COLLEGE OF ARTS AND SCIENCES  
MID-TENURE REVIEW OF TENURE-TRACK FACULTY

Mid-tenure review is one of our most important mechanisms for providing a clear progress assessment to tenure-track faculty during the early stages of their careers at Boston University. It should provide a means for colleagues and mentors to offer clear and appropriate guidance and feedback that will help the tenure-track colleague make the best possible career decisions. Although the mid-tenure review helps to inform the department and Dean with respect to contract renewal and other such matters, it should not be written primarily as a case for or against contract renewal but rather, as clear-eyed and honest advice and information for the assistant professor in question.

All departments must make sure they have developed and can clearly communicate an understanding of appropriate expectations for tenure-track faculty members at this stage of career development. These expectations form the benchmarks against which departments and the assistant professors themselves can evaluate progress toward tenure.

The mid-tenure Review process should be initiated early in the sixth semester of the tenure-track period and should be completed by the end of the sixth semester. A medical or maternity leave may defer the mid-tenure review if the tenure review year has been deferred. Research leaves of absence do not defer the tenure review year or mid-tenure review.

The process is as follows:

1. The assistant professor completes the Candidate Self-Report and submits it, along with a c.v., copies of papers, publications, teaching materials, and other relevant documents to the department chair (or chairs in the case of full joint appointments) early in the sixth semester of the tenure-track period. The candidate should be given a timely reminder and advice about this process during the fifth semester of the tenure-track period. Candidates should feel free to seek advice in compiling the Self-Report, especially from the department chair or assigned mentor.

2. A review committee of at least 2 tenured faculty members reviews all of the submitted materials in depth. One committee member may be a tenured faculty member from another department, program, or even BU school or college in which the candidate for review participates. The review committee will read and evaluate the Candidate Self-Report, c.v., and relevant documentation such as teaching materials, student and peer teaching reviews, papers and publications, citations, and grant applications and reviews, and present its conclusions in a mid-tenure evaluation report.

In the case of assistant professors with full joint appointments, the department chairs should discuss and decide whether the mid-tenure Review should be done jointly (with both departments reviewing and submitting the same document) or separately (with full consultation on the reports). In the case of assistant professors with significant involvement in a second department or program (for example, those with joint programmatic appointments in another unit), the primary appointment unit should seek input from the chair/director of the secondary unit. The secondary unit’s advice should involve some consultation among senior faculty in the unit.

The mid-tenure evaluation report should provide descriptive and evaluative statements on (1) teaching and mentoring; (2) scholarship and publication; and (3) professional service and contributions. Each section should note the strengths and weaknesses of the candidate and make recommendations aimed at advising the candidate on both progress that should be made during the pre-tenure period and any strategies for making that progress. A concluding summary section should briefly review the expectations the department has for successful candidates for tenure and highlight the major specific recommendations for the faculty member's remaining career development toward that goal. The report should be drafted on behalf of the tenured faculty, not as the particular views of
the committee members. A minimum of three peer class visit reports should be included as part of the department’s report.

3. The mid-tenure evaluation report should be discussed at a meeting of the tenured faculty, and revised if necessary to reflect the evaluation and advice of the tenured faculty accurately.

4. The department chair should give the candidate a copy of the department report and, along with the mentor, should discuss the contents of the report with the candidate.

5. The department chair electronically submits the candidate’s c.v., Self-Report, the department Mid-Tenure Report, and at least three peer class visit reports to CAS, by posting the materials at https://casapps.bu.edu/tenure-promotions/dashboard. (Please note that only the departmental chair and admin will have access to post these materials. Teaching materials, course evaluation data, publications, and hard copy materials should not be submitted.) The Dean will review these materials and may discuss the review and its outcome with the department chair.
FOR SUBMISSION BY THE CAS MID-TENURE REVIEW CANDIDATE:
PROFESSIONAL CURRICULUM VITAE AND SELF-REPORT

The CAS Mid-Tenure Review candidate self-review should include a full up-to-date professional curriculum vitae (see suggestions below) and a completed, well-ordered Candidate Self-Report.

PROFESSIONAL CURRICULUM VITAE: SUGGESTED FORMAT

This guidance in constructing a c.v. is offered not just for the purposes of this review, but to assist in developing and maintaining an appropriate c.v. All faculty should keep their c.v.’s updated throughout their careers. Most c.v.’s should include the information listed below, all of which should be listed in reverse chronological order within categories. The ordering of categories and format of citations varies across discipline. Do not include birthdate, marital status, parental status, or other personal information on a professional c.v. Do not include reference names on the c.v. Consult with colleagues in your discipline for norms and variations specific to your discipline.

- Education history: All degrees with institution and department where relevant, date.
- Employment record: All academic and other professional positions including employer, dates, and major duties if clarification seems necessary.
- Honors, awards, and other recognition.
- Courses taught (in most disciplines a c.v. does not list the exact course numbers and dates, but it might indicate which are taught at the undergraduate and which at the graduate level).
- Grants awarded: Include title, agency, amounts, duration, your position on the grant (e.g. Principal Investigator, Co-Principal Investigator, etc.).
- Publications and working papers. Tips for professional formatting to avoid the most common deficiencies in c.v. construction:
  - Use separate headings to distinguish between scholarly and other works.
  - “Published” works include only those already published or in press. Indicate if a work is in press. Works that are under review, or contracted but not yet under review, should be indicated separately as works in progress.
  - List books before articles and other publications.
  - Distinguish clearly between authored and edited books and between refereed and non-refereed articles, chapters, and proceedings.
  - All references should be in complete professional citation form appropriate to your field with all authors listed in the correct order.
  - Other professionally-relevant creative works: artistic creations, data sets, etc.
- Professional conference/symposium participation.
- Invited lectures and presentations.
- Professional service, separately listing service in your department, in the university beyond the department, outside the university.
- Other relevant professional accomplishments and information.

CAS MID-TENURE REVIEW OF TENURE-TRACK FACULTY
CANDIDATE SELF REPORT

Name: _______________________

Department: _______________________

Rank: _______________________

1. Teaching, Advising, and Mentoring

   a. Include a brief statement (no more than one single-spaced page, 11-point font minimum) describing your approach to teaching, advising, and mentoring, and your major accomplishments thus far, including any innovations in pedagogical methods and approaches you have undertaken.

   b. For each semester since you were appointed at Boston University, list each course you have taught. For each course, indicate:

      (1) The number and name of the course
      (2) The number of contact hours
      (3) The number of students in the course
      (4) If the course was team-taught, the number of instructors and an indication of your share of the responsibility
      (5) If teaching assistants were involved, how many you supervised and what their duties were
      (6) Whether you had grader support apart from teaching assistants
      (7) The degree to which this course was a new preparation for you (e.g. a completely new course; half the course was substantially revised; etc.).

   c. Please list any overload teaching you have done, by semester and in Summer Term. If you received compensation for that overload teaching, please indicate.

   d. Direction of undergraduate students doing Distinction Work, Directed Study, UROP projects, or other academic work outside of regular courses. List each instance semester by semester and briefly note your role.

   e. Undergraduate advising (e.g., number of advisees, the amount of time spent in this effort, and types of advising).

   f. Graduate advising (master's degree or doctoral degree students). List each student and your relation to their activities (e.g. advisor, thesis chair, reading member, etc.). For each student who completed the degree, indicate the date of completion and, if known, indicate what position they took or what next degree program they entered following graduation.

   g. Post-doctoral supervision. List each post-doc you have supervised and, if they have completed their work with you, what they are doing now.

   h. Briefly discuss any efforts you have made to develop or improve your teaching and mentoring.

   i. Include a brief statement (no more than one single-spaced page, 11-point font minimum) discussing your plans for further developments in your teaching and mentoring during the next 3 years, such as new courses you plan to develop, major revisions of existing courses, new methods you plan to develop, strategies for improving your teaching or mentoring, new activities related to mentoring and advising, other roles related to teaching, mentoring, and curriculum in your department or beyond.
2. Research and Scholarship Statements

a. Include a brief statement (no more than one single-spaced page, 11-point font minimum) describing your research and scholarship: What are your main subjects and questions, approaches and methods? Describe your most important accomplishments and scholarly contributions thus far. Note: this is not the place for a list of papers and publications.

b. Include a brief statement (no more than one single-spaced page, 11-point font minimum) describing the strategy you will follow to develop your scholarly career over the next three years and beyond.

3. Grants

a. List all grants and fellowships for which you have applied while on the tenure track. For each application, list:

   (1) Name of the granting agency
   (2) Brief title of the project
   (3) Whether you were listed as a principal investigator, co-principal, or in another capacity
   (4) Date submitted
   (5) Proposed duration
   (6) Proposed amount of the grant and total amount granted (if it is in process, indicate this)
   (7) Outcome of grant applications

b. List all grant proposals in preparation that will be submitted (or resubmitted) within the next 3 months. For each proposal provide as much of the information requested above as possible, plus the due date for submission.

c. List grant proposals you are planning to submit at a later date with as much of the information requested as possible.

4. Participation in Professional Conferences

List your participation in professional conferences since appointed at Boston University. Distinguish among the following categories:

a. Papers written and delivered at a professional conference (list full citation)
   b. Other presenting roles: posters, roundtable participation, discussant, panel chair, etc.
   c. Conference organizing activities

5. Complete List of Scholarly and Creative Publications and Productions

All references should be complete according to the highest professional standards in your discipline and listed chronologically starting with the earliest. All refereed publications should be noted with an asterisk (*). For jointly-authored works, indicate your role and contribution relative to other authors.

a. Doctoral dissertation
   b. Scholarly publications prior to appointment at Boston University
   c. Scholarly publications during appointment at Boston University.
      (1) Books and monographs (indicate if a textbook)
      (2) Edited books
      (3) Journal articles (indicate if web-based only; provide URL); list refereed and non-refereed separately
      (4) Book chapters
      (5) Other (indicate if web-based only; provide URL), including e.g. proceedings and abstracts
   d. Papers and manuscripts under review, revision and resubmission, under contract.
   e. Other scholarly and creative productions (artistic creations, exhibitions, data sets, web sites, etc.)
6. Non-scholarly Professionally Related Publications and Productions

7. Citations and Reviews of Your Work

Provide a detailed list of citations and published reviews of your scholarly work by publication and include the source of the citations. Provide the number of citations for each of your papers and publications that have been cited, not counting self-citation. Provide up to 10 of the most recent citations for each publication.

8. Professional Service

List your professionally-related service during your tenure-track appointment at Boston University. For each item give the dates and be brief but clear about what your role was. Indicate any remuneration (e.g. course release, stipend, other payment) you received for any listed activity. List in order:

   a. Service to your department
   b. Service to other department, programs, or centers
   c. Service at Boston University beyond the department or program level
   d. Professional service beyond Boston University (e.g. manuscript or grants reviewing, professional committees, etc.) - unpaid
   e. Public service related to your professional work - unpaid

9. Other Professional Activities

This includes activities not noted elsewhere such as invited lectures or professional memberships. Please indicate if you have received remuneration for any of these activities.

10. Special Recognition, Honors, Awards

11. Other Information Relevant to the Assessment of Your Professional Achievements and Contributions