 **Boston University** Questrom School of Business

**Mid-Tenure Review Committee Report Form**

*(Rev. April 2018)*

**Faculty Name:** enter here **Department:** enter here

**Review Committee Chair:** enter here

**Other Committee Members:** enter here

**Report Date:** enter here

**Overall Assessment of Progress toward Tenure and Promotion**

**Research** [ ] Very strong [ ]  Conditionally on track [ ]  Does not meet expectations

**Teaching** [ ] Exceeds expectations [ ] Meets expectations [ ] Does not meet expectations

**Service** [ ] Exceeds expectations [ ] Meets expectations [ ] Does not meet expectations

**Assessment of Research Progress**

Based on a deep reading of the body of work, provide analysis of and commentary on the faculty member’s research record in its absolute and in terms of trends over time, as gauged within the context of expectations of the field. Please include (1) a narrative of the research case (i.e., problems addressed, nature and extent of contributions to theory and practice), and analysis of (2) productivity (including published papers and pipeline), (3) quality and rigor of the work, and (4) impact and relative contribution (i.e., order of authorship, single-authored papers, role among collaborators).

**Assessment of Teaching Progress**

Considering the faculty member’s syllabi, course materials, pedagogy, and committee observations of the faculty member’s classroom experience, evaluate the teaching record in its absolute and within the context of Questrom norms to judge whether there exists evidence of quality, contributions to the teaching mission of the Department and School, and sufficient progress and development in teaching.

**Assessment of Service and Engagement**

Evaluate the faculty member’s service record in its absolute and within the context of Questrom norms to judge whether there exists evidence of appropriate engagement in the Department, School and the Profession.

**Summary and Action Steps**

Provide a summary in bullet point form of main insights from the analysis, including strengths of the case and areas of concern, and offer clear suggestions for specific steps the faculty member may take to improve in each of the dimensions of Research, Teaching and Service.