

GUIDELINES FOR PROMOTION WITH TENURE

The Department of French and Italian takes very seriously its duties to mentor, support, and evaluate assistant professors being considered for tenure. We the tenured faculty aim to offer support and feedback over the entire period during which a faculty member holds the rank of assistant professor. Because we also take transparency seriously, this document explains the evaluation criteria that we use as well as the support structure that we offer to faculty.

I. MENTORING

Mentoring at the departmental and college level is an essential component of the successful promotion of an assistant professor to associate professor. To this end, the department will appoint a committee of three tenured faculty to oversee the mentoring of each assistant professor. This committee should involve one or two people from within the department and one or two people from outside the department. The department chair should not be lead mentor. The mentors should be chosen with an eye towards shared research interests with the assistant professor. They should also have sound judgement and the ability to mentor effectively.

Of this committee, one person will serve as lead mentor. This person will coordinate with other mentors and the tenured faculty of the department. The lead mentor, who should normally be a member of the department, agrees to read all the assistant professor's work in progress, give feedback on it, and advise the tenured faculty about its status during the annual review process. The lead mentor also agrees to supervise the timely creation of the assistant professor's teaching dossier, arranging – in consultation with the other members of the mentoring committee – for an appropriate schedule of class observations and follow-up discussions.

Assistant professors may request a change in the composition of the mentoring committee at any time. Request should go to the department chair, the lead mentor, or a tenured member of the department faculty.

The following are the mentors' responsibilities (adapted from the University of Michigan's Guide to Graduate Mentoring and adapted for tenure-stream faculty)

Model professional responsibility: Mentors must consciously act with integrity in every aspect of their work as teachers, researchers, and university citizens.

Demystify the tenure process, the publishing process, and the university bureaucracy: While departmental, college, and university guidelines for tenure are written out, it is helpful to talk through the standards and give non-tenured faculty a sense

of the lived experience of the process. Mentors can also help with the process of querying presses, dealing with editors at academic journals, and developing syllabi. It is always an adjustment to enter a new university environment, and mentors can help clarify everything from how to check out DVDs for class to what internal grants to apply for.

Encourage the effective use of time: Mentors should work with assistant professors to develop a multi-year plan for teaching, research, and publication. It helps to share what has been useful for others, but it is important to remember that there is not one way to earn tenure. The best mentors help assistant professors blaze their own trail and devise a plan that keeps them on it.

Oversee professional development: Mentors should help assistant professors balance the demands of teaching, research, service, and professional development. The best mentors recognize that departmental and university service is required for promotion, but they help assistant professors figure out what the best use of their time is.

Assist with finding other mentors: One or even three mentors cannot provide everything that each assistant professor needs. The best mentors introduce junior faculty to colleagues across the university who have complementary interests. Effective mentoring is a community effort. Mentors should also help the mentee familiarize themselves with interdepartmental programs, centers and scholarly communities at large which may support their work.

Meet regularly: Mentors and mentees should meet as often as both parties need (within reason), but they will meet at least once per semester. The lead mentor will ensure that such meetings take place.

The following are the mentees responsibilities:

Work Plan: The assistant professor should develop short- and long-term work plans to meet the expectations for promotion. Of course, these are provisional and will be revised, but they are important documents that will keep a faculty member on track. Mentees should share work in progress on an ongoing and regular basis with their mentors, whether in draft or finalized form.

Set Expectations: Any mentoring relationship requires some negotiation between the parties, so assistant professors should tell mentors the kinds of feedback and interaction that are and are not helpful for them.

Communicate regularly: Assistant professors should make the relationships with mentors a priority. Emails should be answered honestly. Mentors can only help if they know what is going on.

Meet regularly: It is easy to hide out and let time pass. Assistant professors should make a point of checking in with mentors regularly. They should show up for meetings and plan in advance what to talk about.

II. CRITERIA FOR PROMOTION WITH TENURE

Following University policy, the Department of French and Italian recognizes faculty accomplishment in three areas: research, teaching, and service. Assistant professors should consult the *Faculty Handbook*¹ and the annual September issue of the *A&S Gazette* for detailed information about criteria and procedures for achieving tenure. The *A&S Gazette* characterizes the evaluation process as the following:

“In judging excellence, the indispensable ingredient for promotion to tenured rank should be creative or intellectual vitality as reflected in the candidate’s teaching, and in the candidate’s contribution to the advancement of knowledge [...]. Vitality is best revealed through the candidate’s activities—classroom performance, research, writings, and artistic creations. These should be assessed for the evidence they reveal of intellectual power and originality. Quantitative measures of productivity and popularity, however useful, are no substitutes for qualitative judgments. Evaluations of the candidate’s record of achievement will be used primarily to judge future promise. Elements of this evaluation shall include the quality and originality of the candidate’s contributions to the advancement of knowledge, the candidate’s status with respect to the standards of excellence in the discipline, and performance as a teacher. Tenure is not a reward for past services, but a kind of contract, a lifetime of security in exchange for a lifetime of continued creative scholarship.”²

Research Criteria

The Department of French and Italian is strongly committed to the production of original and impactful scholarly work. According to the standards in our discipline, we require the following publications:

- A book-length manuscript that has been submitted and reviewed, with revisions based on external reports completed and returned to the press. A book in proof or published form is, however, preferred.
- 5-6 articles or book chapters (generally understood to be over 5,000 words), with some of these articles not part of a book-length project. Evidence of successful peer review must be shown.
- Evidence of regular and on-going publication during the time that a faculty is an assistant professor in the department, with the understanding that output may to a certain extent wax and wane over time.
- Evidence of a second book-length project in the form of successful grant proposals, conference papers, or articles in published or draft form that will be included in a second monograph.

¹ See *Faculty Handbook* online at: <http://www.pitt.edu/~provost/handbook.html>

² *A&S Gazette* (September 2005), p. 5.

Single-authored publications are the current standard in our discipline. Co-authored publications will be given due weight according to the share of the candidate's contribution. Edited volumes are not a substitute for the candidate's own single-authored work, but they might enhance a candidate's dossier. Academic translations and annotated editions might also enhance a candidate's dossier.

We also recognize that in our discipline a candidate's publications might very well be in either French or Italian. The quantity of publications in English varies depending on the candidate: external reviewers in our field fully expect to comment on publications in the appropriate language. The candidate will present a detailed summary of the work published in a language other than English and a statement discussing the work's impact in their field.

Editorial reviewers in France and Italy often do not adhere to the conventions of English-based academic publishers. All efforts will be made to obtain a full evaluation of the candidate's manuscript or book by the editorial board.

Research funding (in the form of fellowships, grants, subsidies, etc.) is also very desirable and enhances a candidate's dossier. Collaborative funding is also encouraged, although not essential at this stage of a candidate's career.

In assessing a candidate's work, the essential criterion for promotion is the candidate's success in carrying out a significant and sustained scholarly program that has been positively received and made a demonstrable contribution to the field. The candidate's research should be on-going and will continue to be original and substantial in the future. In making judgments about yet unpublished work, the tenured faculty will consider informed opinion within its rank and the evaluations of external reviewers. For published work, the judgment of the tenured faculty and of external reviewers might be augmented by published reviews and/or other recognitions of the candidate's work.

Teaching Criteria

The outcomes and methodological processes of research in our disciplines inform our courses and curricula, and our research is enriched and often greatly influenced by our teaching practices. Hence, along with an active commitment to scholarly research, a demonstrated proficiency and genuine interest in teaching has always been considered a prerequisite for joining the tenure-track faculty in French and Italian. The department views the sustained cultivation of this research-teaching nexus as essential to the fulfilment of its academic mission. The present guidelines should therefore help junior faculty, who join our unit in pursuit of a successful tenured academic career, to balance and integrate, as effectively and seamlessly as possible, their scholarly and teaching activities to achieve and sustain overall excellence.

The department expects candidates for promotion to tenure to teach – both in the target language and in English – at a variety of levels, from undergraduate courses to graduate-level ones. This requires that they be approved members of the graduate faculty; that they

become familiar with the curricula of the undergraduate and graduate degree programs offered by the department; that they teach existing courses specifically required by those degrees and therefore scheduled on a regular basis; and that they contribute to undergraduate and graduate course offerings and overall curriculum development by updating or refashioning existing courses, as well as designing new ones. Candidates for promotion should also accrue some experience in mentoring both undergraduates and graduate students outside of the classroom context. Such experience may be obtained, for example, by supervising undergraduate research projects, honors theses, or internship experiences, by directing study abroad programs, by advising an undergraduate student organization (such as the French or Italian Club), by directing MA theses, and chairing or serving on PhD committees.

Candidates for promotion demonstrate their teaching effectiveness through a teaching dossier. Such dossier must contain evidence of a process of self-assessment and a process of peer review, as well as student evaluations and ratings (as described below). Its creation should be gradual but deliberate and should follow the timetable outlined in this document. Faculty mentoring committees (comprised of tenured members of the department, and external ones), in addition to providing guidance on research matters, are expected to help junior faculty build their teaching dossiers by giving them constructive feedback on their course design and implementation, general teaching strategies and practices, work conducted in individual classes and on other pedagogical activities.

Service Criteria

While service carries significantly less weight than research and teaching excellence in the promotion decision, the department expects all candidates for tenure to have provided meaningful service to the department by participation on committees and at department meetings. The department also recognizes and welcomes service to the university, local community, and professional organizations.

In exceptional circumstances, junior faculty sometimes assume leadership positions within the department or the university that go far beyond the usual service expectations. While such extraordinary service for the department or university cannot substitute for research or teaching accomplishment, that service merits special recognition and does enhance the candidate's overall dossier.

Accelerated Promotion

An assistant professor who believes that the demonstrable excellence of his or her record warrants it may at any time make a formal request in writing to be considered for early promotion to tenured rank. The department cannot initiate early promotion without the written consent of the faculty member under consideration.

III. REVIEWS AND CONTRACT RENEWAL

Each untenured faculty member will be reviewed annually by the chair, according to A&S guidelines. Untenured faculty must submit not only published articles or articles in proof form, but also articles and book chapters in manuscript form. All completed book chapters for a first monograph must be submitted. All OMET evaluations for the year in question must be submitted along with at least one classroom observation by a colleague or the teaching center, if the assistant professor has taught during that year.

In order to offer substantive and meaningful feedback from the full group of tenured faculty, the annual review file of each assistant professor will be submitted to the chair who will make it available to all tenured faculty no later than June 1. A meeting of tenured faculty will be held early each fall, beginning in an assistant professor's second year. The third-year and the tenure review will constitute this meeting in the years in which they take place. At the meeting, the assistant professor's lead mentor will present the work done over the past year to the tenured faculty. The faculty will note any items of concern in the file related to teaching or research and offer ways to remedy those issues. Considerations of departmental citizenship and collegiality will also be taken into account. Collegiality in this case designates a cooperative relationship with colleagues, staff, and students. The faculty will also note any outstanding accomplishments of the assistant professor. After this meeting, the chair will meet individually with the faculty member to discuss the annual letter and to convey the results of the faculty discussion.

Recommendations for contract renewal are made by the tenured faculty of the Department of French and Italian. For new faculty in the tenure stream, contract decisions are made on a 3+3+1 sequence of contracts. The initial contract is for three years; the tenured faculty normally will review the candidate's case for reappointment in the third year of the initial contract period. If this review is positive, a second three-year appointment will be offered to the candidate. In the sixth year, the tenured faculty will review a candidate for promotion to the rank of associate professor with tenure. (The schedule for tenure review may be altered by any leave of absence, as per Dietrich School policies; the schedule will remain unaffected, however, by any Junior Research Term leave.³) A negative decision taken at either the third-year review or the sixth-year tenure review will result in an automatic contract extension of one year; that extension will be non-renewable.

For the third-year review and for the tenure review, the candidate and their mentoring committee are responsible for preparing required materials to represent scholarship, teaching, and service.

³ Junior faculty who have passed their third-year review are eligible for a one-semester paid leave. They may apply for such a leave in their third year, but approval of the leave will be contingent on passing the review.

A copy of the Dietrich School's dossier checklist for promotion and "General Guidelines for Promotion Dossiers" will be provided in an assistant professor's first term in the department and should be closely followed alongside the guidelines listed below.

Personal File: The chair will instruct new faculty to keep a personal file of scholarly work. This should include copies of publications, conference papers, and work-in-progress. In addition, faculty should keep on file all reviews of published work, letters of invitation to participate at meetings or give lectures, letters of solicitation from publishers, records of research grants awarded, and anything else to indicate the reception of the candidate's work and its standing nationally and internationally in the field.

Research Dossier: For purposes of contract and tenure reviews, assistant professors will prepare a Research Dossier of scholarly work.

The Research Dossier should contain:

- An updated cv.
- Copies of all published work, all unpublished manuscripts for which a book contract or a journal's commitment to publish has been obtained, and all reviews of that work including readers' reports of unpublished manuscripts. If any of this work has been collaboratively produced, the candidate should clearly describe the nature and amount of his or her contribution to the final product.
- The candidate may also choose to include copies of conference papers, work-in-progress, and any supporting materials to indicate the reception of the candidate's work.
- The candidate will also prepare a Statement of Research (3-5 pages) describing his or her research program to date and plans for future research and publication.

Evaluation of Teaching

Personal File: Once they are hired, the chair shall instruct new faculty to begin collecting the following teaching materials

- Course portfolios for each of the candidate's courses, including syllabi, teaching materials and support materials (lesson plans, worksheets, slide presentations, annotated readings, assignments, tests, guidelines, feedback on student work, etc.) and end-of-term summaries with reflections on teaching and on student surveys.
- Records of out-of-class pedagogical activities such as supervision of undergraduate student research projects or internships; supervision of graduate student MA thesis or doctoral dissertations; new course and/or curriculum proposals; participation in teaching-related workshops and/or conferences etc.
- Peer evaluations, consisting in letters reporting on individual class observations, as well as on the review of course portfolios and pre-observation and post-observation discussion sessions held with the candidate. At least one such evaluation per year must be conducted.
- Student Evaluations OMET (or an approved alternative) and grade distribution reports for every course taught by the candidate.

Teaching Dossier: The chair will review personal file's materials at the end of each academic year. Mentoring committees will help assistant professors to prepare increasingly diverse and richer Teaching Dossiers to submit to the department tenured faculty for review according to the timetable outlined above. At such departmental tenure review meetings, the mentoring committees will also report on their advisees' progress towards promotion.

Evaluation of Service

Personal file: The chair will instruct assistant professors to keep a record of all activities demonstrating service to the department and the university, and to local, national or professional organizations. Among other things, candidates are advised to keep letters soliciting service as a peer reviewer for publications and fellowship proposals; records of committee or elective posts held and the tasks completed by the committee, etc.

Service dossier: In consultation with the assistant professor's mentoring committee, selections from the candidate's personal file will be used to establish a dossier representing service. The Service Dossier should contain:

- Letters or other notices establishing service on committees or other organizational bodies at the University, local, national, and professional level.
- Letters from colleagues outside the department substantiating service contributions to the university.

Assistant professors should consult the Dietrich School document "General Guidelines for Promotion Dossiers" for more specific instructions than what is outlined above.

THIRD-YEAR CONTRACT RENEWAL

The meeting of the tenured faculty will be held early in the Fall term of the third year. The mentoring committee and the candidate should meet in the Spring term of the second year to begin to prepare dossiers and a report.

For third-year reviews, the chair writes a thorough and balanced report based on the discussion of the tenured faculty after the meeting. All substantive evaluations shall be represented in the report. The primary function of the report is to represent a candidate's work in three areas: research, teaching, and service. The report should place scholarly work in the context of other work in the field and it should provide a careful summary of the teaching and service dossiers. It should offer a professional judgment of the candidate's record and an assessment of the candidate's progress toward the tenure review. This report will be sent to the assistant professor.

In their report for the third-year review, the faculty should be certain to call attention to any noteworthy or problematic features of the candidate's record.

The candidate's dossiers will be available for review in advance of the meeting. All members of the tenured faculty are responsible for reviewing the full range of materials

gathered to represent the candidate in sufficient detail and depth in order to make a professional judgment.

A vote will be taken of all the tenured faculty members of the department concerning the recommendation for reappointment or non-renewal. The vote on contract renewal is yes or no. It is taken by secret ballot and announced at the meeting. Proxy ballots are allowed under special circumstances.

PROTOCOL FOR THE TENURE REVIEW

In most cases, the meeting of the tenured faculty will be held early in the Fall term of the 6th year. The mentoring committee and the candidate should meet in the Fall term of the 5th year to begin to prepare the dossiers, to identify external reviewers, and to draft a report.

External Review: The candidate and mentoring committee will prepare materials for external review, including, but not restricted to, a current cv; the candidate's statements of research, teaching, and service; and writing samples, which must include the major body of scholarly work accomplished by the candidate and the book manuscript (or proofs, or published book).

The Dietrich School of Arts & Sciences requires a minimum of 6 letters, but 9-12 letters may be required to build an effective dossier. The letter requesting the review will be sent by the department chair as per Dietrich School tenure process guidelines.

On the selection of reviewers: Before meeting with the candidate to prepare materials and a schedule for the external review, the tenured faculty should prepare an ample list of potential reviewers. These names are not to be revealed to the candidate. The candidate may be asked if there are any possible reviewers that the faculty should avoid, reviewers likely to have a negative bias toward the candidate or his or her work. The candidate may also suggest three reviewers and an alternate. The file must indicate those reviewers selected by the department and those selected by the candidate. In the case of all the referees, the faculty should be prepared to indicate any with a close (i.e., less than "arm's-length") relationship to the candidate (as a mentor or co-author, for example).

Internal Review: The tenured faculty should have early access to the candidate's research, teaching, and service dossiers. All members of the tenured faculty are responsible to review the full range of materials gathered to represent the candidate in sufficient detail and depth in order to make a professional judgment. Members who have not had time to review the file carefully may not vote on the case. Tenured faculty are urged to present information at the meeting and to raise questions about the candidate's file. New documents, however, should not be presented at the meeting, unless they have the prior approval of the chair.

The vote to recommend tenure and promotion shall be by secret ballot. The vote will be yes or no. One ballot shall be sealed in an envelope with the name of the candidate and

the individual voting on the cover, to be sent to the Dean by the chair. A second unsigned ballot will be submitted to the chair to produce a tally; the results of the vote will be announced at the meeting. Proxy ballots will be allowed only by prior arrangement, with the prior approval of at least two-thirds of the full group of tenured faculty.

The Dietrich School bylaws state: “A departmental recommendation in favor of promotion to tenured rank should normally reflect a consensus of the department's faculty. At a minimum, such a recommendation must be supported by a majority of the votes of those who have participated in departmental deliberations.” The tenured faculty will recommend promotion with tenure if a simple majority of those voting vote in favor. If some members vote no, they are permitted to send a minority report directly to the Dean.

The chair will summarize the meeting in a cover letter forwarding the tenure and promotion dossier to the A&S Dean. If the chair dissents from the vote of the tenured faculty, the tenured faculty should be informed in a timely fashion so that appropriate steps can be taken to ensure adequate representation of the case at the Dean's level.

It is the responsibility of the chair to summarize the meeting for the candidate orally. Deliberations of the tenured faculty are absolutely confidential.

Acknowledgment: We acknowledge the Department of the History of Art and Architecture's tenure guidelines upon which this document was based.