University of Richmond
Jepson School
of Leadership Studies™

Mid-Tenure Review Guidelines

Purpose and Objective

Mid-tenure review ordinarily occurs in the third year of a tenure-track faculty member's time at the University. In this review, the tenured faculty provides feedback to the faculty member concerning the degree to which his or her performance is on track to meet the standards for promotion and tenure of the School of Leadership Studies (as stated in the *University Faculty Handbook*). The Dean uses this evaluation to decide whether the candidate's progress is sufficient to renew his or her contract and continue at the University.

Deadlines and Procedures

May 1	The candidate receives the Mid-Tenure Review Guidelines, and the Dean appoints a chair to coordinate the review. The review committee is comprised of all tenured members of the Jepson School of Leadership Studies.
May 15	The Dean holds a meeting with the candidate, the Associate Dean for Academic Affairs, and the chair of the candidate's mid-tenure review to discuss procedures.
September 1	The candidate submits to the review chair the names of at least three possible outside reviewers with explanations about his or her relationship with those outside reviewers. The review chair should solicit letters from at least two of the candidate's recommendations. The review chair may also seek reviews from scholars not proposed by the candidate. The final portfolio must include at least two letters and at least one of the candidate's recommendations. These letters will not be shared with the candidate.
September 15	The review chair solicits external reviewers.
October 1	The candidate submits copies of an updated curriculum vitae, scholarly work to be sent to the external reviewers, and a brief description of that work.
January 10	The candidate submits completed portfolio to the review chair, and the chair adds the external reviews.
February 15	The review chair gives the mid-tenure review letter to the candidate and the Dean. This letter reports the collective view of the tenured faculty.
March 1	The candidate may submit a response to the mid-tenure review letter. This response should go to both the Dean and the review chair.

March 15	The candidate meets with the Dean to discuss the mid-tenure review.
April 1	The Dean gives the candidate the renewal or termination letter and provides the candidate with a summary evaluation. The review chair should also receive a copy of the summary evaluation.

Assessment Areas and Evaluation Criteria

A. Teaching

1. Standard:
   A faculty member's teaching should demonstrate excellence in advancing students' understanding of leadership.

2. Guidelines:
   The following attributes are among those that will be considered when evaluating a candidate's excellence in teaching:
   a. *Expertise*: has mastered his or her field, with respect to its currency, scope, and depth;
   b. *Design and preparation*: thoughtfully and creatively organizes both individual class sessions and overall course content;
   c. *Teaching methods*: uses effective instructional techniques and materials;
   d. *Stimulation*: motivates students to learn and seek knowledge independently;
   e. *Assessment*: devises and rigorously applies appropriate methods of determining a student's progress and achievement;
   f. *Engagement and challenge*: motivates students to do intellectually challenging and creative work;
   g. *Student learning*: helps students achieve the learning goals of the course;
   h. *Mentoring*: directs student work inside and outside the classroom.

   Circumstances such as teaching load, proportion of required and elective courses, number of contact hours, class size, subject matter, methodologies, and preparation of teaching materials will be considered when evaluating teaching and the candidate's overall performance.

3. Evidence:
   Judgments about excellence in teaching are based on a review of the candidate's curriculum vitae, a personal statement about his or her teaching and contributions to students' understanding of leadership, and items such as the following:
   student evaluations; letters from former students; syllabi; samples of class assignments; samples of student work such as graded papers, projects, or exams; audiovisual recordings of classes; classroom visits; grade distributions; and descriptions of courses newly developed or substantially changed.

B. Scholarship

1. Standard:

A faculty member's scholarship should demonstrate progress toward advancing the understanding of leadership for scholars and, in some cases, practitioners or educators. It may include interdisciplinary work in addition to work in the candidate's discipline. Research should exhibit originality, creativity, and rigor.

2. Guidelines:
The University of Richmond expects that the faculty in the Jepson School will influence the understanding of leadership at national and international levels. The expectation, therefore, is that members of the faculty will produce and disseminate high-quality research, establishing a record of sustained and sustainable scholarly activity. Such scholarship may include journal articles, books or book chapters, textbooks, formal participation in scholarly conferences, and instructional materials. During the mid-tenure evaluation, the tenured faculty should consider any scholarly work by the candidate on subjects other than leadership. The committee should consider any scholarly work produced before the candidate's arrival at the University of Richmond insofar as this work serves as evidence of sustained and sustainable scholarly activity.

3. Evidence:
Judgments about excellence in scholarship are based on a review of the following: the candidate's curriculum vitae; personal statement about his or her scholarship and progress toward advancing the understanding of leadership for scholars and, in some cases, practitioners or educators; plans for future research; copies of work that is published, in press, or under review, or has been presented at professional conferences. In addition, outside reviews by scholars with expertise related to the candidate's research will be used to inform the evaluation of the quality of scholarly accomplishment and future potential.

C. Service

1. Standard**:**
A faculty member is expected to play an effective role in the work of the Jepson School, the University, and his or her profession.

2. Guidelines:
Jepson School: A faculty member is expected to serve the School by performing committee assignments within the School; by contributing to curriculum development; by assisting and advising student organizations and individual students; by showing interest and involvement in students' welfare; and by helping improve the quality of the academic environment. Inherent in a faculty member's professional and academic responsibility are mutual respect; collegiality; courtesy to colleagues, students, and staff; and professional conduct in all aspects of his or her work. A faculty member is expected to attend faculty and committee meetings and to assume responsibility for improving the School.

University: A faculty member is expected to contribute to the University through service on committees, participation in programs and interdisciplinary projects, and activities such as advising and mentoring students outside the major.

Profession: A faculty member is expected to use his or her expertise to contribute to the work of professional associations and to serve as a referee or reviewer for journal articles, book manuscripts, and conference presentations. Service to community organizations will be taken into account insofar as it involves the exercise of the faculty member's professional

knowledge or abilities.

Service activities will be measured by the extent and quality of a faculty member's contributions to the School, University, and profession.

3. Evidence:
   Evaluation of service will be based on a review of the candidate's curriculum vitae; a personal statement about his or her service; and a list of all relevant committees and other service appointments. Together, these materials should specify positions related to program development, student advising/mentoring, and consulting. In addition, the committee may solicit letters from faculty and other persons inside or outside the University.

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