

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

Mid-tenure review is one of our most important mechanisms for providing tenure-track faculty with an assessment of progress during the early stages of their careers at Boston University. It provides a means for colleagues and mentors to offer clear-eyed and honest guidance and feedback to aid their tenure-track colleagues in advancing their academic careers.

All departments must ensure 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 are the benchmarks against which departments and assistant professors themselves can evaluate progress toward tenure.

Regular peer evaluation of teaching should be an integral part of the review process. Tenure-track faculty members, along with their mentors and department chairs should arrange for regular classroom visits with constructive and critical written feedback. At least three reports from these visits must be submitted with the mid-tenure review.

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, assuming a standard tenure clock. An earlier review will be arranged for those with a shortened tenure clock, whereas mid-tenure review may be delayed if the tenure review year has been deferred due to a parental leave or other circumstances (see Faculty Handbook).

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 or program, including those in another BU school or college in which the candidate participates. The review committee will read and evaluate the Candidate Self-Report, c.v., and other materials the department deems necessary for a thorough evaluation (which may include 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 input should be based on 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 both strengths and weaknesses and make recommendations aimed at advising the candidate on 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 continuing career development in advance of tenure review. 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.

In the section on teaching, the report should include a table containing all teaching evaluation scores for each course taught by the candidate and average teaching scores across the department for undergraduate and graduate courses, respectively. It can also be helpful for the teaching section to address the candidate's performance in specific courses that have been taught by others in the department.

3. The mid-tenure evaluation report should be discussed at a meeting of the tenured faculty, and revised if necessary to accurately reflect the evaluation and advice of the tenured faculty.
4. The department chair should give the candidate a copy of the department's 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's Mid-Tenure Report, and at least three peer class visit reports to CAS, by posting the materials at <https://casapps.bu.edu/tenure-promotions/>. Please note that only the departmental chair and administrator 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 candidate and 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 each category. The ordering of categories and format of citations varies among disciplines. Do not include birthdate, marital status, parental status, or other personal information in a professional c.v. Do not include a list of your professional references in 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:
 - a. Use separate headings to distinguish between scholarly and other works.
 - b. “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.
 - c. List books before articles and other publications.
 - d. Distinguish clearly between authored and edited books and between refereed and non-refereed articles, chapters, and proceedings.
 - e. All references should be in complete professional citation form appropriate to your field with all authors listed in the correct order.
 - f. Other professionally-relevant creative works: artistic creations, datasets, etc.
 - Professional conference/symposium participation.
 - Invited lectures and presentations.
 - Professional service, separately listing service in your department, beyond the department at the university, and outside the university.
- Other relevant professional accomplishments and information.

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

Name: _____

Rank: _____

Department: _____

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:
- Number and name of course
 - Course format: in person, online, or blended
 - Number of credit hours listed for the course
 - Number of students enrolled (undergraduate/graduate)
 - Your role in the course – this is especially important to discuss if the course was team-taught
 - How many teaching assistants you supervised, if any
 - How many graders provided assistance, if any
 - The degree to which the course was a new preparation for you, e.g. a course you developed and taught for the first time; a course you taught for the first time that was developed by others; a course that you substantially revised, etc.
- c. Please list any overbase teaching you have done, by semester and in Summer Term. If you received compensation for that overbase teaching, please indicate.
- d. Direction of undergraduate students doing Senior Honors Research, 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). For each student, provide the following information:
- Student's name:
 - Master's or Doctoral:
 - Title of thesis or dissertation:
 - Your role:
 - Publication information:
 - Date of completion/expected completion:
 - Student's current position/plans:
- g. Post-doctoral supervision. List each postdoc 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:
 - the name of the granting agency and title of the grant
 - total duration of the grant
 - total direct and indirect costs for the duration of the grant; if only part of the total was awarded to Boston University, specifically indicate that amount
 - your status (e.g. principal investigator, co-principal investigator, co-investigator, consultant), if you have specific limited responsibilities for the project or a designated subcontract, please explain
 - indicate whether the grant was funded
- 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. Include all published work, including work prior to your appointment at Boston University. All refereed publications should be noted with an asterisk (*). For co-authored works, indicate your role and contribution relative to other authors.

- a. Doctoral dissertation

- b. Books
- c. Book Chapters
- d. Peer-Reviewed Journal Articles
- e. Refereed Conference Proceedings/Articles
- f. Non-Peer-Reviewed Publications such as articles in Law Reviews, Editorials, Columns, and Reviews of others' work
- g. Reviews by others of your publications
- h. Creative works such as Exhibitions, Concerts, Films, Productions and Performances
- i. Published Abstracts
- j. Patents
- k. Other scholarly and creative productions (artistic creations, exhibitions, data sets, web sites, etc. or evidence of scholarly and/or creative work not captured elsewhere in this section).
- l. Papers and manuscripts under review, revision and resubmission, under contract.

6. Non-scholarly Professionally Related Publications and Productions

7. Citations and Reviews of Your Work

Provide a summary of citations of your scholarly work, including the number of citations for each of your cited papers and publications, not counting self-citation. You may also highlight specific citations and/or reviews that you consider significant (e.g., reviews of your work, your work being featured in a textbook or major review article).

8. Professional Service

List your professional service activities 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 departments, programs, or centers at BU
- c. Service at Boston University beyond the department or program level
- d. Uncompensated professional service beyond Boston University (e.g. reviewing manuscripts or grants, professional committees, etc.)
- e. Uncompensated public service related to your professional work

9. Other Professional Activities and work as a Consultant

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