I. PROCEDURE

Evaluation of Application for Promotion and Tenure

Faculty in the Department of English are evaluated for promotion and tenure using the procedures described in *The Faculty Manual of Saint Louis University* and in the College of Arts and Sciences Rank and Tenure Procedures in section II.A.6 of the *College Policy Binder*. In addition, the procedures below are followed.

By a date no later than March 1, the Chair will remind faculty that, in accordance with the procedure stipulated in the Arts and Sciences’ *College Policy Binder*, they are required to indicate by April 1 their intention to apply for tenure and promotion in the following fall. By a date set by the Chair early in the fall semester, candidates for tenure and promotion should submit a dossier that contains materials and adheres to the outline specified in the *College Policy Binder*, a copy of which will be provided to all applicants. In addition to the information and materials prepared by the candidates themselves, applications should have the following supporting documents:

- A statement of evaluation by the Chair.
- Two letters from colleagues, one selected by the candidate, the other designated by the Chair, who will directly inform the candidate of his or her choice.
- A summary by the Chair of the candidate’s student evaluations. In preparing this summary, the Chair will be joined by two tenured members of the Department who will be elected for this purpose by the tenured faculty at the outset of the review. Their charge will be to read the candidate’s evaluations and consult with the Chair in the composition of the summary.
- Two letters from Saint Louis University students whom the candidate has taught or with whom the candidate has worked closely in an academic context. One of these will come from a short list provided by the candidate; the other will be designated by the Chair. In choosing the second student, the Chair will invite the candidate to indicate whether there are any individuals from whom the candidate would prefer the Department not to solicit a letter.
- Four letters from outside the University evaluating the candidate’s scholarly and, where applicable, creative work. These evaluations will be chosen according to the following procedure:
Early in the spring preceding the review, the candidate will present a list of at least five names of prospective evaluators to the Department, which will consider them for their qualifications; simultaneously, the Department will present the candidate with a comparable list of potential reviewers. The candidate and the Department will have the opportunity to note any reservations they might have about the respective lists. Once this has been done, the Chair will merge the two lists, selecting two from the list provided by the candidate and two from the list compiled by the Department; the candidate will not know the names of the evaluators, whose assessments of the candidate’s work will be conducted with confidentiality.

This dossier will be reviewed by the tenured members of the Department, who will meet to weigh all of the criteria enumerated below under “Eligibility and Criteria,” and will then conduct by secret ballot a confidential vote on the merits of the application. The results of this vote will be communicated by the Chair to the candidate, who at this point will decide whether the application should proceed to the Dean of the College of Arts and Sciences for consideration by the College’s Rank, Tenure, and Sabbatical Committee or be withdrawn. Should the candidate decide that the application ought to proceed, the complete dossier will be forwarded to the Dean.

For its own part, the Department will seek to keep candidates for tenure involved in and informed of the various stages of their review, while maintaining the confidentiality that has been the longstanding practice of the University in tenure deliberations. Thus, candidates for tenure will have an active role in the selection of student, collegial, and extramural referees, will know the identities of the two tenured members of the Department elected to participate in the preparation of the Chair’s summary of the candidate’s student evaluations, and will be informed promptly by the Chair of the results of the departmental deliberations on his or her application. It is the understanding of the Department, however, that all other documents and deliberation pertaining to the tenure review will be kept confidential.

**Procedures for Applying for Promotion to Professor**

For promotion to professor, the procedure will be the same as the one outlined above for tenure and promotion to the rank of associate professor, except for the fact that, in addition to the Chair, only tenured faculty with the rank of professor will vote on the merits of the application.

**Mentoring and Evaluation of Untenured Faculty**

Every full-time untenured, tenure-track member of the faculty receives an evaluation as part of the regular review of faculty conducted annually. As part of this review the faculty member will receive a written assessment of his or her performance from the Chair, will have an opportunity to discuss and respond to the assessment with the Chair, and will be asked to sign the assessment, indicating that it has been received, before it is sent forward to the Dean. At this time, the faculty member may, of course, add a statement to the review.

In addition, each spring the Chair conducts a discussion with the tenured faculty of each full-time untenured tenure-track faculty member’s progress towards tenure. The materials for this discussion will consist of the faculty member’s most recent activity report, the Chair’s most recent annual evaluation, and the faculty person’s current vita. Along with these materials, the tenured members of the Department also have access to the faculty member’s student evaluations and his or her past activity reports. In this discussion the Chair asks the tenured faculty to review the performance of the individual against the six criteria by which one is to be assessed for tenure and promotion: a) teaching, b) scholarship, or, where applicable, creative productivity, c) advising, d) service, e) knowledge of the field, and f) collegiality. The results of this discussion the Chair then communicates in a meeting with each faculty person so reviewed.
• **Third-Year Review Process**

This review will follow the procedures used for the regular annual review of untenured faculty described above, except in two respects:

**A. Timing**

In compliance with the date established by the College of Arts and Sciences, the third-year review will be conducted either during the first semester of the faculty member’s third full year, or—the better to incorporate the faculty member’s performance from the first semester—at the very beginning of the second semester of that year.

**B. Communication of Results**

The results of the review will be communicated to the faculty member in a meeting and in writing. The written assessment, signed by both the Chair and the faculty member, will be forwarded to the Dean by a date no later than February 15.

**II. CRITERIA**

**Eligibility and Criteria for Consideration for Tenure and Promotion to Associate Professor**

In defining the criteria by which a faculty member is eligible to apply for tenure and promotion to the rank of associate professor, the Department adheres to the guidelines specified in *The Faculty Manual of Saint Louis University*, which are described in the sections pertaining to the types of faculty, advancement, and norms for appointment and advancement. As outlined below, candidates for tenure and promotion will need to produce evidence of consistent competence in teaching, sustained and substantial scholarship or creative productivity, and significant contributions in the areas of student advising and service; in addition, they will need to have demonstrated knowledge of the field and collegiality. Dossiers for tenure and promotion will be assessed for the success the candidate has shown in integrating these six areas of professional endeavor.

• **Teaching**

As evidence of competence in teaching, candidates for tenure and promotion must show that they have been proficient, vital, and innovative in each of the three main areas of instruction in which the Department is engaged: in the graduate program, in upper-division courses and courses in the undergraduate major, and courses in the core curriculum. Evidence of success will be drawn from such sources as course syllabi, student evaluations, the observations of one’s classes by colleagues including, and selected in consultation with, the Chair, and the contributions one has made to curricular development and refinement. Reflecting the intensive involvement of faculty in all aspects of graduate education, further evidence of a faculty member’s pedagogical work will be provided by his or her participation, either as director or as board member, in graduate examination committees as well as on thesis and dissertation committees.
• **Scholarship and Creative Productivity**

As evidence of scholarly and creative productivity, candidates for tenure and promotion will need to have established a pattern of substantial and sustained achievement in their fields. In the area of scholarship, candidates must be able to show that they have established themselves in the profession and that their research has already achieved currency among their peers through such undertakings as regular presentations at conferences deemed consequential in their fields, editorial responsibility for learned collections, and—more important—publications in organs and forums of recognizable stature in the discipline. At the very least, one’s research should have appeared with some frequency and recently—and seem likely to continue to appear—in articles or sizeable review essays in refereed and reputable collections and journals. Beyond that, one’s work should have a coherent intellectual center not unlikely to lead to the production of more extensive projects such as monographs or learned editions produced by academically reputable publishing houses. In areas of creative endeavor, where the Department has agreed that these are appropriate to the tenure and promotion dossier, candidates will need, again, to demonstrate that their works have gained currency and substantial distinction in their field through repeated publication, production, or presentation in reputable and appropriate forums. In assessing one’s scholarly and creative output, the Department will also give consideration to the support the individual’s work has received from external funding agencies of recognizable academic and professional stature. Affiliation with a continuing project that has not yet borne fruit would probably not suffice alone as evidence of scholarly and creative productivity.

In assessing the record of one’s scholarship and creative output, the Department will take into account what had been produced prior to one’s employment at Saint Louis University. At the same time, those seeking tenure and promotion will need to demonstrate through substantial publications or productions that the record they had achieved before has been and is likely to continue to be sustained and extended.

• **Advising**

Evidence that one has made contributions in advising students may assume a variety of forms. Within the English Department, faculty with regular appointments serve as advisors to undergraduate majors and minors, giving them academic counsel on how best to fulfill requirements and shape their programs, and, conceivably, advice on how to relate their undergraduate academic experience to vocational and post-graduate strategies. Advising also takes place in both the M.A. and Ph.D. programs. The Department has in place a designated M.A. advisor to counsel M.A. students on curricular choices and in weighing programmatic options. So too, early in their program students pursuing the Ph.D. are assigned an advisor according to the student’s declared interest in a particular field.
Though that advisor is most immediately responsible for giving the student guidance in shaping an examination reading list and examination board, the advisor’s broader function is to guide the student in shaping his or her program, and, thus, to give counsel on course selection as well. In addition, the English Department has appointed a faculty member to serve as an advisor to graduate students on issues of career choice and placement.

Finally, the Department recognizes that a faculty member may well engage in academic advising that is extradepartmental, entailing service as an advisor for the College or University, or to duly recognized student activities and organizations. To fulfill the requirement in the area of advising for tenure and promotion, candidates will be expected to have been conscientious and energetic in meeting the responsibilities of their advising assignments, supporting evidence of which may be provided through statements by one’s chair or supervisor, by colleagues, and by student advisees.

- **Service**
  As evidence of service, candidates for tenure and promotion might well point to a record of active work in relevant professional societies. At the same time, it would be expected that they have provided active citizenship in departmental events and committees, along with a willingness to participate in departmental governance and in the examination and formulation of departmental policies. One might also cite as evidence of service one’s active representation of the Department in college and university committees and activities, and, more broadly, one’s contribution to college, university, and community affairs.

- **Knowledge of the Field**
  A faculty member is expected to keep up with developments in his or her field. Normally, the demonstration of such currency will be sought in the documented efficacy of one’s teaching and in the productivity of one’s research.

- **Collegiality**
  Collegiality describes the willingness of an individual to work with colleagues in pursuing the business and objectives of the Department, College, and University. Thus, evidence of collegiality will be found in one’s capacity for cooperation and in one’s ability to balance one’s own interests with those of one’s colleagues and with the interests of the Department, College, and University.

### Eligibility and Criteria for Promotion to Professor

In compliance with the temporal guidelines indicated in *The Faculty Manual of Saint Louis University*, those are eligible for promotion to professor who have held the rank of associate professor for, normally, a minimum of five years. Candidates for promotion to the rank of professor will need to show that they have fulfilled the expectations that accompany the awarding of tenure and promotion to the rank of associate professor, and that in the criteria by which their performance is to be measured their work reveals a pattern of continuing and significant contribution to the Department, the institution, and the profession.

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1 To be sure, advising and pedagogy are closely intertwined, especially at the graduate level. The kind of direction that forms an indispensable part of the relationship between a dissertation mentor and dissertation student, or between the director of an M.A. thesis and thesis student, however, will be regarded as a significant extension of one’s pedagogical role (see above, “Teaching”).
• **Teaching**

Their teaching should continue to be proficient, vital, and innovative at the graduate and undergraduate levels, evidence of which will be drawn from such sources as course syllabi and assignments, student evaluations, the observations of their classes by colleagues, the contributions they have made to curricular development and refinement, and their record in guiding—or collaborating with colleagues in guiding—graduate students on examinations, theses, and dissertations.

• **Scholarship and Creative Productivity**

Their scholarship and, where applicable, creative work should have ripened and matured, and there should be evidence that such expectations as their research agenda encouraged at the time of their tenure and previous promotion have been or are likely to be fulfilled. At a minimum, the record of publications and acceptances for publication since promotion to associate professor should be as substantial as that required for tenure. Moreover, through assessments supported by such data as citations and reviews of their work, it should be arguable that they have attained a record and reputation of notable achievement in their fields of specialty.²

• **Advising**

They will need to provide evidence that they have continued to be active and effective as academic advisors to students in the various ways enumerated above. (See “Advising” in the above section, “Eligibility and Criteria for Consideration for Tenure and Promotion to Associate Professor.”) As tenured senior faculty they will need to have borne an appropriately substantial share in the Department’s work in advising undergraduate majors and minors as well as graduate students.

• **Service**

In their service, they should not only continue to be active, but should be assuming even greater responsibility and leadership within the Department, College, and University, and, of course, in their professional societies and their communities.

• **Knowledge of the Field**

In the degree to which knowledge of the field is a measure of professional currency and is normally reflected in the quality of one’s teaching and scholarly or creative work, candidates for promotion to the rank of professor will have demonstrated the continued growth in their knowledge of the field in the continued vitality and maturation of their teaching and in their scholarly or creative productivity.

• **Collegiality**

In their behavior and their interactions with others in the Department, College, and University, candidates for promotion to the rank of professor should exemplify the notion of collegiality delineated above (See “Collegiality” in the above section “Eligibility and Criteria for Consideration for Tenure and Promotion to Associate Professor”). At the same time, those holding tenured, senior positions bear added responsibility for collegiality by dint of the very positions they hold, as, for example, in their dealings with—and mentoring of—untenured faculty; hence, evidence of their collegiality will be drawn from such things as their ability to be constructive in their attitudes towards untenured colleagues and supportive of their professional development.

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² For an exception to this standard, please note the section describing norms for appointment and advancement in The Faculty Manual of Saint Louis University.