

College of Arts and Sciences
DEPARTMENT OF MODERN AND CLASSICAL LANGUAGES
Rank and Tenure Procedures and Criteria

I. Procedures

Evaluation of Application for Promotion and/or Tenure and the Third-Year Review

The present document presupposes the criteria and provisions contained both in *The Faculty Manual of Saint Louis University* and in the *Arts and Sciences College Policy Binder*.

A. In consultation with the candidate, the Department Chairperson shall appoint during the first semester for each new faculty member a Mentoring Committee of at least three persons, one of whom will serve as Chair of the committee, to advise formally and to assist faculty in fulfilling the requirements for Third-Year Review, tenure and/or promotion.

B. The Mentoring Committee reviews the candidate's progress toward tenure and/or promotion according to the following calendar:

1. The first review occurs 15 to 18 months after the candidate begins service in the Department. A copy of the Committee's report is sent to both the candidate and the Chair of the Department.
2. The Third-Year Review is done during the fifth semester of the candidate's service. A copy of the Committee's report is sent to the candidate and the Department Chair, who must include the Committee's report in the overall report on the candidate's performance, which is submitted to the Dean.
3. The last review occurs approximately 4 ½ years after the candidate's employment. As in the case of the first review (see above, # 1), a copy of the Committee's report is sent to both the candidate and the Department Chair.

C. The Department takes the position that a tenure track or non-tenure track appointee's activities in the classroom and with regard to research and service should be consonant with the description of the responsibilities of the position for which the person was hired, or as these responsibilities are altered, following consultation with the Department Chairperson and the pertinent Language Division(s). Changes in responsibilities of a given faculty member will be recorded in her or his personnel file with a copy to the Dean. Any such changes will be communicated to the Mentoring Committee assigned to the faculty member. At the time of the Third-Year Review and the tenure and/or promotion decision, the Chair will include a notation of them among the materials forwarded to the College and University Rank and Tenure Committees.

D. When a tenure track candidate applies for tenure and promotion, that person's publications are to be sent by the Chair to three scholars of established reputation for evaluation. These scholars cannot be from Saint Louis University or from the institution at which the candidate was awarded the doctoral degree. The three evaluators are to be chosen as follows: a. the Candidate submits the names of at least three scholars with their affiliation; b. the Candidate's

colleagues submit the names of at least three scholars and their affiliation who are acceptable to the Candidate; c. from the three names submitted by the

Candidate, the chair chooses one; and from the pool submitted by the colleagues, the Chair chooses two. The names of the three scholars chosen to serve as evaluators are to remain unknown to the Candidate.

E. When a candidate applies for tenure and/or promotion, the Department's Standing Committee on Rank and Tenure presents an accurate digest of the candidate's dossier to the faculty who are to vote on the candidate's application. The digest will then be forwarded to the College Rank, Tenure, and Sabbatical Committee along with the other materials pertaining to the candidate's case.

F. The faculty eligible to vote on a particular candidate meet, discuss the case, and vote by secret ballot. Participation in the vote is an obligation, as stated in the *Arts and Sciences College Policy Binder (4.2)*. If extenuating circumstances prevent attendance, the Chair will make arrangements for a vote in absentia. If such is the case, written comments may be submitted, to be read by the Chair at the discussion preceding the vote. The Chair votes, if eligible by faculty status.

G. After the secret vote is conducted on each Candidate, ballots will be counted by the Chair in the presence of one other voting faculty member, acceptable to those who have voted. The exact numerical result of the vote will be forwarded to the College Rank, Tenure, and Sabbatical Committee, but not revealed to the candidate or to other members of the Department. The Chair announces to those voting whether or not the candidate's application has received a majority of the votes cast. In the case of a Candidate who has chosen to request early consideration, the Chair will counsel the Candidate whether to proceed with the application, based on all available information.

H. It is advisable that a tenured or non-tenure track Associate Professor progressing toward the rank of Professor gather a portfolio of materials that document that progress. To help with this documentation and for general mentoring purposes, the candidate may establish a Mentoring Committee consisting of Professors.

II. Criteria for Tenure Track Appointments

The criteria for promotion are in the areas of teaching and mentoring, scholarship and research, and service. Satisfactory performance is a minimum requirement in each area. Effective teaching is essential, and each university professor must be a scholar. There is a necessary correlation between scholarship and teaching inasmuch as scholarship informs teaching and gives it direction. In all areas, a candidate must display a spirit of cooperation and professional collegiality.

III. Criteria for Tenure and Promotion to Associate Professor

A. Teaching

Faculty members are expected to demonstrate a high level of instructional competence and effective classroom performance, so as to meet the needs both of the students registered in

general courses and of those majoring, minoring or preparing a certificate in a language. Evidence of instructional competence can be seen in the ability to design and implement new courses or to revise existing courses as required by developments in one's field and by the changing needs of the Department. Such ability may be reviewed through portfolios, syllabi, examinations and other appropriate documents. Evidence of instructional competence can also include the capacity and expertise to coordinate, train, and supervise teaching assistants and adjunct faculty. Supervision of final M.A. research papers is also considered. Evaluation of effective classroom performance includes examination of the candidate's student evaluations, appropriately documented and explained. "Effective" performance in the classroom is generally considered to correspond to the "good" to "excellent" range. Evidence of effective classroom performance can also be documented through peer evaluation conducted through classroom visits on the part of the candidate's Mentoring Committee and of other senior faculty.

B. Academic Mentoring

Faculty are required to participate in the mentoring of students preparing majors, minors, and certificate programs within the Department. The provision of accurate and appropriate information regarding the successful completion of requirements is an obligation of all faculty. The number of students one mentors is determined by the policies set by the respective Language Division. Faculty are also expected to be available for general counseling regarding career opportunities as they pertain to language study. Accessibility to faculty by students has been a hallmark of the Department.

C. Research and Scholarship

To qualify for the rank of Associate Professor with tenure in the Department, the candidate should evidence a personal dedication to research of high quality and significance (cf. *College Rank and Tenure Procedures*, 2.1.3). The benefits of said dedication will be the production and dissemination of knowledge and ideas as well as the enhancement of instructional competence as greater breadth and depth of scholarship are brought to bear in the classroom. This scholarship should indicate a developing potential to undertake more extensive projects such as monographs or critical editions. Scholarly publications are evaluated with respect to content and significance and not just counted (cf. *College Rank and Tenure Procedures*, 2.1.3). Ordinarily, the candidate should have five scholarly or pedagogical articles or book chapters, or one monograph. The articles may be in electronic format. All publications should have appeared in well-regarded, refereed journals or reputable presses. This rough numerical standard of five articles or book chapters or a monograph may be reached in other ways as indicated below. Evaluation in such instances will depend on the extent and significance of the research and scholarship contained in the publication. Critical editions, annotated translations and edited volumes are considered scholarly work, and each will be evaluated on a case-by-case basis. Instructional material having a national or international impact on the field may also be considered. Less weight is given to book reviews, encyclopedia entries and non-scholarship based work such as creative writing. Other demonstrations of scholarship include success in securing grants. Scholarly endeavors should be complemented by regular presentations in professional forums. These presentations do not substitute for published work, but are important evidence of the Candidate's scholarly activity.

D. Service

In addition to the responsibilities spoken of above, all faculty are expected to provide service to their Language Division, and as opportunities arise, to the Department, College and University. Service to professional organizations or to the community in accordance with the candidate's academic expertise and the mission of the institution will also be acknowledged. Service commitments are to be undertaken in consultation with the Candidate's Mentoring Committee and with the approval of the Department Chairperson. Faculty members should achieve an overall balance among their various responsibilities during their candidacy.

IV. Criteria for Promotion to Professor

For promotion to the rank of Professor, the Candidate must continue to display the qualities required of an Associate Professor as articulated above. In addition, the candidate must give evidence of the following:

A. The candidate's scholarship should be reflected in the classroom through a deepened mastery of one's areas of expertise, and in continued efficacy in meeting the instructional goals of a given course. One is also expected to stay abreast of new research and developments in one's field, which often includes the preparation and incorporation of new materials.

B. The candidate must have established a record of significant and sustained publication of scholarly materials. While individual cases vary, there must be evidence of outstanding achievements in scholarship, research and publications so as to merit attention among recognized scholars (cf. *College Rank and Tenure Procedures, 2.2*). Ordinarily, such evidence would be in the form of a monograph or the equivalent. All publications, including those in electronic form, should have appeared in well-regarded, refereed journals, or appropriate presses. Critical editions, annotated translations and edited volumes may be considered and will be evaluated on a case-by-case basis. Instructional materials having a national or international impact on the field may also be considered. Less weight is given to book reviews, encyclopedia entries and non scholarship-based work such as creative writing. Other demonstrations of scholarship include success in securing grants. Scholarly endeavors should be complemented by regular presentations at professional forums. These presentations do not substitute for published work, but are important evidence of the candidate's scholarly activity.

C. Each Associate Professor will set up a mentoring committee in view of their promotion to Professor, in order to help them identify appropriate career goals in the areas of teaching, mentoring, service, research and publication. This mentoring committee would be comprised of 2 to 3 Professors, and could also include external members, such as recognized scholars in the person's field. Unlike mentoring committees for untenured faculty, these committees would be non-evaluative and solely advisory.

D. When an Associate Professor officially starts the process of promotion to Professor, he/she will submit a draft of his or her dossier to the mentoring committee prior to the formal application. This draft will be submitted by March 1st. The committee can then make constructive suggestions about how to best present the dossier's content.

V. Criteria for Non-tenure Track Appointments.

The criteria for promotion are in the areas of teaching and mentoring, and service. Effective teaching is essential and satisfactory performance in advising and service is a minimum requirement. In all areas, a candidate must display a spirit of cooperation and professional collegiality.

Non-tenure track appointees may apply for promotion in the same rhythm as tenure track positions, i.e. during the sixth year for promotion to Non-tenure Track Associate Professor and, at the earliest, during the 12th year for promotion to Non-tenure Track Professor.

In order to make a clearer distinction between tenure track and non-tenure track appointments and for internal purposes only, non-tenure track appointments will be referred to respectively as Lecturer (Non-tenure Track Assistant Professor), Associate Lecturer (Non-tenure Track Associate Professor) and Senior Lecturer (Non-tenure Track Professor).

VI. Criteria for Promotion to Non-tenure Track Associate Professor

A. Teaching

Faculty members are expected to demonstrate a high level of instructional competence and effective classroom performance, so as to meet the needs both of the students registered in general courses and of those majoring, minoring or preparing a certificate in a language. Evidence of Instructional competence can be seen in the ability to design and implement new courses or to revise existing courses as required by developments in one's field and by changing needs of the Department. Such ability may be reviewed through portfolios, syllabi, examinations and other appropriate documents. Evidence of instructional competence can also include the capacity and expertise to coordinate, train, and supervise teaching assistants and adjunct faculty. Evidence of effective classroom performance includes examination of the candidate's student evaluations, appropriately documented and explained. "Effective" performance in the classroom is generally considered to correspond to the "good" to "excellent" range. Evidence of effective classroom performance can also be documented through peer evaluation conducted through classroom visits on the part of the candidate's Mentoring Committee and of other senior faculty.

B. Academic Mentoring

Faculty are required to participate in the mentoring of students preparing majors, minors and certificate programs within the Department. The provision of accurate and appropriate information regarding the successful completion of requirements is considered a serious obligation of all faculty. The number of students one mentors is determined by the policies set by the respective Language Division. Faculty are also expected to be available for general counseling regarding career opportunities, particularly as these involve language study. Accessibility to faculty by students has been a hallmark of the Department.

C. Service

In addition to the responsibilities spoken of above, all faculty are expected to provide service to their Language Division, and as opportunities arise, to the Department, College and University. Service to professional organizations or to the community in accordance with the candidate's academic expertise and the mission of the institution will also be acknowledged. Service commitments are to be undertaken in consultation with the candidate's Mentoring Committee and with the approval of the Department Chairperson. There should be a balance among the various responsibilities held by faculty during a given semester or academic year. Participation in scholarly endeavors and professional activities are important in promoting innovative teaching.

D. Research and Scholarship

Although published research is not required of non-tenure track positions, it will nonetheless enhance the candidate's dossier for promotion.

VII. Criteria for Promotion to Non-tenure Track Professor

For promotion to the rank of Non-tenure Track Professor, the candidate must continue to display the qualities required of a Non-tenure Track Associate Professor as articulated above. In addition, the candidate must give evidence of staying abreast of new research and developments in one's field, which often leads to the use of new materials. Funded grants in the area of foreign language pedagogy, and participation in scholarly endeavors and professional activities enrich and promote innovative teaching. Although published research is not required of non-tenure track positions, it will nonetheless enhance the candidate's dossier for promotion.

September 2008