lubin School TAP Committee upon their receipt.

November 2 or 3, and no later than the Friday before Thanksgiving break

Lubin School TAP Committee meets. At the meeting's close, Committee decisions are sent to the Dean and the Provost, who will convey them to the CDFPT, and individually to the candidates.

No later than the Thanksgiving break

A candidate not nominated by the Lubin School TAP Committee can submit a self-nomination letter to the Dean and Provost, who will convey it to the CDFPT.