SAINT LOUIS UNIVERSITY

DEPARTMENT OF THEOLOGICAL STUDIES
POLICY MANUAL

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MISSION STATEMENT

The Department of Theological Studies furthers the Catholic and Jesuit mission of Saint Louis University through academic study, teaching, research in the various disciplines of theological studies, especially in the Catholic tradition. To this end the Department provides a spectrum of courses in theology that consider the biblical, historical, systematic, ethical, and spiritual dimensions of Christian faith to meet the general educational requirements of all university undergraduates, of undergraduate students majoring or minoring in theological studies, and of professional and graduate students in Catholic theology and in Christian historical theology. In addition to these strictly academic tasks which constitute the principal responsibilities of the Department, service to the university, the church, and to the community generally in ways proper to the special expertise of members of the Department is also recognized.

While Catholic tradition is central to the work of the Department, this tradition is studied in the context of the whole Christian tradition and in relationship with all the religious communities of the world. The Department of Theological Studies also affirms its interrelationships with the other humanities and social sciences and its commitment to interdisciplinary involvement throughout the University.

I. DEPARTMENTAL GOVERNANCE

CHAIR

The principal responsibility of the Chair within the Department is to provide leadership. This task includes stimulating faculty creativity in teaching, service and research; promoting collegiality among faculty and students; representing the Department and its best interests to the rest of the College and the University, and especially to the
administration; maintaining cordial and mutually supportive relations between the Department and the various religious and civil entities which relate to the special responsibilities of the Department.

The Departmental Chair is also responsible for the ordinary administration of Departmental business. This includes the following tasks: the determination of Departmental course schedules and teaching assignments for regular and adjunct faculty, the appointment of faculty to various administrative functions within the Department, appointment of faculty to Departmental Committees, the regular calling of Departmental meetings, the supervision of Departmental staff and records, the monitoring of the Departmental budget and the authorization of expenditures, the disposition and maintenance of Departmental offices and equipment, the regular preparation of Departmental reports, recommendations for faculty and staff salary and promotion, the conduct of official business with the offices of the College of Arts and Sciences and the Graduate School, the maintenance of Departmental correspondence, Departmental brochures and advertising, and whatever else is necessary for promoting the goals and objectives of the Department as articulated in its mission statement.

The Departmental Chair is appointed by the Provost upon the recommendation of the Dean of the College of Arts and Sciences, after consultation with the Department, for renewable terms of three years. The process for appointment and reappointment are delineated in the ARTS AND SCIENCES Policy Manual and on the ARTS AND SCIENCES website.

DIRECTOR OF GRADUATE STUDIES

The Director of the Graduate Studies (DGS) is appointed by the Chair for a three-year term with a reduced tracking load and supervises the Ph.D. and M.A. programs of the Department. The Director of Graduate Studies is Chair of the graduate studies Committee and as such assigns various responsibilities among members of the Committee for the service of graduate students. In consultation with the Chair, the Director decides on the graduate course offerings and teaching assignments for each semester, sees that program descriptions and course listings are current on the Banner system and the Departmental website, oversees recruitment for all graduate programs, adjudicates applications for the MA programs and makes recommendations for admission to the Graduate School, including additional prerequisites when necessary. The Director also acts as the advisor for all graduate students in their course selection each semester, listening to their concerns and communicating relevant information, and makes recommendations to the Graduate School with respect to scholarship support (tuition remission and assistantships). The Director, in consultation with the Chair, assigns research assistants to faculty. The Director also assesses the reports of faculty and
students on the assistantship, coordinates language testing and monitors record keeping for the graduate programs, organizes faculty/graduate student colloquia, recommends to the Chair new appointments to the Graduate Faculty, and ensures that Departmental policies are current with those of the Graduate School.

The Director of Graduate Studies Chairs the Graduate Studies Committee and normally chairs the meetings of the Graduate faculty. The Director is also the official Departmental liaison to the Pius XII Library, the Graduate School, and the Catholic Education Office of the Archdiocese of St. Louis.

DIRECTOR OF UNDERGRADUATE STUDIES

The Director of Undergraduate Studies is appointed by the Chair and serves a three-year term with a reduced tracking load. The Director monitors and provides leadership in the development of the general undergraduate curriculum and the undergraduate theological studies majors and minors. The Director sees that program descriptions and course listings are current on the Banner system and on the Departmental website and advises the Chair on undergraduate course offerings and teaching assignments for each semester. He or she also decides questions relating to transfer of credit, and sees that the actual course offerings each semester meet the basic needs of all undergraduates and majors and minors. The Director is responsible for responding to requests for information about undergraduate programs, promoting the programs for majors and minors, processing their applications, assigning advisors, coordinating the registration periods for the advisors, approving fulfillment of requirements for majors and minors, and planning regular social meetings for the majors. The Director of Undergraduate Studies is Chair of the Undergraduate Studies Committee and as such assigns various responsibilities among the members of the Committee for the service of undergraduates. He or she is also the Departmental liaison to College and University Committees on undergraduate affairs.

COORDINATOR FOR ADJUNCT FACULTY

The coordinator for adjunct faculty is appointed by the Chair and serves a three year term. The coordinator assists the Chair in providing leadership and direction for adjunct faculty. Specifically, the coordinator provides initial orientation for new adjunct faculty and reviews annually the syllabi and student evaluations of adjunct faculty. As adjunct faculty are crucial for the success of the THEO 100 introductory course, the coordinator maintains a consistent dialogue with all adjunct faculty teaching this course and presides at periodic seminar gatherings of all THEO 100 instructors designed to help
instructors pedagogically and to foster the integration of the many sections of this one course.

DEPARTMENTAL FACULTY MEETINGS

Meetings of the Departmental faculty (general faculty meetings and meetings concerning graduate matters) are called by the Chair and take place at least monthly or more frequently as needs arise. The agenda is supplied by the Chair or by the Director of Graduate Studies or the Director of Undergraduate Studies. School and Departmental news is disseminated and intra-Departmental business is brought to the attention of the faculty. All matters of significance are discussed and decided on by majority vote at these meetings, except in the case of hires for a tenure track position. In this case of hires a two-thirds majority is required. A normal majority is required for all other decisions such as changes in curriculum, degree program decisions, acceptance of dissertation topics and mentors (graduate faculty), graduate exam schedules and Committees (graduate faculty), and all other general Departmental policy matters which affect the whole Department. Only regular members (tenured and non-tenured) of the faculty vote on hires or on administrative decisions that have exceptional and long range significance. Faculty members who are temporary and on a one year contract may vote on normal administrative matters.

GRADUATE FACULTY MEETINGS

Graduate faculty meetings normally occur once a semester and are chaired by the Director of Graduate Studies. The graduate faculty addresses the general business of the graduate programs, including approval of all programmatic essays; appointment of dissertation mentors and Committees; appointment of comprehensive examination Committees; and approval of all policy changes for the graduate programs. Once each semester a faculty meeting is dedicated to a colloquium with graduate students. Once each year the Director will present a report on the status of students in all the graduate programs, so that all graduate faculty are aware of current standings and incomplete work.

THEOLOGY DIGEST MEETINGS

*Theology Digest* is under the Dean of Arts and Sciences, but it is housed within the Department of Theological Studies under the immediate direction of the chair.
Through most of the semester there are weekly meetings to critique and evaluate current theological articles. Participation in these weekly seminars fulfills an important service component on the part of faculty for the Department, the theological community and the global church.

STANDING COMMITTEES

PEER REVIEW COMMITTEE

The Peer Review Committee consists of three tenured members, elected by ranked faculty. They serve staggered three-year terms. The senior member in terms of years on the Committee ordinarily serves as its Chair. The duties of the Committee focus on the annual review of the faculty with regard to teaching, scholarship, and service, according to Departmental norms. The Peer Review Committee normally meets in early January during the first week of the spring semester.

GRADUATE STUDIES COMMITTEE

The Graduate Studies Committee consists of the Director of Graduate Studies and three members of the graduate faculty. The graduate faculty members are appointed by the Director of Graduate Studies after consultation with the Chair of the Department. Additionally, for some areas of business, one doctoral student is annually appointed by the Director. Faculty members normally represent different fields of graduate research and serve a three-year term.

The faculty members of the Committee are to be of general assistance to the Director of Graduate Studies and they are to be available for specific tasks. They help promote the program and address the standard normal business of the graduate programs, including adjudication of applications to the Ph.D. program and approval of programmatic essays (after they have been approved by the proposed dissertation Committee) before their submission to the graduate faculty for final approval. The Committee members also assist the Director in administrative oversight and updating of the graduate programs, especially as promoted on the Department web site. With the graduate student member, the Committee reviews changes in policy before making
recommendations to the graduate faculty and provides general ongoing advice to the Director about the graduate programs and student concerns.

UNDERGRADUATE STUDIES COMMITTEE

The Undergraduate Studies Committee consists of the Director of Undergraduate Studies, five other members of the faculty. The five faculty members are appointed by the Director of Undergraduate Studies for a staggered three-year term after consultation with the Chair of the Department. The members of the Committee assist the Director in the fulfillment of his or her duties and specifically the promotion and development of the undergraduate program, especially in the area of majors and minors.

Promotion of the program includes oversight of the curriculum for majors and minors and represents the program in the wider University community, including, for example: SLU 101, Welcome Home Weekend, Majors’ Fair, Marvelous Mondays, and Atlas Week. The undergraduate Director may ask members of the Committee to serve as liaison with other academic programs, including for example: International Studies, Women’s Studies, Honors Program, Service Learning. The Committee also assists the Director in related activities, including for example, the Theology Club and maintenance of a current list of alumni. The Committee provides the Departmental Chair with a list of names for annual Departmental student awards. The members will also assist the Director in organizing activities that honor graduating majors.

PULEO COMMITTEE

The Puleo Committee consists of the Director of the program and two faculty members, all appointed by the Chair. The Director of the Puleo program serves as Chair of the Committee.

The Director of the program administers the fund, oversees the selection process with participation of the Committee, hires a guide to accompany students, makes all arrangements for the program, prepares the students for their experience during the spring semester, grades student course work, and assists students in their preparation of presentations for the University community in the semester following their immersion trip.

The members of the Committee provide oversight for the Puleo program, assist in promotion of the program, assist in selection of appropriate candidates to participate, and assist and advise the Director in implementation and evaluation of the program. The full
Committee is responsible for identifying, evaluating and updating specific assessment goals for the program, and, upon completion of each summer program, the Committee prepares an evaluative report for the Chair of the Department in the following fall.

TRAVEL COMMITTEE

The Travel Committee consists of three members appointed by the chair. The senior member in terms of years on the Committee ordinarily serves as its Chair. The duties of the Committee are to review the annual requests for faculty travel and to make recommendations to the Chair for approval. The Chair of the Committee maintains a record of funded faculty travel and reviews this record in adjudicating new faculty requests for funds. The Committee gives high priority to deliverance of papers at academic conferences. The Travel Committee usually meets once a year early in the fall semester and upon conclusion of the meeting makes its recommendations to the Chair.

ACADEMIC EVENTS COMMITTEE

The Academic Events Committee consists of two members of the faculty and one graduate student, all appointed by the Chair. The Department Chair serves as Chair of the Committee. Among the duties of the Committee are to plan, promote and host the annual spring DeLubac Lecture. Additionally, it encourages and oversees the invitation of other outside speakers, colloquia, and joint academic events with other Departments and institutions of learning in the St. Louis area.

SOCIAL EVENTS COMMITTEE

The Social Events Committee consists of two members of the faculty and two graduate students, all appointed by the Chair. The Committee members annually elect its own Chair, who in turn works with the Chair of the Department. The Committee plans appropriate social and liturgical gatherings for faculty and students of the Department, especially the annual autumn picnic as well as the traditional Advent Vespers and reception, as well as other special events that involve or represent the whole Department. The Committee enlists the support of other faculty and students to prepare and execute events, and do the follow-up cleaning.
II. TEACHING

TEACHING ASSIGNMENTS

Teaching assignments are made by the Department Chair after consulting with individual faculty and the Directors of graduate and undergraduate studies. The standard teaching load in the College is nine hours per semester. Reductions in teaching load are normally made for faculty performing special administrative tasks in the Department or in view of an active research agenda, on the recommendation of the Chair and with the permission of the Dean of the College of Arts and Sciences. Faculty who receive course reduction in view of an active research agenda must be able to demonstrate in their annual review that the course reduction has born fruit in publication or in other on-going scholarly development. Faculty who are well advanced in their careers and already have an outstanding publishing record, normally full professors, may negotiate with the Chair who, after consultation with the Dean, may grant a regular course reduction.

Efforts are made to respect faculty requests to teach on specific days at specific times, but granting these requests is not always possible. The scheduling needs of students and the necessity that all share in the convenient and inconvenient must likewise be taken in consideration. Classroom requests are assigned by the Registrar's Office on an availability basis. Special requests or difficulties regarding classrooms need to be communicated to the Registrar's Office through the Department secretary. Individual faculty must not work directly with the Registrar’s Office in this matter.

Requests to teach specific courses are also respected, but here too faculty preferences must sometimes give way to general Departmental needs, always within the areas of competence of a given faculty person. Teaching specific courses, undergraduate as well as graduate, depends on the needs of programs, of students, and of a fair rotation of assignments.

A minimum of ten students for an undergraduate course and four for a graduate course is usually necessary to offer the course. Courses which do not attain these minimum enrollments are ordinarily cancelled. Arrangements are then made by the chair with the concerned faculty member for work load substitutions in other ways.
COURSE DESCRIPTIONS AND SYLLABI

Before the beginning of semester registration, faculty members are expected to submit online descriptions for each course they will be teaching. The form for course descriptions can be found on the “Banner Self-Service,” accessible through gateway.slu.edu. After going through “Faculty & Advisers” and “Term Selection,” one comes to “Syllabus Information” at which page faculty may insert basic information about their courses. Faculty who promote their own courses on their own webpage may also insert a link to it here. When students search for courses at registration time, they can click on a course offering to see the University catalogue’s short description, as well as the more specific course description submitted by the instructor for a given semester.

Within the first week of each semester, faculty members are expected to submit by email a full syllabus for each course to the Administrative Secretary. Syllabi are expected to contain all the elements specified in the Departmental syllabus template, although the order of the elements may vary. It is encouraged that, as much as possible, the desired learning outcomes of the course be designed according to Departmental assessment instruments and aligned with the “five dimensions” of the Saint Louis University experience adopted in the fall of 2002 by the University as its framework for its student learning outcomes and assessment.

All syllabi are expected to contain the University’s academic assistance policy, the College’s academic integrity statement, and the Department’s grading standards. (See Appendix One for the Syllabus Template and Appendix Two for Grading Standards.) All THEO 100 syllabi must include the University mission statement. (See Departmental handbook: Guidelines for Teaching THEO 100.)

TEXTBOOKS

Faculty members are expected to reply to University bookstore requests for textbook orders in October for the spring semester and in April for the summer and fall semesters. This is done online by going to <slu bkstore.com>, first clicking on “Faculty Services,” then “Online Textbook Adoptions,” where one fills out the form provided. The bookstore will send back email confirmations, which faculty members should retain and also forward to the Administrative Secretary.
ABSENCES AND SUBSTITUTES

During the semester faculty members are expected to report all foreseeable absences of more than three days to the Chair. In case of emergencies, Departmental secretaries should be notified. For any anticipated absence (attending professional conferences or the like) faculty are responsible for arranging a substitute to take their class. The Chair will find substitute faculty or graduate assistants to cover a class only in cases of emergency.

EXAMINATIONS AND GRADES

Faculty members must submit mid-term grades for undergraduate courses. When final examinations are given, these must be given during the assigned final examinations week. They must use the University’s online Banner system to submit grades by the dates requested by the Registrar. Students have a right to contest capricious grading within six months after a final grade has been posted; faculty therefore need to keep careful class records of grades for exams and papers so that contested grades can be fully explained and justified. Such records should be kept for at least one year.

Faculty members are expected to avoid grade inflation and to base their grades on students’ performance, applying to all the class the same standards that are described in the syllabus template (see Appendix Two for Departmental Grading Standards). Normally, complaints about a grade should be resolved between the instructor and student. When this is not possible, faculty will follow the official grade appeal procedure outlined on the ARTS AND SCIENCES website and in the ARTS AND SCIENCES Policy Manual.

COURSE AND TEACHING EVALUATION

Toward the end of each course, faculty members are to encourage their students to fill out an online standard course evaluation. This expectation should be stated in the syllabus. (See Appendix Three for Course Evaluations.) The results of these online evaluations are provided to faculty sometime after final grades are posted to allow faculty to assess and improve the content and pedagogy of their courses. The results are also provided to the Departmental Chair and Peer Review Committee to be considered as part of the annual review of faculty with respect to teaching.
ASSESSMENT POLICY

The Department of Theological Studies is committed to fostering a culture of evidence-based improvement of student learning, commonly known as assessment. This is understood to mean a Departmental culture of program review that is learning-centered, pedagogically-driven, and easily implemented. The Department is also committed to imparting to its graduate students not only research methods but also pedagogical skills. As means toward achieving these objectives, the Department is committed to the following actions:

- A substantial portion of at least one faculty meeting per year will be devoted to topics pertaining to assessment, mission, or pedagogy.

- An annual faculty-graduate student colloquium will consider some aspect of pedagogy.

- On syllabi, faculty will state their course’s learning objectives with the phrase, “When students complete this course, they should be able to. . . .” (See Appendix Five for faculty approved Assessment Learning Goals and Indicators for THEO 100, 200, & 300). Each syllabus will also outline objectives using the categories of the Five Dimensions of the Saint Louis University Experience. (See Appendix Six for list of the Five Dimensions). This policy understands that it is not always possible that every course to meet each one of the Departmental assessment goals nor to realize each one of the Five Dimensions.

- In the annual review, under the category of teaching, faculty members will report steps in assessment they have taken that year toward improving student learning.

OFFICE HOURS

Besides providing students with their email addresses, faculty members are expected to keep regular office hours, minimally one hour per week for every course taught and to be available for appointments. These hours should be stated in their syllabus, posted at their office door and submitted to the Administrative Assistant the first week of each semester.

PULEO SCHOLARSHIP
The Puleo Scholarship, established by Peter and Evelyn Puleo in memory of their daughter Mev Puleo, funds a two-month all-expenses-paid summer immersion experience in Latin America for four to eight students each year. Preference is given to graduate students, majors, and minors in theological studies. Applications are made available in the fall semester. All applicants are interviewed by the Puleo Committee. Names of those chosen for the awards are announced at the end of the fall term by the Department Chair. Students receive one course credit for completing the program.

JESUIT IMMERSION SCHOLARSHIP

The Jesuit Immersion Scholarship, established by the local Saint Louis University Jesuit community, provides Ph.D. students in Historical Theology opportunity for summer language immersion in a language important for their research. Students who apply for funding must have passed three out of the four language requirements and have completed all prerequisite (500 level) courses. All applications are due by March 1st and will be awarded by the Departmental Chair upon the recommendation of the Director of Graduate Studies.

III. FACULTY

STEBER CHAIR NAMED PROFESSORSHIP:

When the Steber Chair Named Professorship becomes vacant, tenured faculty who meet the requirement of distinguished scholarly productivity as outlined in the Faculty Manual may apply for the professorship. The department chair will review the applications, solicit the recommendations of the full professors of the department and forward this information to the deans of A&S and the Graduate School who will in turn make their recommendations to the provost.

The holder of the named professorship in the Department of Theological Studies is entitled to use the named professorship in all releases or publications, and either to one course reduction each year or to a stipend of $2,000 for research purposes. (The term of the professorship is for three years. No one is to succeed him or herself, but after an
interval of three years a former holder of the professorship may reapply.)

ANNUAL REVIEW

Faculty activities are reviewed annually. By January 15th of each year, all faculty members submit a full accounting of their professional activities during the past calendar year. These reports are an important source of information for the annual Departmental report to the Dean of the College. In addition, each faculty person fills out a self-review form with spaces for graded scores in teaching, research and scholarship, service, administration, and professional/academic leave of absence. (See Appendix Seven for Instructions for Annual Activity Report.) (See Appendix Four) and information on whether the status of their individual Departmental web page is current.

The Peer Review Committee evaluates individual faculty performance for the year and presents the Chair with completed evaluation forms. The Chair, after reviewing each faculty person's submission and self-evaluation form, makes an initial independent judgment. The Departmental Chair then reviews the evaluations of the Peer Review Committee and makes a final judgment, discussing differences if necessary with the Chair of the Peer Review Committee. The Departmental Chair makes recommendations to the Dean of the College of Arts and Sciences for salary increments based on these evaluations.

The Administrative Secretary and Administrative Clerk are also evaluated annually by the Departmental Chair. These evaluations of staff are used by the Chair as the basis for recommendations to the Dean concerning salary increments. The Chair also submits a full accounting of professional activities and a self-evaluation report to the Dean of the College of Arts and Sciences.

Each member of the faculty is expected to maintain an electronic comprehensive curriculum vitae on file with the Department and to keep it up to date, at least annually.

ANNUAL UPDATE REPORT DUE BEFORE THE END OF MAY

The above annual activities reports are due in January of the calendar year. These reports are needed then by the office of the Dean of Arts and Sciences in view of issuing new contracts for the following year. The Departmental activities report for the office of
the Provost is due in June after the end of the academic year. Therefore, during the month of May the Departmental Chair needs an additional updated report from each member of the regular faculty. Near the end of the spring semester, the Departmental Chair sends the faculty by email a reminder and an electronic format for filling out the requested information for listing faculty publications and other professional activity of the entire previous academic year.

THIRD YEAR REVIEW

As noted in the (2006) Faculty Manual of the University and the College of Arts and Sciences’ rank and tenure procedures, pre-tenure faculty must be reviewed near the midpoint of their probationary period, generally in their third year. The purpose of this review, which is separate from the annual review, is to rigorously assess the candidate’s progress toward achieving tenure, using the Department’s established standards of evaluation.

The candidate under review submits a dossier to the Department Chair by January 15th. The dossier should follow the format of a full rank and tenure dossier as described in the College rank and tenure documents. At a minimum the dossier should include the candidate’s background, a description of the candidate’s activities in support of the mission of the University and College, and evidence of teaching effectiveness, research and scholarship, and University and community service.

The Department Chair will appoint a three-person ad hoc Committee of tenured faculty, including a Committee Chair, to evaluate the candidate’s progress. The Committee will review and discuss the dossier and make its evaluation. The Committee Chair will write up in a report based on a consensus of the Committee. The Committee then meets with the candidate, discuss the report, and advise the candidate on how to proceed successfully toward achieving tenure. Committee members will all sign the report together with the candidate. The candidate’s signature does not indicate agreement with all aspects of the report. In case of disagreement, the candidate may submit a written statement to accompany the report. The Committee report with the accompanying statement, if any, is then submitted to the Department Chair who discusses it with the candidate. Copies of these are given to the candidates and also placed in the candidate’s file.

By February 15th the Department Chair will submit the report and a cover letter that includes the Chair’s own perspective and assessment to the College Dean. In cases of a negative midpoint review, University policies regarding non-renewal of contract apply, as found in the (2006) Faculty Manual (Section III, I, 1 and 4). A positive
midpoint review does not guarantee an eventual positive tenure review.

PROMOTION AND TENURE

University and College Norms and Procedures

University norms for faculty promotion are outlined in the 2006 Faculty Manual. Those for the College are found in the Arts and Sciences Policy Manual and on the Arts and Sciences website.

Official evaluation forms of the College are filled out by the Chair and by two other tenured members of the Department and by two students chosen by the candidate. In addition, for tenure and for advancement in rank, all tenured faculty also fill out a Departmental evaluation form. Supporting documents, curriculum vitae, outside letters of support, and copies of all academic publications are assembled by the candidate and made available for faculty review by the Departmental administrative secretary.

The official College evaluation forms, plus the report of the Chair on Departmental consultation, are forwarded to the Rank and Tenure Committee of the College of Arts and Sciences by October first of each year. Should the application be turned down by the College Rank and Tenure Committee, the faculty person has the option of not having the request forwarded to the University Rank and Tenure Committee. Tenure and promotion are ultimately granted by the University President.

The normal time for tenure application is at the beginning of the sixth year of service at Saint Louis University, unless credit for service elsewhere was granted in writing at the time of initial hiring. In unusual circumstances a candidate may request that the Chair bring a petition before the Departmental faculty to consider early tenure and promotion.

Credit Toward Tenure

New hires who come into the Department from full-time tenure track positions at other institutions of higher education may request that some of the time served at their previous institution(s) be counted toward the time required for promotion and tenure at Saint Louis University. In this case, the Chair, after review of the dossier of the new hire, in consultation with the chair of the Search Committee, recommends to the Dean in writing a specific determination of the amount of time to be counted towards tenure. The
maximum amount of time that can be credited is three years. In all cases, however, a conservative approach toward awarding years of credit toward tenure remains the norm.

The letter to the Dean from the Chair specifies the post doctoral publications and/or scholarly activities of the candidate that may be included to meet Department tenure requirements. This does not prejudice the work of the tenure committee. Upon acceptance and agreement by the Dean, the judgment is final and the letter is to be filed in the Department and in the new faculty member’s file for later use by the Third Year Review Committee and the College of Arts and Sciences Tenure Committee. (Cf. College of Arts and Sciences Guidelines Regarding Employment Credit for Tenure-Track Faculty, March 2007)

Departmental Norms for Promotion and Tenure

Tenure and Associate Professor

Promotion to Associate Professor with Tenure

Teaching and Advising: The primary mission of the Department of Theological Studies is teaching. Tenure in the Department supposes that the candidate is a fine teacher of both undergraduate and graduate students. This means not only pedagogical competence and collegial cooperation but also clear commitment to the University’s Catholic and Jesuit mission. The candidate provides evidence of teaching excellence by means of student course evaluations, colleague evaluation of classroom performance, descriptions of course innovation and development, syllabi, and records of supervision of undergraduate and graduate research guidance and advisement.

(This following section on Research and Scholarship was approved on May 14, 2008, but must be approved by the College Rank and Tenure Committee in September, 2008.)

Research and Scholarship. The candidate is expected to show evidence of both achievement and promise in his/her area of research and/or scholarship, most of which will have been completed during the tenure-track period. Research is considered to be an original and innovative publication, accompanied by appropriate scholarly apparatus, to the current discourses in theological studies. Scholarship is an innovative and foundational contribution to the infrastructure of advanced research in theological
studies, including: dictionaries/lexicons, databases, critical editions, and annotated translations of texts from the core languages of theological discourse (both ancient and modern).1

Research and scholarship will be subject to peer review. In order for a publication to qualify for tenure and promotion, the candidate must supply evidence of the review process (e.g. a reader’s report, an editor’s report, reference to a published policy of peer review, etc.).

Research and/or scholarship submitted in application for tenure ought to reflect an overall program of research that extends beyond the tenure track period. The actual components of the dossier, therefore, must demonstrate: (1) that the candidate can make original or innovative contributions to scholarship and/or research in theological studies; (2) that the candidate is able to select publication media appropriate for the content of the research or scholarship; and (3) how the material lays a foundation for future (and more substantive) research or scholarship.

Four Acceptable forms of Publication for Tenure Application

In terms of research:

- A monograph (reflecting substantial research completed beyond the submitted dissertation) published (or in press) by a reputable academic publisher that has been subject to peer review,

OR

Five (5) journal articles and/or book chapters (either of which published by a reputable academic press) which have been subject to peer review. Some of these may be at press at the time of the application for tenure. Articles under conditional acceptance do not qualify.

In terms of scholarship:

- Substantial contributions to scholarship which have been subject to peer review. For example, a sole-authored lexicon/dictionary, a critical edition, or an annotated translation of a hitherto inaccessible, foundational text.

OR

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1 Excludes annotated bibliographies, republished material in another media, etc.
• Digital Scholarship which has been subject to peer review (see Working Guidelines below). It must be foundational, that is, texts that are built “from the ground up” and fully integrate other electronic resources (e.g. relevant texts, bibliographies, and other apparatus) into their arguments. This may include scholarly web-sites, databases, or electronic editions of texts and/or images.

Working Guidelines for Peer Review of Digital Scholarship

Since Digital Scholarship enjoys a broad use within the discipline, DTS desires to support its ongoing development and growth. However, because it is relatively new to the field, there are few standard guidelines in the Academy on how this type of scholarly work ought to be assessed for tenure and promotion. DTS therefore adopts the following procedure as working guidelines:

1. When a person is appointed to a tenure-track position, (s)he must declare in writing to the Chair within the first two years of the appointment whether (s)he will pursue digital scholarship as a part of a research program.

2. With that declaration, the faculty member must also submit a name of an external scholar who can review the work in progress for the third year review. Those materials must be made available to the external reviewer six months prior to the third year review itself. The external scholar is required to assess the viability and coherence over the overall project, as well as on the quality of work completed to that date. It is expected that any recommendations made by the reviewer receive serious consideration by the faculty member.

3. When the faculty member applies for tenure, (s)he must submit a list of six reviewers who can formally assess the completed digital project; two of those reviewers will be selected. DTS will seek a third reviewer independently. Reviewers are expected to be able to examine the digital project within the relevant media and NOT what can be disseminated on the printed page.

4. The application for tenure must include a detailed account of why the digital project is foundational by specifying the project’s research context, methodology, output and dissemination. The explanation should indicate how the recommendations from peer review were implemented and any future related scholarly work the project will produce. The document cannot exceed ten (10) typed pages.

Service: In regard to service, the applicant for tenure is expected to have demonstrated a collegial and cooperative spirit among colleagues in the
Department and across the University. Service is understood as various forms of assistance that advance the Department, the College, the University, and the community at large. This service chosen in dialogue with the Chair of the Department may take many forms consistent with the University’s Catholic and Jesuit mission. Because the Department recognizes and supports the need for untenured faculty to establish their reputations as scholars, their service is not expected to be as extensive as it is in the case of an applicant for full professor. Nonetheless, it is important to the decision for tenure and promotion to associate professor that the candidate be known to contribute significantly to the University’s mission beyond the classroom. Such service might include Committee work, supervision of programs, membership on examining boards, presentations to outside groups, retreats for faculty, staff and students, and residence hall advisement.

The Department also values signs of service to the theological profession at large in active membership in professional scholarly organizations and contributions to scholarship in the form of manuscript reviews, book reviews, service on convention panels, and the like. Since theologians are expected to speak not only to their students and peers but also to the religious community at large, engaging in religious dialogue in the public organs of the church community is also a valued part of the theological task. Therefore, while not substituting for the requirement of peer-reviewed academic publication, articles in pastoral journals and periodicals of theological and religious opinion and presentations to the religious community in conferences and lectures will be taken into account in the consideration of tenure and promotion.

Promotion to Full Professor

In addition to a continued record of excellence in teaching and of significant service to the Department, the University, and the community, promotion to full professor requires further notable and regular contributions to the fields of theological studies. There should be evidence of excellence in scholarship and of professional prominence. The candidate should have least:
● published either a second book by a reputable academic publisher (or in press) that has been subject to peer review, or five articles in prominent refereed journals,

OR

● have an extensive record of ten years or more of scholarly service (such as the editor of a scholarly journal) that has made scholarship and/or research available to the larger academic community.

Since the rank of full professor is awarded for achievement of significant reputation in the University and in the theological profession, primary consideration will be given to the quality of the candidate's published work and to the estimate of it by his/her peers.

Departmental Procedures for Promotion and Tenure

Special procedures of the Department concerning tenure and promotion are as follows. For tenure and promotion to associate professor, the candidate's vita and scholarly product are to be reviewed by the Department. The Chair of the Department, in consultation with the candidate, solicits three evaluations of the candidate's scholarship from established scholars in the candidate's area of interest. The Chair assembles the tenured faculty of the Department for a discussion of the candidate and forwards the results of their vote, the external letters, and recommendations and the Chair's own recommendation to the Dean of the College. The Chair informs the candidate of the votes and recommendations, giving reasons in the case of a negative recommendation, before turning the application materials over to the Dean of the College.

For promotion to full professor the Departmental procedures are as follows. The candidate's application is subject to an external review. The candidate and Chair agree to a list of at least three professors from other University faculties who are known for their expertise in the candidate's area of scholarly research. They are asked to review the candidate's vita and academic output and to report on its excellence and on the professional reputation of the candidate.

The candidate's vita and scholarly product are reviewed by the full professors of the Department who evaluate its scholarly quality, and report their judgment and recommendation to the Chair. The Chair passes their recommendation along with the external reviews and the Chair's own review and recommendation to the Dean of the College. The Chair reports the evaluation to the candidate before doing so and gives reasons for a negative recommendation.
Assembling the Tenure Dossier: Candidates normally apply for tenure in their sixth year of full-time teaching. An exception is made in those individual cases in which a candidate was granted credit for previous service at other institutions at the time of initial hiring.

The process of applying for tenure begins by April of the previous academic year with a formal letter of application (not more than three pages) to the Departmental Chair outlining the candidate’s teaching performance, scholarship, and service. The candidate also provides the Chair with the names of six potential external evaluators able to review the candidate's scholarly work. The names of external reviewers whom the candidate regards as objectionable may also be submitted. The Departmental Chair will choose three evaluators, at least two from the candidate's list.

In the fall of the candidate’s application year a complete dossier is made available to tenured members of the faculty. The file should include: (1) materials demonstrating the quality of the candidate’s teaching ability, based on peer and student evaluations; (2) the candidate’s published research and research agenda; (3) letters from external reviewers on the quality of the candidate’s scholarship, and all other evidence in support of the candidate’s teaching, scholarship, and service. The tenured members of the faculty will then discuss the candidate’s strengths and weaknesses and vote on the candidate’s application for tenure. On the basis of the discussion and the outcome of the faculty vote, the Chair writes a formal letter to the Dean of the College assessing the merits of candidate’s application.

GRADUATE FACULTY

Appointments to the graduate faculty are made upon the request of the Departmental Chair and approval of the University Board of Graduate Studies. Graduate faculty are normally expected to have significant academic credentials, including studies published in refereed academic journals or by academic publishers. Graduate faculty are authorized to teach, sit on graduate examination boards, and direct dissertations, though not necessarily all of the above.

NON-TENURED REGULAR FACULTY

Non-tenured regular faculty are those who have had renewable university contracts for at least several years and are identified as such by the chair after consultation with tenured faculty of the Department. They are then considered to be long-term faculty
members and are entitled to seek promotion toward associate and full professor. (See Faculty Manual and A&S Policy Binder).

**CONTRACTED ONE YEAR FACULTY**

Faculty who serve on a one-year terminal contract are contracted for specific and changing teaching needs of the Department are identified as contracted one year faculty. It is a teaching contract that normally requires a four course load each semester. They enjoy full participation in the life of the Department and are entitled to share in its travel budget for their academic advancement. Except for decisions on hires and on significant programmatic changes, they may participate in all other faculty meetings and vote on matters that pertain to the normal administration of the Department. They are hired by the Dean upon consultation with the Chair. Contracts may or may not be renewed according to the financial resources and changing needs of the Department, all at the discretion of the Chair in appropriate consultation with other members of the Department. For one year terminal contracts in DTS preference is normally given to younger scholars who are at the beginning of their careers.

**ADJUNCT FACULTY**

Adjunct faculty are appointed by the Dean of the College, upon the recommendation of the Chair. They are ranked but not on tenure track and appointed only for a specific semester. All adjunct faculty, whether paid a salary in a given semester or not, formally sign a memo of agreement supervised by the University Provost's Office. By way of exception adjunct faculty may teach graduate courses and serve on examination and dissertation Committees, with the permission of the Graduate School. The administrative secretary obtains and files adjunct faculty academic records and curricula vitae which verify their competence. The Coordinator for Adjunct Faculty assists the Chair in providing orientation and in assessing syllabi and student evaluations of adjunct faculty. The coordinator also reports results annually to regular faculty.

**VISITING PROFESSORS**

On the recommendation of the faculty and of the Chair, the University’s chief academic officer may appoint visiting professors. Their remuneration and privileges are determined in each case. Visiting professors are usually invited to participate in all the faculty activities of the Department.
HIRING NEW FACULTY

A. Initial Procedures

1. The University and College of Arts and Sciences procedures for the hiring of new faculty are detailed in the College of Arts and Sciences Policy Binder. Internal procedures specific to the Department of Theological Studies that follow are designed to facilitate as much consensus as possible in the faculty recommendations submitted to the Dean of Arts and Sciences.

2. Whenever a faculty tenure track positions become vacant or a new line is made available, the Department as a whole reviews the needs of the Department and all its programs. It then prioritizes those needs, taking into account short and long term opportunities for the Department which the hire could fill. The Department then, by a majority vote, determines the specific area of theological study for which the hire shall recruited. This process should normally take place during the spring semester.

B. Establishment of the Search Committee

1. The Departmental Chair appoints a Chair and two other faculty members to the search Committee, taking into account the expertise necessary to evaluate applicants in the specific field of the hire.

2. The faculty, without the Department Chair voting, elects by simple majority two other members to the search Committee. At least one member of the Committee is to hold the rank of full professor.

3. After membership of the Committee of five members is reported to the Dean, the Committee then prepares a formal description of the position, based on the priorities and needs articulated in the faculty discussion. Before the description is submitted to the Dean for review and approval and subsequent forwarding to the Office of Diversity and Affirmative Action for final approval, the faculty approves the description and the Chair of the Department confirms it.

C. Review of Applicants

1. Records of applications and other relevant documents that are not submitted on line are to be kept by the Administrative Secretary under the supervision of the
Chair of the search Committee. All faculty members are to review the on line documentation and any other printed documents kept by the Department secretary. Files kept by the Department secretary are not to be taken out of the Departmental office.

2. All members of the faculty actively solicit candidates for the position. The search Committee reviews the applications, conducts interviews either in person or by phone, reads any publications of the candidate, or checks with references regarding collegiality, teaching, and service. The Chair of the search Committee may distribute these responsibilities among the Committee members.

3. In the event the pool of candidates, in the judgment of the search Committee, remains inadequate, the Committee informs the faculty. The faculty then, after the Chair of the Department consults with the Dean, will decide either to continue the search with the available pool of applicants or to suspend the search. If the search is suspended, the faculty will decide at a later time in that academic year either (1) to renew the same search, (2) to revise the job description to seek a wider pool of applicants, (3) or to hire in a different area.

4. In the case where the search Committee identifies a clearly superior candidate for the advertised position, the Committee may propose an expedited on-campus interview. The Chair of the Committee will make this recommendation to the Department Chair. Upon the Chair’s approval, the possibility of an expedited process will be communicated to the Department. Department members will have one week in which to review applicant dossiers. Review of dossiers is a requirement for voting on this decision. Faculty will then vote on whether to expedite the process for the one candidate or to continue with the normal process. A two-thirds vote is required for the expedited process. If expedited, the Committee Chair will contact the candidate and make arrangements for the campus visit. Following the on-campus interview, faculty will meet to decide either to offer the position or to continue with the normal process. A decision to continue with the normal process at this point does not exclude the expedited candidate from further consideration. The same process will also be followed if two equivalent but clearly superior candidates have been identified.

D. Selection of Candidates for a Campus Visit

1. No candidate is to be invited to campus without a previous interview by at least two members of the search Committee, either in person or by phone or other electronic
media. Priority is to be given to candidates with a strong research agenda, provided they also evidence good teaching, commitment to the Jesuit and Catholic identity of the University and to the role the Department plays in fostering that identity.

2. The search Committee, by a majority vote, is to draw up an initial list of five candidates, provided they find five acceptable candidates. This list of candidates is communicated to the faculty one week prior to the faculty meeting at which the candidates are discussed.

3. Faculty who wish to propose further consideration of a candidate not included in that list of five will have five calendar days to petition the Committee in writing to give that candidate further consideration. The search Committee takes under consideration any such requests or recommendations made by the faculty at large. The search Committee may decide, by majority vote, to add said candidate(s) to their list of five.

4. The search Committee, ranking the candidates in the order of their preference, presents their list to the faculty for discussion. The faculty then approves the final ranking of the list of candidates in order of preference. Approval and ranked preferences of candidates will be determined by a ballot ranking applicants from first to last preference. Numbers will be totaled and candidates rated by their aggregate scores. After Departmental Chair's final approval, the three top candidates in the order of preference are invited for a campus visit.

5. The Chair of the search Committee, working within a budget of $3,000 for regular faculty and $5,000 for a Chair search, will then contact the first three candidates for a campus visit. If one of the candidates withdraws from consideration prior to the campus interview, the Chair of the search Committee may choose to invite the candidate listed fourth in the order of preference.

6. If a candidate withdraws from consideration after the campus interview, the faculty may vote to petition the Dean to allow a fourth candidate for an on campus interview. Otherwise, the selection will proceed from the two remaining candidates.

E. Candidate's Visit on Campus

1. The Chair of the search Committee oversees the organization of the campus visit. He or she arranges and schedules the visits with the Chair, the Dean, the faculty,
and the graduate students. Faculty members are expected to participate fully in the interview process, attending the presentation, making time available to meet individually and in groups with each candidate.

2. All candidates visiting campus are expected to stay at the Water Tower Inn. Lunch and dinner with the candidate is limited to a maximum of four people, including the candidate. Expenses for lunch are limited to $15.00 per person including tax and tip. Expenses for dinner are limited to $40.00 per person including tax and tip.

3. The candidate delivers a scholarly presentation in his or her area of research in the form of papers presented at professional conferences. The presentation is not to exceed thirty minutes and it is to be followed by no more than a twenty minute discussion. After that presentation at least thirty minutes are scheduled for a general faculty discussion with the candidate regarding the matter of their candidacy.

F. Faculty Selection of a Candidate for Hire

1. After the campus visits of the candidates, the faculty meets for discussion of the candidates. Faculty should be prepared to participate in a meeting lasting up to two hours (usually on a Tuesday or Thursday, 2:15-4:15 p.m.). Faculty who teach during any portion of this time are strongly encouraged to make arrangements to be present for the entire meeting. If a decision cannot be reached in the first meeting, the Chair, in consultation with the search Committee, may call for an additional meeting.

2. At the beginning of the meeting the faculty hears a five-minute presentation by a representative or representatives of the graduate students on their impressions of the candidates. After the graduate student(s) leaves, the chair of the search committee presents the recommendations of the committee. Faculty review the job description and then discuss the strengths and concerns about each candidate presented by the search committee with respect to that description.

3. All faculty who wish to vote on the candidates are expected to take an active role in the interview process. Minimally, this requires that faculty carefully read the dossier on each candidate invited to campus. It is also expected that those who wish to vote will meet the candidate and will participate in on-campus interview events for each of the candidates. They must also be present for the entire faculty meeting that deliberates on the candidates. Faculty who cannot fulfill these requirements should meet with the Chair prior to the deliberative meetings to recuse themselves from the
4. The faculty will then decide by majority vote if it wishes to move forward toward the selection of a candidate from among the candidates. If the vote is negative, the search fails. A positive vote to move toward selecting a finalists by the required two-thirds majority does not denote faculty approval of each of the finalists as acceptable. The vote conveys only a faculty member’s willingness to support a possible two-thirds majority approving of one of the finalists. If the search proceeds, the Department Chair calls for a straw vote by secret ballot from the faculty on which candidate they prefer. Discussion is to follow with a view toward achieving a consensus.

5. The faculty decides by secret ballot which candidate should be presented to the Dean for hire. If the first ballot does not reach a two-thirds majority on one of the candidates, a second ballot will be taken.

6. If the second ballot does not reach a two-thirds majority, the faculty will then vote to reduce the pool of candidates by excluding one of the three. The exclusionary vote requires only a simple majority. In those cases in which only one candidate is presented by the search committee or in the case of Jesuit affirmative action hire in which only one candidate is under consideration, the second ballot is final. (Cf. n. 10 below).

7. The faculty will then proceed to vote on the remaining two candidates until a two-thirds majority is reached on one of the candidates.

8. If the faculty reaches a two-thirds majority supporting one of the candidates, the discussion will turn to whether the faculty wishes to approve a second (or a third) choice as an acceptable alternative(s), should the first choice decline the offer. The same two-thirds majority is required to approve one of the remaining candidates as an acceptable second (or third) choice.

9. When the Departmental Chair presents the final vote to the Dean on the acceptable candidate or candidates, the Chair includes a presentation of the strengths and any concerns about each of the acceptable candidates as discussed by the faculty. The list of unacceptable candidates with reasons for their unsuitability is also presented to the Dean. After discussion with the Chair, in which the Chair presents his or her own assessment of the candidates to the Dean, the Dean requests authorization of the Provost to make an offer of employment.
10. In the case of a Jesuit affirmative action hire, the Department Chair invites the candidate to interview and oversees the organization of the campus visit. The candidate follows the same procedures as with any other candidate who is invited for an on-site interview. The faculty will deliberate and cast a straw ballot. If two-thirds majority support is not evident, the Department will discuss the candidate further. A second, binding vote will then be taken. If a two-thirds majority on the second ballot is not achieved, the candidate will not be supported for hire.

11. In the case of the appointment of a visiting professor or one-year appointments, the Chair will seek consultation with faculty members as he or she judges appropriate and feasible.

MENTORING NEW FACULTY

Faculty mentoring may be generally described as a process whereby a more experienced faculty member encourages and counsels a new, less-experienced member for the purpose of promoting the latter’s professional development, providing useful information, helpful critique, and effective strategies for success that otherwise would be learned through trial and error. (See C. Lucas and J. W. Murray, New Faculty: A Practical Guide for Academic Beginners, 21-22). The primary purpose of mentoring is to foster the development of new faculty into self-directed productive teachers and scholars who can contribute positively to the life of the Department and the University through the tenure process and beyond.

General Principles:

The Departmental Chair assigns mentors to new faculty members in their first semester of employment. The choice of a mentor should be the result of a discussion and mutual agreement by the new faculty person and the Chair. The Chair then obtains the consent of the chosen mentor. Ideally, mentors are paired with new faculty in the same general area of theology.

Mentoring is separate and distinct from the Department’s evaluation process (i.e., the annual review and the 3rd year review). Whereas mentoring may be viewed as a process, evaluation considers outcomes.

Conversations between the mentor and the new faculty member are to be considered confidential and are not to be shared with other members of the Department or
administrators, including the Chair. However, unlike the relationship between physicians and patients or lawyers and clients, the law does not recognize any privilege in the relationship that would prevent disclosure.

The entire Department has a stake in seeing new faculty members succeed in their teaching, scholarship, and service, and any member should feel free to offer helpful advice to new faculty. But, if they prefer not to speak directly about a particular matter to the untenured faculty member, it is appropriate and not intrusive for members of the Department to use mentors as conduits to pass on observations about perceived strengths and challenges, so that these can be passed on indirectly.

How often mentors meet each semester with new faculty depends largely on how much experience the latter bring with them. For those who come with teaching and research experience, the minimum should be once a semester. For those fresh out of graduate school, once a month, or even every two weeks, is not an unreasonable expectation. Mentors and new faculty should decide in writing about their mutual expectations for any given year.

It is up to the discretion of the new faculty members whether or not they share with their mentors their annual reviews by the Chair and Peer Review Committee. Mentoring new faculty shall be considered as Departmental service. In demonstration of that service, the mentor is responsible for writing an annual report detailing such information as: the amount of time given to the new faculty person, the number of meetings (dates, times), the topics discussed, classroom teaching observed, research and writing critiqued, and other help provided to the new faculty person. The report shall be signed by both parties and submitted to the Departmental Chair in early January prior to the annual reviews to be placed in the new faculty person’s file.

If, for whatever reason, a mentoring relationship does not work out to the satisfaction of either the new faculty person or the mentor, the relationship may be brought to a close by mutual agreement without prejudice to either party. The Chair and new faculty person are responsible for seeking a new mentor.

Expectations of Mentors:

In their first year at the University, mentors should be resources for new faculty, someone to whom the latter can go to for information, advice, and counsel. Some of the ways mentors can help new faculty in that first year are by:

- assisting them in conjunction with the Center for Teaching Excellence to create a
portfolio that tracks their progress in teaching, scholarship, and service and eventually will serve as evidence in support of their application for tenure and promotion;  
-introducing them to colleagues outside the Department;  
-informing them about pedagogical resources the University offers, e.g., the Center for Teaching Excellence; the Instructional Media Center; Blackboard;  
-informing them about University resources for research and grants, e.g., Departmental travel grants, the Mellon Fund, the Graduate School’s research services;  
-helping them become better acquainted with the University’s mission and its campus culture, e.g., service learning, Shared Vision, Journey luncheons; SLU theatre;  
-introducing them to the cultural and entertainment attractions of the St. Louis area, e.g., the Missouri Botanical Garden; Central West End; “the Hill,” providing personal as well as professional support.

Throughout the pre-tenure years, mentors should continue to provide new faculty with the wisdom of experience and, when necessary, function as their advocates with Departmental administration:  
-helping them to achieve a work-family balance that recognizes both their familial and professional responsibilities; advising them on University policies on family leave and stopping the tenure clock; advocating with the Chair with respect to accommodation of teaching schedules and Departmental service so that faculty with dependents can fulfill their familial commitments;  
-helping them to achieve a balance in their teaching, research, and service, by not becoming over-committed; helping them, in conjunction with the Chair to assess a reasonable amount of new course preparations, Committee work, and other Departmental service;  
-helping them to establish criteria for evaluating progress in those areas and in assessing that progress;  
-serving as their advocates with the Chair and/or Director of Graduate Studies if it appears that Departmental expectations are becoming excessive.

In the area of teaching mentors provide support to new faculty by:  
-helping them to set goals for each year; reviewing their syllabi; assisting them in determining their desired learning outcomes;  
-discussing reasonable reading and grading expectations; advising them on how to obtain desk or examination copies of course texts;  
-visiting their classes at least one or two times a year or more often if both regard it as beneficial; offering helpful observations about their teaching styles; pointing out strengths and areas open to improvement; assisting in the design of study guides and in
developing effective assignments and exams;
  - reviewing their students’ teaching evaluations; helping them not to become
discouraged by unreasonable, idiosyncratic criticism and to profit from what appear to be
generally shared points of criticism; discussing the merits of using the peer review
opportunities afforded by the Reinert Center for Teaching Excellence;
  - collaborating with them to assess and make changes to their syllabi and
pedagogy, helping them to track their progress.

In the area of scholarship:
  - helping them to establish realistic long- and short-term goals for research,
writing, and publication;
  - pointing out publications and journals in the discipline along with areas of
interest, where publishers and editors would be most likely to accept submissions;
  - helping them to network with other professionals in the field; encouraging
participation at regional and national conferences; introducing them to colleagues at
professional meetings and conferences;
  - encouraging scholarly productivity; reading their drafts; pointing out areas
needing clarification, expansion, or improvement;

In the area of service:
  - pointing out areas where they can provide Departmental and University service
without becoming over-committed;
  - keeping watch over their advising and Committee commitments so as to
safeguard against any overextension that would impede development of their teaching
skills or fulfillment of their research and writing responsibilities.

In the area of collegiality:
  - providing feedback on the quantity and quality of the new faculty person’s
participation in the life of the Department;
  - serving as conduits when faculty prefer not to express their observations or
opinions about the new faculty person’s perceived strengths or challenges directly;
  - providing a sounding board for new faculty to explore issues of history in
Departmental and University life.

The primary responsibility for developing into productive and successful teacher-scholars
lies with the individual new faculty members. But the Department, in hiring them for a
tenure-track position, bears a secondary responsibility to help them succeed.

IV. FACULTY PROFESSIONAL SUPPORT
ACADEMIC LEAVE

Faculty may request sabbatical academic leave with full pay for a semester or at half pay for two semesters for specific academic projects after six years of service. Conditions for Extended Leave are spelled out in The Faculty Manual (2006). Extraordinary academic leave requests without pay may also be requested. (See the College of ARTS AND SCIENCES Policy.) Requests for leaves require the recommendations of the Departmental Chair and College Dean and must be submitted ten months in advance, so that scheduling may take into consideration Departmental and College limitations and needs.

The Theological Studies Department aspires to have an increasing number of faculty members whose research and publications are supported by both University-based and external sources of funding. When seeking an external grant or fellowship that would involve a leave from teaching responsibilities, faculty members are expected to discuss the matter with the Department Chair prior to the time of their application, indicating when they would most likely be informed of its outcome.

During academic years in which there is a higher than average number of faculty members seeking to obtain leaves from teaching responsibilities, the Chair may request faculty members eligible for a sabbatical to defer the beginning of their sabbatical for up to a year’s time. This may be necessary to ensure that needed courses are offered by the Department for that given academic year. When a faculty member in the Department has received an external grant or fellowship, the Department will make every effort to make it possible for that faculty member to be released from teaching responsibilities during the term of the grant or fellowship. Only in extraordinary cases will the Chair deny or request a faculty member to defer the commencement of an external grant or fellowship. A requested leave that involves more than one year of successive absence from departmental responsibilities or would involve several leaves within a six year period will normally not be supported.

MELLON FACULTY DEVELOPMENT GRANTS

Mellon Grants for reimbursed travel expenses and for summer research awards, up to an amount announced each year, may be requested by faculty for publishing research, teaching research and development, professional enrichment, and inter-
Departmental curricular development. (See the College of Arts and Sciences Policy Manual.) November and March deadlines for requests are established by the Dean’s office.

TRAVEL FUNDS POLICY

Requests for travel funds from the Department or the College (administered through the Department) during a particular academic year will typically be due on the first Tuesday in September. Faculty can expect a response by October 1. If circumstances require an earlier response, please contact the Department Chair not later than July 1.

All proposals must include a detailed budget. The budget must adhere to the guidelines of SLU’s “new” travel policy administered through American Express Online (AXO). Proposals without a detailed budget will not be considered. Proposals whose budget does not adhere to University guidelines may be rejected or returned for revision.

For travel to conferences, proposals for funds must include a statement of the faculty member’s (anticipated) participation “on the program” of the conference, whether giving a paper, serving on the society’s organizing Committee, organizing or Chairing a session, etc. In the event that one’s anticipated participation changes, the faculty member will notify the Department Chair prior to the proposed travel.

If a faculty member is not on the conference program, he or she must include with the proposal and explanation why attendance is essential to his or her professional development.

Under exceptional circumstances, proposals for travel for archival research may be allowed. Such proposals must include both a budget and a 2-3 page research prospectus signed by the Department Chair.

In circumstances when travel funds are limited, the travel Committee may take into consideration the following:

1. The number of trips for which funding is requested and the number requested in previous years.
2. The importance of the proposed travel.
3. Research outcomes (e.g., publications) from previously funded travel.
4. Cost, especially if proposals from different faculty members to attend the same conference differ widely.

As additional clarifications become necessary, the travel Committee will confer with the Department Chair and, as deemed necessary by the Chair, seek advice and counsel from the faculty. At the end of the process, the Chair must confirm and authorize the expenditure of travel funds.
V. DEPARTMENTAL STAFF AND EQUIPMENT

ADMINISTRATIVE ASSISTANT

The administrative assistant is appointed by the Dean of the College of Arts and Sciences after consultation with the Departmental Chair and reports to the Chair. The administrative secretary handles the ordinary business of the Department which includes things like the following: general Departmental telephones and correspondence, the supervision of mail, computer oversight, calendar, Departmental supplies and equipment, office assignments for graduate assistants, building cleaning and repair, telephone calls and correspondence with the Chair, appointments with the Chair, confidential Departmental and faculty files, University and College policy handbooks and forms, supervision of Departmental staff, and of Department budget, and collation and editing of semester teaching assignments.

ADMINISTRATIVE SECRETARY

The Administrative secretary is appointed by the Dean of the College of Arts and Sciences after consultation with the Departmental Chair and reports to the Chair, and works directly with the Directors of Graduate Studies and Undergraduate Studies.

Graduate programs - handles matters like the following: graduate student correspondence, maintenance of student and program records, tracking of graduate students' progress toward degrees, maintaining program statistics, scheduling of exams, arranging of graduate program meetings, supervising the use of the Departmental library, the faculty/student computer rooms, and similar tasks.

Undergraduate programs - handles matters like the following: maintenance of student and program records, tracking of undergraduate student progress toward degrees, maintaining program statistics regarding majors and minors eventual employment and graduate studies, planning and correspondence connected with Departmental activities on behalf of or of interest to undergraduate majors and minors, maintaining information about employment and graduate studies, and similar tasks.

WORK-STUDY STUDENTS
The University assigns two work-study students to the Department who work in the Departmental office under the supervision of the administrative secretary. The work-study students can do basic office tasks for faculty on a time-available basis such as: duplication/copy work, computer entry, typing, mail distribution, errands and special projects. Faculty must first consult with the administrative assistant when requesting work-study student help. The administrative assistant will then assign the work study students specific tasks.

DEPARTMENTAL EQUIPMENT AND SUPPLIES

Faculty may use the photocopier for the preparation of materials for teaching as necessary. The Department allows faculty members to make a maximum of 400 copies per course at Departmental expense. The individual faculty member is responsible for any copies for classroom use beyond that number and for any personal copies. Individual faculty members may petition the Chair for a research account that allows for 500 additional free copies.

Faculty may use Departmental stationary for ordinary academic correspondence. The Department also supplies postage for ordinary academic mailing. Extra-ordinary research mailing that involves a more than normal expense must be approved by the Chair. The University should be reimbursed for any purely personal use of supplies.

All faculty members have been issued a long distance telephone code number and may make long distance calls from their Departmental phone. The University should be reimbursed for personal long distance calls preferably by a check made payable to Saint Louis University and given to the office for processing.

Faculty are supplied with an office with basic equipment including computers, software, and printers. In the event a faculty member is to be away for a semester and will not be using his/her office, the office may, at the discretion of the chair, be used by another during the period of absence.

Requests for additional or new equipment are considered on the basis of need and availability of College and Departmental funds. The equipment remains the property of the University and is not to be removed from University property. The obvious exception to this rule is laptop computers, which remain the property of the University but may be
taken home. Faculty members who are in need of a new computer may present a request for a laptop model.