I. Introductory Statement

This document describes with greater specificity the indices and standards that will be used by the Department of French and Italian to evaluate whether candidates meet the general criteria for indefinite tenure as they are set out in section 7.11 of the Regents Policy on Faculty Tenure, as well as the indices and standards for promotion to the rank of professor as they are set out in section 9.2 of the same Regents policy. For a complete overview, the reader is advised to review sections 7 and 9 in their entirety. This document is also consistent with the Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty.

The document contains indices and standards for the following personnel evaluations:

- annual reviews of probationary faculty
- recommendation for awarding indefinite tenure
- recommendation for promotion
- annual performance appraisal for post tenure review according to Section 7a of the Regents Policy on Faculty Tenure

II. Departmental Mission Statement

The Department of French and Italian is dedicated to the creation and transmission of knowledge concerning the languages, literatures, and cultures of France, Italy, and the Francophone world. The Department promotes original research, creative teaching and advising, and public service in French, Francophone, and Italian Studies. The Department expects that all faculty will be actively engaged in these three components of the Department’s mission, namely, research, teaching, and service. The Department values distinguished research and teaching, as well as the dissemination knowledge about France, Italy, and the Francophone world.
III. Annual Reviews of Probationary Faculty

The tenured faculty of the Department of French and Italian annually reviews the progress of each probationary faculty member toward satisfaction of the criteria for receiving tenure as provided by the Regents Policy on Faculty Tenure and in accordance with the University’s Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty. The chair of the department prepares a written summary of that review and discusses the candidate's progress with the candidate, giving a copy of the report to the candidate.

This written summary is provided on President’s Form 12 and is signed by the candidate, the chair of the department, the Dean of CLA, and the Senior Vice President for Academic Affairs and Provost.

In accordance with Section 5.5 of Faculty Tenure the probationary period may be extended by one year at a time at the request of the faculty member for childbirth/adoption, caregiver responsibilities or medical reasons. The criteria for evaluation of faculty who have had their probationary period extended are no different from the criteria for faculty who do not have an extension of the probationary period. Extension of the probationary period in accordance with Section 5.5 may not be a factor in the evaluation. See Appendix A for Section 5.5 of the Regents Policy on Faculty Tenure.

IV. University Standard – General Criteria for Tenure

Regents Policy on Faculty Tenure, Section 7.11, General Criteria

What the University of Minnesota seeks above all in its faculty members is intellectual distinction and academic integrity. The basis for awarding indefinite tenure to the candidates possessing these qualities is the determination that each has established and is likely to continue to develop a distinguished record of academic achievement that is the foundation for a national or international reputation or both [3]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [4]. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision [5]. Demonstrated scholarly or other creative achievement and teaching effectiveness must be given primary emphasis; service alone cannot qualify the candidate for tenure. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered when applicable. The awarding of indefinite tenure presupposes that the candidate's record shows strong promise of his or her achieving promotion to professor.

Regents Policy on Faculty Tenure, Footnotes to Section 7.11

[3] “Academic achievement” includes teaching as well as scholarly research and other creative work. The definition and relative weight of the factors may vary with the mission of the individual campus.
The persons responsible and the process for making this determination are described in subsections 7.3 through 7.6.

“Scholarly research” must include significant publications and, as appropriate, the development and dissemination by other means of new knowledge, technology, or scientific procedures resulting in innovative products, practices, and ideas of significance and value to society.

“Other creative work” refers to all forms of creative production across a wide range of disciplines, including, but not limited to, visual and performing arts, design, architecture of structures and environments, writing, media, and other modes of expression.

“Teaching” is not limited to classroom instruction. It includes extension and outreach education, and other forms of communicating knowledge to both registered University students and persons in the extended community, as well as supervising, mentoring, and advising students.

“Service” may be professional or institutional. Professional service, based on one's academic expertise, is that provided to the profession, to the University, or to the local, state, national, or international community. Institutional service may be administrative, committee, and related contributions to one's department or college, or the University. All faculty members are expected to engage in service activities, but only modest institutional service should be expected of probationary faculty.

Indefinite tenure may be granted at any time the candidate has satisfied the requirements. A probationary appointment must be terminated when the appointee fails to satisfy the criteria in the last year of probationary service and may be terminated earlier if the appointee is not making satisfactory progress within that period toward meeting the criteria.

V. Departmental Criteria for Tenure – Research and Artistic Achievement

Candidates for indefinite tenure must have established a distinguished record of academic or artistic achievement in their field(s) and must show evidence of continued academic distinction.¹

A “distinguished” record is prominent and conspicuous by its excellence. To achieve this, a candidate must have produced a body of research or artistic achievement that is openly available, scholarly, creative, and of high quality and significance, and must be recognized and visible within his or her domain of research or artistic practice. Research is not limited to traditional publication but also encompasses activities that lead to the public availability of products, practices, technologies, and ideas that have significance to society. Quality of research or artistic achievement is more important than quantity.

Relevant Forms of Evidence

The candidate must establish quality, productivity, visibility, and promise.

¹ Most probationary faculty are also promoted to the rank of associate professor when they receive indefinite tenure, although tenure may be conferred on an associate professor with a probationary appointment.
A) Evidence of excellence in research is provided by the candidate’s research, performance, and publication record. This record is assessed both internally, by the department and the college, and externally, by a panel of recognized experts from outside the University, to determine whether it is openly available, scholarly, creative, and of high quality and significance. (See Section 12 of the Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty for details about reviewers. The following points guide the assessment of the candidate’s record:

1. “Openly available” research implies distribution, which includes traditional and electronic publication as well as other media such as audio and video recording.
2. Scholarly publication can take many forms; among these are original research articles and books, book chapters, edited collections and anthologies, critical editions, translations, reviews, integrative text books that advance the discipline, and published lectures.
3. Peer-reviewed publications generally will receive greater weight than publications that were not peer reviewed. Publications by eminent presses and those appearing in journals, series or volumes that have stringent peer review and major disciplinary significance generally receive the most weight.
4. A written work is considered to be published when the candidate has produced the actual contract or another form of evidence showing the work has been accepted for publication, and the fully completed/revised manuscript is in the hand of the press or journal.
5. Work under review may be considered; this category receives less weight than published or completed work and work under contract.
6. Translations, reprints, and citations or reviews of a candidate’s work may provide evidence of the visibility, importance or influence of the work.
7. For all multi-authored or collaborative works, the file must specifically describe the candidate’s contribution.
8. While quality is more important than quantity, the candidate must present a substantial body of achievement. A specific number of published articles or books required for recommendation for promotion with indefinite tenure cannot be mandated. However, the desired quantity typically would include a book or monograph or an equivalent set of articles.

B) Evidence of visibility is provided chiefly through the following (unordered):

1. National or international awards and honors.
2. Presentations at scholarly conferences and university venues (especially refereed or invited presentations).
3. Service as editor of national or international professional journals; active participation on editorial boards.
4. Organization of scholarly conferences, conference panels or workshops.
5. External and internal funding for research.

C) Evidence of promise of a strong future record is shown through the following:

1. Development of an independent body of work beyond the final degree.
2. Sustained and continuous growth in research.
VI. Departmental Criteria for Tenure – Teaching

Candidates for indefinite tenure must be effective teachers.

“Effective” means that a candidate enables or produces the intended result of student learning. Specifically, candidates should demonstrate course-appropriate content expertise and an ability to transmit such knowledge to students through effective instructional design, delivery, and assessment. Instructional design includes the ability to create, sequence, and present experiences that lead to learning. Instructional delivery refers to the skills that facilitate learning in a respectful environment. Assessment refers to the use of tools and procedures for evaluating student learning, including appropriate grading practices.

“Teaching” is not limited to classroom instruction. It includes other forms of communicating knowledge (to both registered University students and persons in the extramural community) as well as supervising, mentoring or advising graduate or undergraduate students whether individually or in groups.

Relevant Forms of Evidence

1. Faculty peer review: Method of evaluation may include direct classroom observation, review of syllabi, statements of goals and objectives, methods employed, assignments, exercises, and examinations prepared for courses.
2. Review of contributions made to the curriculum of the department, such as development of courses, major/minor sequences, new areas of instruction, substantive refinements of courses, and uses of new technology. Such contributions may be made individually by the candidate or result from participation in groups working on curriculum development and assessment.
3. Development of instructional material, including but not limited to compilations of readings, course guides for Independent Study courses, and publication of textbooks.
4. Student ratings of teaching: The primary method of student ratings of teaching is through course rating forms. Additionally, evaluations may be obtained from students once they have graduated.
5. Evidence of effective advising and mentoring of degree candidates at the undergraduate level, for example, Honors theses, Directed Study, Independent Study, Bachelor of Individualized Study, Individually Designed Interdepartmental Major, mentorships, and senior projects.
6. Evidence of effective advising and mentoring of degree candidates at the graduate level, for example, Master’s and Ph.D. level advising, M.A. and Ph.D. oral and written preliminary examination participation, and professional development and job placement activities.
7. Teaching awards and other formal recognitions of teaching excellence.
8. Grants for curricular development or for the preparation of instructional materials.
9. Noteworthy contributions to the teaching and advising mission of the Department, such as service as Director of Undergraduate Studies or Director of Graduate Studies.
N.B. Prior Service. Candidates who have previously served in regular faculty positions at accredited universities and colleges elsewhere, and for which service has reduced the maximum period of probationary service at Minnesota, should provide as much documentation from those previous institutions as possible, including any and all of the above listed forms of evidence.

VII. Departmental Criteria for Tenure – Service

“Service” means that faculty as University citizens actively participate in advancing the interests of the department, the college, and the University for the benefit of the institution, the profession, and the community.

Service to the department, the college, the University, and the profession is an integral component of a faculty member’s professional obligation. A faculty member’s participation in the governance of the department, service to the college and University, and service to professional organizations and communities related to the candidate’s research enhances the faculty member’s professional standing and bring recognition to the department, the college, and the University. Service is recognized as a significant contribution by faculty and is considered during tenure deliberations.

Relevant Forms of Evidence

A) Examples of service to the institution include but are not limited to:

1. Participation in the administration and governance of the institution.
2. Participation in department, college, and university committees.
3. Administrative appointments in the department, college, and University.
4. Active participation in university conferences or symposia.

B) Examples of service to the profession include but are not limited to:

1. Officer in a state, national or international professional society.
2. Election to prestigious state and national organizations that recognize excellence within the discipline.
3. Consultant or referee for professional publications
4. Reviewer for grant or fellowship applications
5. Consulting services to professional organizations and government agencies

C) Examples of service to the community include but are not limited to:

1. Performing outreach to K-12 schools
2. Engaging in consultancies with non-profit organizations
3. Providing expert testimony and other forms of civic engagement
VIII. University Standard – Criteria for Promotion to Professor

Regents Policy on Faculty Tenure, Section 9.2, Criteria for Promotion to Professor

The basis for promotion to the rank of professor is the determination that each candidate has (1) demonstrated the intellectual distinction and academic integrity expected of all faculty members, (2) added substantially to an already distinguished record of academic achievement, and (3) established the national or international reputation (or both) ordinarily resulting from such distinction and achievement [8]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [9]. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered when applicable. But the primary emphasis must be on demonstrated scholarly or other creative achievement and on teaching effectiveness, and service alone cannot qualify the candidate for promotion.

Regents Policy on Faculty Tenure, Footnotes to Section 9.2

[8] “Academic achievement” includes teaching as well as scholarly research and other creative work. The definition and relative weight of the factors may vary with the mission of the individual campus. Not being promoted to the rank of professor will not in itself result in special post-tenure review of a tenured associate professor.

[9] The persons responsible for this determination are the full professors in the unit who are eligible to vote. The outcome of the vote is either promotion to the rank of professor or continuation in rank as an associate professor. The procedures for voting are identical to those outlined in Section 7.4 for the granting of indefinite tenure, the nondisclosure of grounds for the decision (Section 7.5), and the review of recommendations (Section 7.6). In addition, a petition to the Judicial Committee for review of a recommendation of continuation in rank as an associate professor follows the procedures specified in Section 7.7 for decisions about promotion to associate professor and conferral of indefinite tenure.

IX. Departmental Criteria – Promotion to Professor

Promotion to professor indicates the attainment of distinction within one’s field and the highest academic achievement. Promotion to this rank is based on attaining a national or international scholarly reputation through significant publication and/or creative achievements in the individual’s area of specialization, continued effective teaching and contributions to instruction, and continued effective service to the department, college, University, and the profession. All associate professors are strongly encouraged to work toward promotion to the rank of professor (See Section 7.11 of the Regents Policy on Faculty Tenure.)

Relevant Forms of Evidence

The forms of evidence used to justify promotion to professor are the same as those used to justify promotion to associate professor in the areas of research, teaching, and service. A higher level of
achievement in all three domains, as measured by the distinction, significance, and impact of the research, teaching, and service, is required. Regular, high-quality teaching and advising of M.A. and Ph.D. students (when such opportunities are programmatically applicable), in addition to undergraduate instruction and advising, are expected, and service contributions to the department, college, University, and profession should be substantial and significant.

X. Review of Faculty Performance

Introductory Statement

Section VII of this document, Review of Faculty Performance, is an implementation of the University of Minnesota Regents’ Policy on Faculty Tenure (Section 7a), as described in detail in the Rules and Procedure for Annual and Special Post-tenure Review approved by the Tenure Subcommittee of the Senate Committee on Faculty Affairs, January 5, 1998, and revised by the Tenure Subcommittee, March 5, 1998.

Goals and Expectations for Tenured Faculty in the Department of French and Italian

In accordance with Section 7a.1 of the Regents Policy on Faculty Tenure, the Department of French and Italian has established the following goals and expectations for tenured faculty. These goals and expectations are similar to the criteria for tenure and promotion to associate professor, and promotion to professor, yet they take into account the differing stages of professional development of faculty.

Expectations Regarding Research and Publication
Research and publication are vital components of the responsibilities of tenured faculty. It is expected that tenured faculty will become and remain recognized scholars in their fields of specialization. Recognized scholarship is understood as involvement in an active research program and periodic presentation and publication of research. It is also expected that faculty will seek research funding within or outside the university.

Expectations Regarding Teaching
At the undergraduate level, the faculty member will offer structured courses based upon available scholarship and that contribute to the department’s curricular mission. Faculty members will be accessible to students in their courses for consultation at regularly scheduled office hours. At the graduate level, faculty will normally offer graduate seminars on a regular basis as required by the department program. They will also advise M.A. and Ph.D. students and direct Ph.D. students in dissertation research as required by programmatic needs. Documentation of effectiveness in teaching and advising will be based on the criteria stated above for tenure.

Expectations Regarding Service
It is expected that faculty members will become and remain active within their professional areas of specialization. This activity includes regular participation in scholarly meetings, editorial service for professional journals, conference planning, and service in professional associations.
In addition, this activity includes activities such as manuscript evaluation for scholarly journals and presses, assessment of grant applications, and evaluation of scholarly standing of faculty at other institutions considered for tenure or promotion.

It is expected that faculty will contribute to the governance and administration of the department, college, and university. They will attend and participate in regular and special department faculty meetings and especially those dealing with tenure, promotion, and the appointment and retention of faculty. They will agree to serve effectively on departmental committees and to accept and carry out administrative assignments.

**Annual Post-Tenure Review Process**

The Department of French and Italian expects that its tenured faculty will be regularly active in all three areas of research, teaching, and service. The department, through its merit review process (established in accordance with the standards adopted by the Senate), annually reviews with each faculty member the performance of that faculty member in light of the goals and expectations of the Department established under section 7a.1. In accordance with Section 7a.2 of the Regents Policy on Faculty Tenure, if both the chair and an elected merit review committee of tenured faculty find that a tenured faculty member’s performance in at least two areas and for two consecutive years is below the goals and expectations adopted by the department, they shall cosign a letter to the faculty member informing him/her of this situation. The letter will describe steps the faculty member should take to improve performance and meet the department’s goals and expectations in all three areas within a specified period of time (at least one year from the date of the letter to the faculty member).

In accordance with Section 7a.3 of the Regents Policy on Faculty Tenure, if at the end of the time period described in the previous paragraph, the merit review committee finds that a tenured faculty member continues to be substantially below the goals and expectations of the unit and that performance has not improved sufficiently, the committee members shall file a report of their finding with the tenured members of the department. If the tenured members of the department and the chair agree, the chair shall request that the dean initiate a special review of that faculty member. Two-thirds of the tenured members of the department must vote in favor of the request. The tenured members of the department will review the merit review committee report.

**Special Post-Tenure Review Process**

The special peer review of a tenured faculty member at the dean’s level follows the process outlined in Section 7a.3.
Appendix A – Section 5.5 of the Regents Policy on *Faculty Tenure*

**5.5 Exception For New Parent Or Caregiver, Or for Personal Medical Reasons.** The maximum period of probationary service will be extended by one year at the request of a probationary faculty member:

1. On the occasion of the birth of that faculty member's child or adoptive/foster placement of a child with that faculty member; or

2. When the faculty member is a major caregiver for a family member[2] who has an extended serious illness, injury, or debilitating condition. A faculty member may use this provision no more than two times; or

3. When the faculty member has an extended serious illness, injury, or debilitating condition.

The request for extension must be made in writing within one year of the events giving rise to the claim and no later than June 30 preceding the year a final decision would otherwise be made on an appointment with indefinite tenure for that faculty member.
Appendix B – Section 7.12 of the Regents Policy on *Faculty Tenure*

**7.12 Departmental Statement.** [6] Each department or equivalent academic unit must have a document that specifies (1) the indices and standards that will be used to determine whether candidates meet the threshold criteria of subsection 7.11 ("General Criteria" for the awarding of indefinite tenure) and (2) the indices and standards that will be used to determine whether candidates meet the threshold criteria of subsection 9.2 ("Criteria for Promotion to Professor"). The document must contain as an appendix the text and footnotes of subsections 7.11 and 9.2, and must be consistent with the criteria given there but may exceed them. Each departmental statement must be approved by a faculty vote (including both tenured and probationary members), the dean, and other appropriate academic administrators, including the Senior Vice President for Academic Affairs and Provost. The chair or head of each academic unit must provide each probationary faculty member with a copy of the Departmental Statement at the beginning of the probationary service.