A&S Policy Manual

I. College Governance

- Mission Statement of the College of Arts & Sciences
- Mission Statements of Departments and Programs
- Bylaws of the Faculty Council

II. College Policies and Procedures

- Faculty
  1. Faculty Workload
  2. Policy on Leaves
  3. Developmental Leave Policy for Non-Tenure-Track Faculty
  4. Undergraduate Academic Advising
  5. Annual Review of Faculty, Chairs, and Program Directors
  6. Rank and Tenure Procedures and Criteria: College Level
  7. Rank and Tenure Procedures and Criteria: Departmental Level
     a. American Studies
     b. Biology
     c. Chemistry
     d. Communication
     e. Earth and Atmospheric Sciences
     f. English
     g. Fine and Performing Arts
     h. History
     i. Languages, Literatures & Cultures
     j. Mathematics and Computer Science
     k. Philosophy
     l. Physics
     m. Political Science
     n. Psychology
     o. Sociology & Anthropology
     p. Theological Studies
  8. Promotion Policy for Non-Tenure Track Faculty

Arts & Sciences Mission

The College of Arts & Sciences is the heart of Saint Louis University, a Catholic, Jesuit institution whose mission is the pursuit of truth and the transmission of knowledge for the greater glory of God and for the service of humanity.

To fulfill this mission, the College aims

- to educate both undergraduate and graduate students in an atmosphere of personal concern;
to encourage intellectual excellence, aesthetic appreciation, and critical thinking while still fostering spiritual and moral awareness;

- to challenge students to be ethically responsible members of a diverse society who continue to pursue and further their intellectual and moral development and critically reflect on their social commitment;

- to contribute to the discovery, synthesis, interpretation, and dissemination of new knowledge through significant research and publication; to serve academic and professional groups and the local and global communities by the application of knowledge to human issues and concerns.

### Mission Statements of Departments and Programs

#### Department Mission Statements

- American Studies
- Biology
- Chemistry
- Communication
- Earth & Atmospheric Sciences
- Economics
- English
- Fine & Performing Arts
- History
- Languages, Literatures & Cultures
- Mathematics & Computer Science
- Philosophy
- Physics
- Political Science
- Psychology
- Sociology & Anthropology
- Theological Studies
- Women's and Gender Studies

#### Programs & Center Mission Statements

- 1818 Advanced College Credit
- African American Studies
- Catholic Studies
- Digital Humanities, Center for
- Earthquake Center
- English As A Second Language
- Environmental Sciences, Center for
- Film Studies
- Global and Local Social Justice - Power, Society, Culture
American Studies Mission Statement

The mission of the American Studies Department at Saint Louis University is to provide an interdisciplinary approach to the study and analysis of the cultures of the United States and their development over time. It seeks to produce leading-edge scholarly and artistic publications, exhibitions, and performances from its faculty and students. Our department trains students to apply humanities and social science methods to literary, historical, visual, digital, and material culture sources, while cultivating skills in critical thinking, clear writing, and persuasive speaking. Through internships and collaborations with a variety of community institutions, we encourage students to engage in the world around them and to reflect ethically on the problems and issues addressed in the classroom.

Biology Mission Statement

The Department of Biology conducts its mission of teaching, research, and service to the University and the profession within the context and environment of a Catholic Jesuit liberal arts education. The Department's mission is to give undergraduate majors and graduate students in the masters of science and Ph.D. programs the broad intellectual foundation and skills needed for careers in research, education, industry, medical sciences and government, and to encourage the Department's undergraduate students to continue intellectual pursuits in graduate or professional schools. To accomplish this mission the Department must do the following:

- Provide an intellectual environment in which faculty members and students can pursue scholarly research to gain new knowledge, test hypotheses, and serve the national and international scientific community through scholarly publication, peer review, and leadership in professional organizations,
- Offer a broad array of course work in the biological sciences for biology majors and for the needs of the university community,
- Provide laboratory and field experience and professional internships for students to learn state of the art scientific techniques,
• Provide opportunities for students to experience the scientific method firsthand and to learn the techniques, ethics, and limitations of scientific research through one-on-one interactions with faculty members in independent research projects,
• Encourage and enable students to present their research results at regional and national scientific meetings,
• Provide opportunities for undergraduate and graduate students to apply their knowledge by assisting in instruction in undergraduate biology laboratories,
• Advise students on curriculum, career choice, and selection of graduate or professional school,
• Strengthen and expand further liaisons with the Missouri Botanical Garden, the Saint Louis Zoo, industrial and educational institutions within the greater St. Louis Area and nationally, and other units within the University,
• Maintain and update the focus of graduate programs to train students in subdisciplines of biology to meet current national needs,
• Maintain a focus in the graduate program to provide the students with the tools necessary for academic careers.

Chemistry Mission Statement

The primary mission of the Department of Chemistry is to educate, train and advise students at the baccalaureate, masters, and doctoral level within the context of a Jesuit liberal arts university. In addition, the Department provides chemistry courses as a service to other units of the University including Preprofessional Health Studies, Nursing, Engineering, Health Sciences, and Clinical Chemistry. The Department also participates in the promulgation of science literacy through its participation in the Arts and Sciences' core curriculum. To accomplish this mission the Department does the following:

• Provides extensive and challenging programs leading to bachelor of science degrees in chemistry and biochemistry which are fully accredited by the American Chemical Society,
• Offers an alternative degree program (bachelor of arts) for students with a primary interest in combining a chemistry or biochemistry degree with another major or area of emphasis,
• Encourages and supports student research which involves a one-on-one interaction with faculty mentors,
• Encourages and supports research students to attend and present the results of their research at conferences and colloquia,
• Maintains an informal atmosphere in which student-teacher interactions with regard to course work as well as research are encouraged,
• Promotes among its faculty excellence in teaching, individual scholarship and participation in professional organizations,
• Provides counseling regarding opportunities for graduate study, industrial careers or other avenues open to chemistry and biochemistry graduates,
• Adopts a collegial atmosphere in its contacts with students and faculty from other units of the University.

Communication Mission Statement

The Department of Communication studies human symbolic practices. The Department educates students to become culturally sensitive participants in democratic dialogue and ethically responsible
leaders in fields such as journalism, communication research, public relations, advertising, human resources, public service, and teaching. To accomplish this mission, the Department encourages undergraduate students to combine a theoretical knowledge of human interaction processes, an understanding of the cultural consequences of the mass media, and specialized skills in writing, speaking, critical thinking, research, and design. The Department encourages graduate students to deepen their understanding of communication theory, research, criticism, and ethics and to prepare themselves for positions of greater responsibility in their chosen professions. Through their scholarship, the Department of Communication's faculty advance knowledge and understanding in the discipline of communication by relevant research and insightful service to the University, profession, and community.

Earth and Atmospheric Sciences Mission Statement

The Department of Earth and Atmospheric Sciences is committed to providing the highest quality education for all our students. We strive, through excellence in research, to contribute to new understanding of our Earth and its atmosphere and to pass on to students the rewards of participating in scientific discovery. We strive, through devotion to teaching, to arouse in all students, not only our own majors but also those throughout the University, a desire for learning, an appreciation of science and a curiosity about Earth's global environment. We strive, through active outreach to the community, to serve and share with others our experience and knowledge.

English Mission Statement

The Department of English trains students in the practice of writing and the study of literature so that they may more fully pursue the Ignatian ideal of integrating the intellect with the imagination. Basic Components of the Mission:

a. Undergraduate Writing Core Students engage in writing processes that educate them in the principles of rhetoric. They gain knowledge of the academic and public discourse required in college and in subsequent careers. They also learn to employ computer technology in the writing process.

b. Undergraduate Literature Core Students learn to read, interpret, and respond to literature in ways that have both intellectual rigor and personal significance, enriching their critical and aesthetic awareness. Studying literature in its social and historical contexts also increases students' understanding of their diverse cultural environment.

c. English Major In the English major, students examine literature written in the English language from all eras and nations. Working from various theoretical perspectives, they learn to read texts carefully and analytically. Through both literary interpretation and intensive writing, students enhance their imagination and creativity, while refining their critical thinking and aesthetic appreciation. Moreover, they learn the writing and oral skills essential to life in a wide array of professions.

d. Graduate Program Through the disciplined study of literary texts and contexts, graduate students in the Department develop the intellectual and critical capacities demanded in an evolving profession. These include textual and manuscript studies, research methods, interpretation strategies, critical theory, rhetorical theory, and computer applications. The Department of English also prepares graduate students to be post-secondary and university teachers, training them in pedagogical techniques, including the integration of computer technology, and carefully supervising their core-level teaching. With the
undergraduate core as a common professional ground, faculty lead graduate students to see themselves simultaneously as scholars and as educators.

Fine and Performing Arts Mission Statement

The arts are integral to the moral foundations and the humanistic spiritual values embodied by the Jesuit educational mission. The arts reflect and shape society and have the power to advocate for positive social change. Teaching the history, theories, practices and critical analysis of the fine and performing arts leads students to examine, engage with, and add to the fullness of the human experience. Faculty and students of the department contribute to the cultural landscape of the University and the larger community through performances, exhibitions, presentations and publications. Students who experience the fine and performing arts at the University develop a deeper understanding of the full range of human expression.

History Mission Statement

The Department of History combines a commitment to tradition as well as to innovation. The faculty enjoy a long-established reputation for teaching and dedication to student learning on the undergraduate and graduate levels. The Department understands history to be an essential part of higher education that provides a core foundation for all of the liberal arts. Knowledge of the past allows for meaningful contemplation of and practical solutions to the issues and problems of the modern world. By providing students with an understanding of the past, the Department sets as its educational mission a commitment to student awareness of different cultures and perspectives that have created the Western tradition in a global society. To that end, the Department of History introduces students to historical surveys in American, European, and non-Western history. Through its curriculum, the Department of History exposes undergraduate majors not only to historical events, but also to the methods of historical research, with special emphasis on the critical skills necessary for thoughtful reasoning and intellectual exploration. The Department is also committed to excellence in graduate education. It seeks to provide an opportunity for graduate students to develop into effective teachers and rigorous scholars so that they can become leaders in the historical profession. Crucial to the success of undergraduate and graduate education is the Department of History's firm commitment to maintaining and strengthening its national and international reputation for scholarship. In fulfilling its mandate within a research university, the Department seeks to establish an environment conducive to scholarly investigation and significant publication.

Languages, Literatures, & Cultures Mission Statement

Foreign language study, long a constitutive part of liberal arts education, helps develop analytical and synthetic reasoning and provides a better understanding of a person's first language and of language in general. The primary mission of the Department of Languages, Literatures, and Cultures is, however, to foster the students' intellectual and spiritual maturity by introducing them to other cultures and by deepening their understanding of their common multicultural heritage through language and literature.

The Department of Languages, Literatures, and Cultures believes that the study of foreign languages in their cultural contexts liberates the student from a single pattern of thinking and acting. Having gained familiarity with another way of life and mode of apprehending reality, the mind is brought to see that patterns of thought and elements of culture can be widely variant, rather than
fixed and absolute. Hence, one of the fruits of language study is a broader understanding both of oneself and of the person and customs of others.

A similar invitation to a wider view of life, culture, and reality is made by creative literature insofar as it deals with meaning in a concrete and comprehensive manner. At the same time, by its aesthetic impact and selected, highly concentrated focus, literature can become more "real" than life, revealing things about the reader and about the human condition that are not accessible through other disciplines. Literature also fosters the development of a personal synthesis of the manifold experiences of life. Within the enduring Catholic tradition at Saint Louis University, the study of letters plays a substantive role in the development of a Christian humanism that can inform and enrich students' personal lives, as well as prepare them to make more significant contributions to society at large. It is precisely to those college graduates who can function in more than one language and culture that greater opportunities for employment and advancement will accrue. In similar fashion scholars gain access to sources important to many disciplines which are otherwise inaccessible. The Department of Languages, Literatures, and Cultures serves the College by offering core courses in Hindi, Italian, and Portuguese; core courses, certificate programs, minors, and majors in French, German, Greek, Latin, Russian, and Spanish; and master's degrees in French and Spanish. The faculty participates both personally and professionally in local community organizations and projects and contributes to the University's national and international reputation through its publications and participation in learned societies.

Mathematics and Computer Science Mission Statement

The mission of the Department of Mathematics and Mathematical Computer Science is to further knowledge of, and develop professional skill in, mathematics and computer science. This mission, guided by the Jesuit character of the University and the liberal arts character of the College, provides students with exercise and growth in moral and intellectual habits so they may fulfill their respective vocations in life and be intelligent, ethical, and useful members of society. The faculty form a community of scholars whose research enriches their teaching and contributes to the solution of human problems.

Philosophy Mission Statement

The mission of the Department of Philosophy at Saint Louis University is to provide philosophical education appropriate to the Catholic and Jesuit goal of education. This goal is rooted in the basic Catholic belief that all human experience-scientific, philosophic, aesthetic, religious, and moral- reveals and speaks to the existence and nature of God as well as to the dignity and value of all human beings in themselves and as members of the human community. The Department of Philosophy carries out this mission on three levels:

a. By educating the whole person of graduate and undergraduate students for a basic openness to God and concern for human well-being and by developing in them the habit of attention, the art of expression, the ability to assume upon reflection a new intellectual position, the capacity to enter quickly into another person's thoughts, the willingness to submit to censure and refutation, the capability of indicating assent or dissent in graduated terms, the aptitude for regarding minute points of accuracy, the facility to work out what is possible in a given time, and the virtues of taste, discrimination, mental courage, and self-knowledge;
b. By enhancing the visibility of Saint Louis University in general and the Department of Philosophy in particular in the national and international community of philosophical scholars;

c. By promoting the welfare of Saint Louis University by service to it and by participating in its life at all levels. The Department of Philosophy accomplishes the first part of this mission by providing challenging core courses, conveying the richness of the Catholic tradition, presenting excellent undergraduate courses for its majors and fostering a sense of community among them, integrating graduate students into the discipline of philosophy, honing their teaching skills, and equipping them to take their place in the profession. To achieve the second part of the mission, the Department seeks to create an atmosphere of collegiality in which faculty can carry on research, publish productively, participate in conferences, and disseminate seminal works by renowned philosophers through its international journal, The Modern Schoolman. Finally the Department realizes the third dimension through extensive faculty involvement in college and university committees and through the promotion of lectures and conferences designed to enrich intellectual discussion within the University. By questioning ultimate presuppositions, asking ultimate questions, and examining issues of ethics and justice, a strong philosophy department at Saint Louis University is essential for preserving the Catholic tradition and seriously engaging the contemporary intellectual milieu, both to learn from it and criticize it.

Physics Mission Statement

The Department of Physics carries out its mission of teaching, research, and service within the context of a Catholic Jesuit university. Our primary mission is to teach the students of Saint Louis University the knowledge of physics and the related intellectual skills required for their academic programs and future careers and to prepare them for citizenship in our technological society. To accomplish this mission, we offer a Bachelor of Arts that combines physics with a broad liberal arts education, a rigorous and flexible Bachelor of Science in physics, as well as a Bachelor of Science in engineering physics. In addition, we teach multiple general physics courses designed for the diverse populations we serve and courses for the core curriculum.

Our mission includes the obligation to advance science by original research, involving our students whenever possible. It is also our duty to participate in the professional life of the world physics community, sharing in the work of its organizations. It is our responsibility to participate in the governance of the University and to advance its interests through service to the University, to its students, and to the larger community.

The educational mission of the Physics Department includes

- teaching students the methods of discovery in physics and helping them comprehend the physical universe as revealed by science,
- helping students acquire the laboratory, mathematical, and computational skills needed to apply their knowledge of physical principles,
- showing students how to learn independently so that they can pursue knowledge throughout their lives,
- helping students understand the role of science and technology in our culture and in relation to the important issues of our time,
• encouraging students to use their knowledge of science and their intellectual skills in socially responsible ways,
• helping students identify and develop all of their talents to maximize their future opportunities,
• assisting students in determining their goals and providing the advice they need in seeking those goals,
• encouraging significant undergraduate participation in research, student authoring of publications, and student presentations at scientific meetings,
• maintaining the most modern teaching laboratories permitted by available resources, and fostering the use of computers in student learning,
• making new contributions to scientific knowledge,
• keeping current in the latest in teaching methods and techniques, as well as with employment opportunities for physics graduates.

Political Science Mission Statement

The Political Science Department analyzes the exercise of political power as it relates to governance, citizenship, and justice at all levels: local, national, and international. Insight of this kind is crucial to understanding, and potentially solving, fundamental social problems like war, poverty, and oppression in all its forms. In its teaching, the department aims to enable SLU students to assess the root causes of political phenomena, thereby preparing them to be truly men and women for others: informed and engaged world citizens and effective leaders able to make positive contributions to society.

Psychology Mission Statement

The Department of Psychology's mission is to contribute to the improvement of the human condition and to promote human welfare through understanding, past knowledge through scholarship, discovery of new knowledge through basic and applied psychological research, and dissemination of knowledge through teaching, publication, and service. The Department seeks to sustain itself as a community of scholars, in which all are teachers and all are learners, in an environment that fosters scholarly, professional, and personal growth. The Department seeks to examine, understand, and explain the behavior and experience of individuals and groups, including the family, organizations, and institutions. Members of the Department of Psychology respect and seek to understand human diversity in all its forms.

Sociology and Anthropology Mission Statement

The mission of the Department of Sociology and Anthropology is to promote the disciplines of sociology and anthropology through teaching and research within the overall mission of Saint Louis University. The Department's approach to this variety of social forms is both theoretical and applied and therefore the Department strives to provide essential knowledge and understanding for the creation of a just society as emphasized in the Jesuit tradition and in the spirit of the Gospels.

Theological Studies Mission Statement

The Department of Theological Studies furthers the mission of Saint Louis University through academic study, teaching, and research in the various disciplines of theological studies, especially in the Catholic tradition. To this end the Department provides a spectrum of courses on religion generally and on 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 church and to the community generally in ways proper to the special expertise of members of the Department is also recognized. While the 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.

1818 Advanced College Credit Mission Statement

The 1818 Advanced College Credit Program seeks to promote the mission of Saint Louis University through the College of Arts and Sciences by providing a high quality educational experience to high school students, faculty and administrators in the Jesuit tradition of collegiality, cooperation and mutual respect.

The 1818 Advanced College Credit Program provides an introduction to college-level expectations for high school students by challenging students to attempt a rigorous academic curriculum, encouraging faculty to continue their personal academic endeavors, and supporting administrators in enriching and extending the high school curriculum.

African American Studies Mission Statement

The African American Studies Program strives to compliment the mission of Saint Louis University by serving as a critical link to the University’s overall mission to make a difference in human lives and the quality of human life. The Program encourages research and teaching about Africana civilizations, framed in the context of world historical, legal, social, economic, and cultural development. The African American Studies Program seeks to bring creative tension to the traditional canons and values, which have served as the foundation of the liberal arts education and broaden the scope of intellectual discourse to include cultural contexts.

Center for International Studies Mission Statement

The SLU Center for International Studies is an academic unit whose mission is to facilitate internationally-oriented education within the College of Arts and Sciences and across the University in collaboration with other units and partners.

The primary focus of the Center is the B.A. in International Studies, as a secondary major which includes individualized multidisciplinary coursework, practical and service learning experiences, cultural appreciation through study abroad immersion, and the study of languages. The International Studies major enhances students' SLU education and supports the University’s Jesuit mission and desire to engage with the world in the service of truth.

The Center draws upon outstanding faculty from across the university whose teaching and research is international in character and scope. This provides the deep and diverse
expertise necessary to help students prepare themselves in a broad array of fields and disciplines for a rapidly changing and increasingly challenging world.

**Center for Medieval and Renaissance Studies Mission Statement**

The Center for Medieval and Renaissance Studies supports, coordinates, and promotes the extraordinary array of scholars, students, and resources devoted to medieval and early modern research at Saint Louis University. One of the largest in America, the Center is home to more than sixty full-time faculty members. By supporting students, conferences, speakers, fellowships, library acquisitions, and professorships the Center enriches the intellectual environment for medievalists and early modernists on campus and around the world.

**English As A Second Language**

Using a content-based focus, the SLU English as a Second Language (ESL) program strengthens the English language and intercultural communication skills of international students while introducing them to university-level academic expectations. The ESL program's mission is closely linked to the mission of Saint Louis University, a Jesuit institution, which is to use "values, knowledge and skills...to transform society." This is done through the study of many topics such as contemporary issues, exploring intercultural communication and service learning.

(ESL website: [http://www.slu.edu/english-as-a-second-language-home/about-esl-at-slu](http://www.slu.edu/english-as-a-second-language-home/about-esl-at-slu))

**Micah Program Mission Statement**

The Micah Program is a faith-based living and learning program committed to the study of urban poverty and to the promotion of social justice and peace. We welcome students of all faiths who are comfortable praying and studying with us. Our primary aims are:

- To foster leadership and a sense of community by encouraging students interested in service to participate in an enriched program of student-led activities and, when possible, to live together in a special area of a residence hall,
- To offer lively interdisciplinary courses integrated around issues of urban poverty and social justice,
- To deepen understanding of such issues by serving and working alongside the poor and the disadvantaged in neighborhoods near the University.

**Russian and East European Studies Mission Statement**

The Russian and East European Area Studies Program provides interdisciplinary study of the former Soviet Union and Central and Eastern Europe, combining language, literature, politics, history, communication, and other subjects. Students earn a minor in addition to one or more departmental majors, preparing them for graduate study and academic, government, and business careers.
Women's and Gender Studies Mission Statement

The mission of the Women's Studies Certificate Program is to offer to the students of Saint Louis University a challenging inter- and multi-disciplinary academic program. The Women's Studies Program focuses on women's accomplishments, conditions, and contributions within their cultural contexts, thus illuminating the values implicit in women's places in societies both in the United States and internationally. Looking at gender as a determinant across and through disciplines, Women's Studies crosses boundaries of traditional fields of study, offering fresh views of their subject matter and creating a new coherent way of understanding human experience. Women's Studies endeavors to eliminate gender discrimination in the educational process by offering courses that examine women's experiences and the ways class, ethnicity, and age intersect with gender related issues. Women's Studies also supports and sponsors programs designed to cultivate gender sensitivity on the part of the entire University community. It serves as the only student forum on campus for the discussion of women's issues and concerns.
Article I: NAME
The representative body for faculty of the College of Arts and Sciences shall be called the Faculty Council of the College of Arts and Sciences.

Article II: PURPOSE

Section A
The Council shall serve as an advisory body to the Dean and as a means by which the views of the faculty of the College of Arts and Sciences may be determined and communicated to the administration of the College, Faculty Senate, and the University. It shall serve as an agency through which the faculty may participate in the formulation of College policy.

Section B
The faculty of the College through this Council and its committees has responsibility for representing the faculty of the College and making recommendations on various issues. Examples may include undergraduate curricula; non-curricular academic issues; and budget and resource policies and procedures. Formal debate by the Council on one of these issues does not normally take place in the Council until the appropriate committee has studied the issue and a committee proposal is brought to the Council.

Section C
Faculty Council recommendations, with the exception of amendments to these Bylaws, will have legislative effect after approval by the Dean and, when appropriate, the confirmation by the Provost. If the Dean is not in agreement with a recommendation of the Faculty Council, the Dean shall consult with the Executive Committee of the Faculty Council before making a final decision. Amendments to the Bylaws require ratification by the faculty of the College (as stated in Article X) before being sent to the Dean and Provost, for their approval.

Article III: MEMBERSHIP

Section A
The regular voting members of the Faculty Council shall consist of the following:

- one elected regular full-time faculty member, who is not a chair, from each academic department
- seven Chairs, three from the division of humanities and two each from the divisions of social sciences and natural sciences
- three Program Directors
● three additional regular full-time faculty, who are elected at large to serve as President, Vice-President, and Secretary

● the Chairpersons of the standing committees (who may also be, but are not required to be, any of the preceding Council members).

*Ex officio* nonvoting members shall be:

● the Dean of the College of Arts and Sciences,

● the Associate and Assistant Deans,

● the Chair of the College Committee on Rank, Tenure, and Sabbaticals,

● the College representatives to the Faculty Senate.

In the last two cases they will serve as *ex officio* members if they are not already elected members of the Council.

Section B
The Council shall have three Officers: a President, a Vice-President who is President-Elect, and a Secretary, who shall serve terms of one year beginning July 1. The Officers shall be elected annually by a secret ballot coordinated by the Nominations Committee. All regular full-time faculty are eligible to vote for the Officers. The term for the Officers is one year, but the person serving as Vice-President will serve as President the following year.

Section C
Departmental representatives on the Faculty Council shall be elected by their respective departmental faculties, and the term of office shall be two years. The representatives may not be Chairs, but all regular full-time faculty, including Chairs, of the College of Arts and Sciences are eligible to vote in their departmental election of representatives to the Faculty Council. The election in each department will be by secret ballot and will be completed by April 1 for terms that begin the following academic year. Departmental representatives may succeed themselves; however, they may serve no more than four consecutive years (two consecutive terms).

Section D
The representatives of the divisional Chairs and Program Directors will be elected by secret ballot before 1 April for terms that begin the following academic year. All Chairs in each division and all Directors are eligible to vote for their respective representatives. The term for representatives of the Chairs and Directors is two years; Chairs and Directors may serve consecutive terms as Chair or Director representative. All terms begin at the beginning of the fall semester.

**Article IV: DUTIES OF OFFICERS**
Section A
The President of the Faculty Council presides at the meetings of the Council, chairs the Executive Committee of the Council, coordinates the work of the committees, prepares the agenda for Council meetings, and reports on the actions of the Council at meetings of the Faculty Assembly. The President also represents the Council on University bodies, such as the President's Advisory Council, as requested. The President (or her/his substitute) should also attend meetings of the faculty senate whenever practicable.

Section B
The Vice-President presides at meetings of the Faculty Council and Executive Committee in the absence of the President and performs other duties of the president (such as attending the Senate) when the president is unable to do so, or as delegated to the Vice President through mutual agreement. The Vice President chairs the Nominating Committee, and in this role oversees elections.

Section C
The Secretary is responsible for taking minutes at meetings of the Faculty Council and the Executive Committee, distributing the agenda and minutes, receiving issues from the faculty to be brought before the Executive Committee, maintaining accurate records of the Council, and facilitating the posting, with assistance from the Dean's office, of all council and committee reports and minutes on the Faculty Council website.

Article V: MEETINGS

Section A
The Faculty Council shall normally meet once a month during the academic year to handle administrative business, hear reports, and deliberate on policy recommendations.

Section B
Special meetings may be called when requested by two out of the three Officers of the Council, requested by the Dean, or called by a written petition to the President signed by one-third of the regular voting members of the Faculty Council.

Section C
All meetings of the Council are open. Following the formal agenda, each meeting will provide for a limited period of questions from the Council members and guests.

Section D
College representatives on the Faculty Senate will regularly attend Council meetings as ex officio members to provide input as to activities of the Senate and carry business to the Senate from the Council. Issues of concern to the College which are being discussed in the Senate should be brought to the Executive Committee by the College representatives as
quickly as possible to determine whether they deserve Council attention.

Section E
The agenda for each Faculty Council meeting is determined by the Executive Committee as described below and should be made available to all faculty in the college, as hardcopy or electronic versions, at least two days prior to the meeting.

Section F
A quorum shall consist of a simple majority plus one of the regular voting members.

Section G
The President of the Faculty Council shall conduct its meetings. If deemed necessary by the Executive Committee, the President shall, acting on the advice of the Council, appoint a parliamentarian. Meetings shall be conducted according to Robert's Rules of Order Newly Revised.

Article VI: COMMITTEES

Section A: Executive Committee
The membership of the Executive Committee will be the President of the Faculty Council who shall chair the Executive Committee, the Dean who is an ex officio non-voting member, the Vice-President and Secretary of the Faculty Council, the Chairpersons of the standing committees, and the Chair of the Rank, Tenure and Sabbatical Committee who is an ex officio non-voting member.

The Executive Committee will serve as the coordinating body for the Faculty Council and its committees. Any member of the university community wishing to address an issue to the Faculty Council shall communicate the issue to the Executive Committee through its Secretary. The Executive Committee will decide whether the issue should be referred to a Council committee for a recommendation, placed immediately on the Council agenda, or dealt with in some other manner. The Executive Committee sets the agenda for Faculty Council meetings. A simple majority vote of the Executive Committee is sufficient to place an item on the agenda. Items may also be placed on the agenda by a majority vote of the Council.

Section B: Standing Committees
Standing committees have six faculty members (two from each of the three divisions), a Chair, and an ex officio member of the Dean’s Office (the Dean or his or her representative). The Technology Committee also has two staff members that are non-voting members of the Faculty Council. Staff on committees serve two-year terms. The committees on Undergraduate Curriculum, Core Curriculum, Academic Affairs, Core Assessment, and Technology have one student member each appointed to a one-year term by the Academic Vice-President of the Student Government Association. The Board of Graduate Education
has one graduate student member appointed or elected to a one-year term by the Graduate Student Association.

For each committee except the Nominations Committee, the Chair for the following academic year shall be selected by the committee. Each committee may determine its own procedures for selecting a chair from among its members, provided that the chair is elected for a one-year term, that any current member of the committee (including the current Chair) may be elected, and that no person may serve more than two consecutive years as Chair of the same standing committee. In the event that a committee is unable to determine a Chair from within its members, the Nominations Committee shall determine a process for selection of Chair, subject to the approval of the Faculty Council (or of the Executive Committee acting in its stead).

Faculty committee members (except the chair) serve staggered two-year terms, so that each of the three divisions has an “even year” (e.g. 2014-16) and an “odd year” (e.g. 2015-17) representative; replacements of committee members who cannot complete their term should be timed to preserve this staggered structure (e.g. if a member elected to serve 2014-16 (even years) must leave after one year, the replacement should be only for the second year (15-16), with a new election occurring for the next “even” slot (16-18)).

Standing committees shall meet at least two times each semester and shall report to the Faculty Council at least once a semester. Recommendations of the standing committees are brought to the Faculty Council in the form of a motion so that the proposal can be fully discussed and acted upon by the Council.

Except where noted below, all of the recommendations of Council committees must go to the Faculty Council for approval.

Undergraduate Curriculum Committee
The Undergraduate Curriculum Committee shall consider proposals for additions, alterations, or deletions in the undergraduate academic courses, programs, and graduation requirements of the College, and shall be the primary vehicle within the College for undergraduate curricula coordination and review.

Core Curriculum Committee
The charge of the Core Curriculum Committee is 1) to sustain and ensure an effective core curriculum that reflects the mission of Saint Louis University and supports a liberal arts and sciences education consistent with the Jesuit tradition of educating the whole person; 2) to provide a forum for continuing discussion, enrichment, and renewal of the core curriculum; 3) to weigh the suitability of courses being proposed for inclusion in the core curriculum; 4) to undertake periodic reviews of the courses comprising the core to monitor the efficacy of the core curriculum; and 5) to evaluate proposals seeking to modify the core curriculum.
Academic Affairs Committee
The Academic Affairs Committee shall consider proposals on all academic issues other than curriculum and the core curriculum. Possible examples are admission requirements, technology and the curriculum, faculty development, academic awards for faculty and students, the annual review policy and procedure, the academic honesty policy, and the attendance policy.

Academic Honesty Committee
No regular reports from this Committee are required to be made to the Faculty Council. If this Committee believes a modification of the College policy or procedure regarding Academic Honesty is necessary, this recommendation is made to the Faculty Council.

The Academic Honesty Committee shall ensure that students and faculty understand their rights and responsibilities regarding academic honesty as outlined within the College's Policy on Academic Honesty; disseminate information on ways to promote academic honesty; review and propose revisions to the Policy on Academic Honesty; maintain confidentiality of matters before the Committee; and when called upon to resolve a case of alleged academic dishonesty, conduct a prompt, thorough, and confidential investigation, adjudicate fairly and impartially, and prescribe appropriate sanctions when necessary.

Core Assessment Committee
The Core Assessment Committee is charged with staying apprised of assessment requirements as they relate to the A&S undergraduate core curriculum and working with the Office of the Vice President for Academic Affairs, and the Associate Dean for assessment. This committee is also responsible for developing effective college-level assessment procedures and supporting the sharing of best practices across courses and programs for the Arts and Sciences undergraduate core curriculum. In the course of assessing the A&S undergraduate core curriculum this committee may make recommendations to the Faculty Council about changes in the Core Curriculum requirements or in courses that presently satisfy core requirements.

Technology Committee
The Technology Committee is charged with assessing college technological needs. The committee also reviews services provided by ITS and the college and makes recommendations to assure high-quality technology for both the teaching and research missions of the college.

Board of Graduate Education
The Board of Graduate Education is generally concerned with the development, improvement and quality control of graduate education initiated in the departments and programs of the College of Arts and Sciences. More specifically, the Board reviews and approves proposals for curricular changes, new courses and new programs; reviews and establishes administrative procedures and college-wide academic standards for admissions and for degree, thesis and dissertation requirements of the graduate programs; and advises
the Deans on any issues they may bring to the Board. The Board of Graduate Education also adjudicates appeals by graduate students to overturn the academic decisions of individual faculty members and department chairs. The Chair and members of the Board must have Graduate Faculty status. The Dean and Associate Dean for Graduate Education are non-voting ex-officio members of the Committee. There is one Graduate Student Member elected or appointed by the Graduate Student Association.

Section C: Nominations Committee
The Nominations Committee shall consist of three faculty members, one from each division, and the Vice President of the Faculty Council who will also serve as Chairperson of the committee. Members of the Nominations Committee shall serve for terms of one year. The Nominations Committee shall make nominations and conduct elections for the Officers of the Faculty Council, standing committees of the Faculty Council, the College Committee on Rank, Tenure, and Sabbaticals, the College’s representatives to the University Faculty Senate, the Arts and Sciences’ representative to the University Committee on Academic Rank and Tenure, the Arts and Sciences’ representative to the Undergraduate Academic Affairs Committee (UAC), the Arts and Sciences’ representatives to the Graduate Academic Affairs Committee (GAAC), and for any other purpose authorized by the Faculty Council.

Section D: Rank, Tenure, and Sabbatical Committee
The College Committee on Rank, Tenure, and Sabbaticals (RTS) is composed of six faculty members with the rank of tenured full professor, two from each of the divisions. Each spring, the existing Committee on RTS elects one of their current members to chair the committee during the next academic year. The Chair of the Committee is an ex officio non-voting member of the Faculty Council and the Executive Committee. When necessary, the RTS committee reviews college and departmental policies and procedures relative to rank, tenure, and sabbaticals. In matters relative to these policies and procedures, the committee makes recommendations to the Faculty Council. The committee does not report to the Faculty Council on its recommendations relative to rank, tenure, and sabbaticals. The Dean does not attend meetings of the RTS Committee at which rank and tenure cases are evaluated. The Dean, however, may attend the meetings of the committee during its review of sabbatical applications.

It is customary for the College representative to the University Committee on Academic Rank and Tenure (UCART) to attend all meetings of the College Rank and Tenure Committee. The representative does not have a vote on the College committee.

Section E: Ad Hoc Committees
The Faculty Council shall be empowered to create ad hoc committees as it deems necessary. Membership of ad hoc committees may be by appointment by the President, the Executive Committee, or by ballot. The President will give ad hoc committees a clear charge and will appoint their Chairperson. Ad hoc committees are expected to provide
progress reports at Faculty Council meetings and a final report of their efforts at the penultimate meeting of the academic year to both the Executive Committee and Faculty Council bodies.

**Article VII: DIVISIONS**

For the purpose of elections and distribution of representatives, the faculty of the College of Arts and Sciences shall be divided into three groups known as the Humanities, the Natural Sciences, and the Social Sciences. This division is made only for this purpose and does not represent a final determination on how departments or programs should be classified. The divisions are as follows:

**Humanities:**
- American Studies
- English
- Fine and Performing Arts
- History
- Languages, Literatures and Cultures
- Philosophy
- Theology

**Natural Sciences:**
- Biology
- Chemistry
- Earth and Atmospheric Sciences
- Mathematics and Statistics
- Computer Science
- Physics

**Social Sciences:**
- Communication
- Political Science
- Psychology
- Sociology and Anthropology
- Women’s and Gender Studies

**Article VIII: ELECTIONS**

Except where noted below, elections shall be conducted by the Nominations Committee, which shall establish its own procedures subject to the following: (1) nominations should be solicited at-large; (2) ordinarily at least two faculty members shall be nominated for each
position to be filled; (3) ballots should be distributed so that those eligible to vote receive them at least one week prior to the deadline for their return to the committee; and (4) the committee should insure that elections are completed by the end of April, and should follow the guidelines for electing members of committees found above (VI.B).

The results of all elections are determined by a plurality of those voting. Elections may occur using paper or electronic ballots, as determined by the Nominations Committee, and will be facilitated with the aid of the Dean’s office.

All persons whose names appear on a ballot must provide written agreement (hard copy or email confirmation) to the Nominations committee that they will serve in the nominated capacity for which they are being considered.

If an elected Council Member, Officer, committee member, or committee Chairperson is unable to fulfill his or her responsibilities to the Council for all or part of a term, the Nominations Committee shall determine the process of replacement for that period subject to the approval of the Faculty Council.

There are four types of elections relevant to the Faculty Council:

1) Departments elect their representatives to the council.
2) Chairs and Directors elect their representatives to the council.
3) Standing Committees elect their chairs.
4) The Faculty of the College elect the council’s officers, the college’s faculty senators, and the new members of the standing committees, the nominations committee, and the College’s Rank Tenure and Sabbatical Committee; the Faculty also selects the College’s representatives to UAAC, GAAC, and UCART.

Requirements for each are as follows.

Section 1: Election of Departmental Representatives

Each department elects its own representative to the Faculty Council, subject to the following:

• There is one representative per department.
• The Department Chair is ineligible to serve.
• Representatives are elected by secret ballot.
• All regular full-time faculty of the department (including the chair) may vote.
• Each representative serves a two-year term.
• One person may be representative for no more than two consecutive full terms.
• Replacement representatives serve only until the end of the term of the person being replaced; after that they may consecutively serve two additional full terms.

Departmental elections are not conducted by the nominations committee, but each department chair should report the results of the departmental election to the Vice President of Council as soon as possible.

Section 2: Election of Chairs and Directors Representatives

There are ten representatives of Chairs and Directors to the Council, as follows:

- Natural Sciences Representative (Even Years)
- Natural Sciences Representative (Odd Years)
- Social Sciences Representative (Even Years)
- Social Sciences Representative (Odd Years)
- Humanities Representative (Odd Years) #1
- Humanities Representative (Odd Years) #2
- Humanities Representative (Even Years)
- Program Director Representative (Even Years) #1
- Program Director Representative (Even Years) #2
- Program Director Representative (Odd Years)

With the aid of the Dean’s office, the Nominations Committee will conduct four mini-elections for chairs and directors according to the following:

• Representatives are elected within each division (with program directors constituting a division for this purpose). E.g., All and only Natural Sciences chairs are eligible to vote for a natural sciences representative, who must also be chair of a natural sciences department.

• Each representative serves a two-year term.

• One person may serve no more than two consecutive full terms.

• Replacement representatives serve only until the end of the term of the person being replaced; after that they may consecutively serve two additional full terms.

Section 3: Standing Committees

Each spring, standing committees elect their chairs for the following year, and afterward the Nominating Committee facilitates election of new committee members.
A. With respect to elections of chairs by committees, the following rules apply:

- Standing committees shall select their Chairpersons from within their current faculty membership (inclusive of the current Chairperson).
- The Chair will serve a one-year term.
- No person may serve more than two consecutive terms as chair of one committee.
- Chairs for the following year are elected by the end of March.
- Replacement chairs serve only until the end of the term of the person being replaced, and may then go on to serve two full consecutive terms.

B. With respect to the College’s election of new standing committee members, the following rules apply:

- Besides chairs and administrators, there are six faculty members per standing committee (except the Nominations Committee)—two from each division, normally serving staggered two-year terms, as follows:
  - Natural Sciences Representative (Odd Years)
  - Natural Sciences Representative (Even Years)
  - Social Sciences Representative (Odd Years)
  - Social Sciences Representative (Even Years)
  - Humanities Representative (Odd Years)
  - Humanities Representative (Even Years)
- If the newly selected Chairperson of the committee, at the time of selection, is a faculty member of the committee in the first year of the member’s two-year term, then that member's remaining term portion shall be filled by election along with the election of three members to two-year terms.
- Any regular full-time College faculty member is eligible to stand for election to a committee, and to vote in elections for new committee members.
- One person may serve no more than two consecutive full terms on the same committee.
- Replacement representatives serve only until the end of the term of the person being replaced; after that they may serve two full consecutive terms.

Section Four: All other Elections

The Nominations Committee shall conduct all other elections according to the following rules:
A. President, Vice-President, Secretary:
   ● All regular full-time faculty are eligible to vote for the officers.
   ● All regular full-time faculty except department chairs are eligible to serve as officers.
   ● The Vice-President becomes President for the following year.
   ● The office of Vice President is a two year commitment, second year to be served as President.
   ● The Secretary serves a one-year term and may stand for reelection.

B. Nominations Committee:
   ● The committee consists of three faculty members, chaired by the Council Vice President.
   ● All regular full-time faculty members are eligible to serve and to vote.

C. Rank, Tenure, and Sabbatical Committee:
   ● The committee consists of six tenured full professors, two from each division.
   ● The committee chair is elected by and from the existing committee in the Spring to serve during the next academic year.
   ● The chair is an ex officio nonvoting member of the Faculty Council and the Executive Committee.

D. Faculty Senators:
   ● The Bylaws of the Faculty Senate are applicable.
   ● Currently, the College has ten senators serving staggered three-year terms.

E. University Committee on Academic Rank and Tenure (UCART)
   ● The College elects one representative to UCART for a three-year term.

F. Undergraduate Academic Affairs Committee (UAAC)
   ● The Bylaws of the UAAC are applicable.
   ● The College elects one representative to UAAC for a three-year term.

G. Graduate Academic Affairs Committee (GAAC)
   ● The Bylaws of the GAAC are applicable.
   ● The College elects one representative from each division.
   ● Representatives must have graduate faculty status.
   ● Representatives serve staggered three-year terms.
   ● No representative may serve more than two consecutive terms without special approval from GAAC.

Article IX: MINUTES

Official minutes shall be kept and copies distributed electronically or in hard copy to all
members of the Faculty Council, all other full-time ranked faculty in the College of Arts and Sciences, the University President, Vice President for Academic Affairs, and such others as the Dean of the College of Arts and Sciences may from time to time designate. The minutes should include summaries of all committee reports. Minutes from Faculty Council meetings and all committee meetings are to be posted on the Faculty Council website, with assistance from the Dean’s office.

Article X: AMENDMENTS

Section A
Proposed amendments to these procedures of the Faculty Council of the College of Arts and Sciences should be submitted to the Executive Committee in writing and in the exact form for consideration at least 30 days prior to the next regularly scheduled meeting of the Faculty Council, at which time all proposed amendments received since the previous meeting are to be considered. A statement of the proposed amendment(s) will be mailed to members of the Faculty Council at least two weeks before the next regularly scheduled meeting (after the one in which the changes were originally considered). If a proposed amendment is to be considered at a special meeting, the statement of the proposed amendment must be distributed at least two weeks prior to such a meeting. If the amendment receives the approval of the Faculty Council it will be sent to the faculty for ratification.

Section B
Amendments will be ratified by a simple majority vote of all full-time ranked faculty of the College of Arts and Sciences who cast votes. Voting will be by secret ballot coordinated through the Office of the Dean. Such amendments become effective as of the following academic year.

Article XI. VOTING AND SURVEYS

Votes for elections, amendments to bylaws, and any other faculty council business, and surveys conducted by the faculty council, may be administered through paper copy or electronic ballots through the Office of the Dean.

Revised 5/2016
The Faculty Council of the College approved the following description (italicized) of teaching loads on February 5, 2009:

Faculty Teaching Assignments

In accordance with the mission of the University and in conformance with the spirit of its philosophy of striving for academic excellence, the College of Arts & Sciences recognizes the teaching role of the faculty as a central responsibility. Additionally, the College recognizes that active participation in original research and scholarship is a foundation for excellence in classroom instruction and is absolutely essential for graduate instruction. Therefore, the college policy on teaching assignments should promote the fulfillment of research expectations central to the academic excellence fundamental to the university mission. Each department has dual responsibilities of teaching and research, and the faculty should be fully involved in meeting both responsibilities.

As outlined in The Faculty Manual of Saint Louis University (Sec. III.G.1), Department Chairpersons, subject to review of the dean, are responsible for identifying the teaching obligations of the Department and for assigning individual faculty to meet them. To meet their responsibilities in teaching, research, and service, Department Chairpersons will assign faculty classes and course loads in accordance with written guidelines for teaching loads in the department that have been approved by the dean. Department Chairpersons will report annually to the Dean individual course load assignments as well as the justification for each of those assignments. The Chairperson of each department has the further obligation to ensure that teaching assignments are distributed fairly and in consultation with their faculty, and that the courses scheduled meet the curricular needs of both undergraduate and graduate programs, where appropriate.

To clarify what is meant by the concept “Each department has dual responsibilities of teaching and research, and the faculty should be fully involved in meeting both responsibilities” the college recognizes that all tenured and tenure track faculty have workloads that involve effort and time spent in teaching and related pedagogical activities; scholarship, research, and or professional creative endeavors; and professional service (to their professional discipline, their department, the college, or the University, or some combination of these). In addition, some faculty may have administrative responsibilities (e.g., chairpersons, program directors, or program coordinators). The college also recognizes that the combined effort across these domains of Teaching, Scholarship, Service, and (in some cases) Administration, cannot exceed 100%. The typical combined effort for most departments in the College is a workload split of 40% Teaching effort + 40% Scholarship effort + 20% Service effort to create a balanced effort at teaching and
scholarship (40% Teaching effort assumes a 2-2 annual teaching load, with each course counting as 10% of the total teaching effort).

As noted in the policy approved in 2009, though, department chairpersons may modify any individual faculty member’s workload on an annual basis, in accordance with their own department-specific guidelines (all of which have been approved by the dean’s office to ensure that all departments are engaged in both teaching and research), and with approval of the dean’s office. Such modifications are made at the beginning of each calendar year during a consultation between the faculty member and his or her chairperson to discuss annual performance goals. As noted in the policy statement, chairpersons must ensure that the teaching needs of the department are considered along with the faculty member’s performance goals to ensure a fair distribution of teaching across the faculty. This means that individual faculty may request, on an annual basis, a workload assignment that differs from the typical workload in his or her department, so that his or her assigned efforts at teaching, scholarship, and service reflect the actual efforts in these domains, as tied to performance goals. As an example, if the typical workload in a department is 40-40-20, a faculty member may request a workload of 30 (teaching)-50 (scholarship)-20 (service) if he or she wants to direct more effort at scholarship in that year than is expected (e.g., needs more time to complete a book manuscript than would be possible with a “full” teaching load). Such a modification is allowable if the chairperson is able to meet the curricular needs of the department in other ways (e.g., course reassignment). Such modifications require that the faculty member produce a tangible outcome related to this effort at the end of the year, and merit evaluations are weighted accordingly to reflect this workload distribution.

Similarly, faculty members may choose to engage in greater effort at teaching in a given year than is the norm for their department, and chairs are encouraged to establish larger teaching loads for faculty who engage in less research activity than is the norm in a department. Such modifications to individual faculty workloads create a balance across the department, and more closely link individual performance goals to actual workloads. All faculty workloads are reported to the dean’s office annually as part of the faculty annual activity report, and individual faculty requests for modification to the typical department workload are considered at this time.
Policy on Leaves

The purpose of sabbatical leaves is professional development and renewal. Full-time tenured faculty members may apply for sabbatical leaves of one semester at full salary or one academic year at half salary. This college policy on sabbatical leaves is consistent with and assumes knowledge of The Faculty Manual of Saint Louis University.

Application Guidelines

The Faculty Manual requires that a full-time, tenured faculty member desiring a sabbatical leave must submit an application to the College’s Rank, Tenure, and Sabbatical Committee through the Chair and Dean at least ten months before the beginning of the semester in which the proposed leave will occur. In the College of Arts & Sciences, applications for the fall and spring terms of the subsequent academic year must be submitted by October 1, because the course schedule is prepared for the full academic year in December, and Chairs must know which faculty members will be on sabbatical leave.

Eligibility for a sabbatical leave follows the guidelines in The Faculty Manual of Saint Louis University. Twelve semesters of full-time service since hiring or since the previous sabbatical leave are required for eligibility. For example, if a sabbatical were taken in the spring of 2012, then the earliest date for the next sabbatical would be fall of 2018. Priority in scheduling approved sabbatical leaves is based on seniority if resources do not permit scheduling all requests in a given year.

The application describing the proposed leave should contain the following:

1. Cover Sheet
   1. Name
   2. Department
   3. Title
   4. Date of initial appointment to full-time faculty
   5. Dates of previous leaves
   6. Period of leave covered by application
   7. Abstract of leave plans (not to exceed 50 words)
2. Leave Plans
   o Submit a detailed statement of leave plans. Describe fully activities in which you will be engaged: e.g., study, research, travel, writing, or library work. Goals and procedures should be clearly specified. Include when possible the time sequence for completion of individual segments in the plan.
3. Leave Affiliations
List foundations, institutions, or other organizations, if any, with whom you will be affiliated during the leave period. Indicate the facilities and personnel of particular relevance to your application.

4. Qualifications for Project
   - Give background information concerning your previous professional or scholarly work, especially in the area relevant to the application.

5. Previous Leaves
   - Summarize the outcomes of any previous leave(s) and include a copy of your last leave report.

6. Bibliography
   - List your publications or other scholarly or creative work related to the leave plan.

7. Benefits to the University
   - Explain the value of the leave activities in terms of benefits to the University following the leave period.

Application Evaluation

The applicant’s Chair should attach a letter to the application addressing the performance and competence of the applicant to undertake the project. The Chair should also explain how the Department will cover the responsibilities of the applicant and whether any additional resources are necessary.

The Rank, Tenure, and Sabbatical Committee will evaluate all requests for leaves and recommend to the Dean those to be awarded. The Dean then makes sabbatical leave recommendations to the Provost.

Leave applications will be evaluated on the basis of their feasibility, appropriateness, value to the individual and the institution, and with due consideration of the Department’s ability to fulfill the faculty member’s university obligations.

Upon completion of the leave the faculty member is required to submit a report to the Chair and the Dean within one semester after return to campus. The report will be given to the Rank, Tenure, and Sabbatical Committee when another request for leave is forthcoming.

PROFESSIONAL LEAVE

Tenure-track faculty may apply for unpaid professional leave for professional development. (See The Faculty Manual of Saint Louis University.) An unpaid professional leave will ordinarily be counted toward the eligibility for tenure and for sabbaticals. A faculty member desiring professional leave must submit an application to the Dean through the Chair. The application should follow the same outline as the one for sabbatical leaves.

Application Evaluation

The applicant’s Chair will attach a letter to the application addressing the performance and competence of the applicant to undertake the project. The Chair should also explain
how the Department will cover the responsibilities of the applicant and whether any additional resources are necessary.

The Dean and the Provost will evaluate all requests for professional leaves and also determine whether the leave of absence without pay will or will not be counted as a year or part of a year of service.

Leave applications will be evaluated on the basis of their feasibility, appropriateness, value to the individual and the institution, and with due consideration of the Department’s ability to fulfill the faculty member’s university obligations.

Upon completion of the leave the faculty member is required to submit a report to the Chair and the Dean within one semester after return to campus.

FAMILY LEAVE

Full-time faculty may apply for an unpaid leave of absence for family matters. (See The Faculty Manual.) Family leave will ordinarily not be counted as a year or part of a year of service for tenure or for sabbaticals. A faculty member desiring family leave must submit an application as outlined below to the Dean through the Department Chair.

1. Cover Sheet
   1. Name
   2. Department
   3. Title
   4. Date of initial appointment to full-time faculty
   5. Dates of previous leaves
   6. Period of leave covered by application

2. Reasons for Requested Leave
   o The applicant’s Chair will attach a letter to the application explaining how the Department will cover the responsibilities of the applicant and whether any additional resources are necessary.

The Dean and the Provost will evaluate all requests for unpaid family leave.

July 1, 2000
Developmental Leave Policy
for Non-Tenure-Track Faculty

Purpose:

The purpose of the Developmental Program is for professional development and renewal for full-time, non-tenure-track faculty in the College of Arts and Sciences in accordance with the following guidelines.

Application Guidelines

Non-tenure-track faculty must have completed six years of full-time, continuous service in the College to be eligible for a developmental leave of one semester at full salary. Applications must be submitted to the Rank and Tenure Committee of the Faculty Council by October 1 (10 months before the proposed leave would occur).

The application for a developmental leave must adhere to the sabbatical leave guidelines presented in the Faculty Manual and in the Arts and Sciences Policy Manual, with the exception that a developmental leave will not be granted for more than one semester per application. It is also anticipated that applications for a developmental leave may focus more on activities that will enhance teaching effectiveness or other areas of general professional development. The procedures for evaluation of applications and the reporting responsibilities of those completing a leave are the same as those spelled out for sabbatical leaves in the Policy Manual.

Approved by Faculty Council March 5, 2015
College of Arts & Sciences Academic Advising

Our Mission: The College of Arts & Sciences Office of Academic Advising promotes the holistic growth of students, with respect to their individual goals. Our integrated program works collaboratively with the University community in support of students' academic success. The Office of Academic Advising also maintains student records, provides essential academic information, and interprets academic policy for new freshmen, new transfers, and current students. Advising responsibilities include assisting students with transitional issues, curriculum planning, placement, registration, referrals, and implementing programs and activities to enhance retention.

The academic advising process is considered a very important aspect of a student's educational experience at Saint Louis University.

The goals of the advising process are:

- To assist students in their understanding of academic requirements
- To nurture intellectual maturation and self-confidence
- To encourage students to take an active role in the advisement process
- To foster a positive working relationship between students, advisors, and faculty mentors.
College of Arts & Sciences
Annual Review of Faculty, Chairs, and Program Directors

RATIONALE

The annual evaluation of faculty members, Chairs, and Program Directors provides an important opportunity for personal and professional development and for evaluating continued progress toward excellence in teaching, research, service, and administration. The evaluation process should reflect the goal of personal and departmental professional development and ought not to be construed as punitive; therefore, the evaluations should include the personal interaction of the person being evaluated with those responsible for the evaluation.

Every full-time tenured, tenure-track, and permanent nontenure-track faculty member, Chair, and program Director is required to be reviewed annually. Because the annual review forms the basis of merit salary increases for full-time faculty and provides supporting information for tenure and promotion, it is imperative that the evaluation be thorough, based upon clear and public criteria, and honest. The person being evaluated should have ample time and opportunity to respond to the evaluation.

TIME PERIOD OF REPORT

The review will evaluate the previous calendar year’s productivity (January 1 through December 31). Although the departments may set an earlier date, the Annual Activity Report should be submitted no later than December 31. The Chair will prepare the evaluations of the faculty for submission to the Dean’s office by a date determined by the dean at the beginning of each academic year, usually between January 20 and February 1. Chairs and Program Directors of Programs that report directly to the Dean must submit their own Annual Activity Report to the Dean by December 31.

THE ANNUAL ACTIVITY REPORT

An outline of the Annual Activity Report is appended to this policy and procedure document. Faculty with no administrative responsibilities should complete sections A through F; the Chairs
and other faculty with administrative responsibility should additionally complete section G. Program Directors without a tenure-track faculty appointment should complete all sections that are applicable.

Each faculty member will be evaluated by the Chair and, if it is departmental procedure, by a peer review committee. Chairs evaluate faculty who direct Programs within their departments. The Dean reviews Chairs and Program Directors who report directly to the Dean. The Chair and the Dean jointly review Program Directors who report directly to the Dean if the Program Director also holds a faculty appointment in a department.

Although each category of the Annual Activity Report is self-explanatory, some further comments may be helpful.

- **Teaching**

  Evidence of teaching effectiveness should include a summary of student evaluations. The narrative and written comments of students should also be included so that the evaluation is not simply numerical. Other evidence of teaching effectiveness such as teaching portfolios and peer classroom reports are encouraged. Such evidence may be required of all faculty by the decision of individual departments.

- **Research and/or Scholarship and/or Creative Endeavor**

  Scholarly endeavors remain central to the University’s mission and it is assumed that each faculty member is engaged in them. Departments granting a doctorate, however, must emphasize a higher level of scholarship that is appropriate to support their program.

- **Professional Service**

  Professional service includes, but is not limited to, the following: leadership roles in professional societies; workshop presentations; peer review of articles for professional journals; and service to the University, College, and Department. Activities not related to a faculty member’s professional role are not considered as part of professional service.

- **Administration**

  Any person with an administrative appointment for which a full or partial salary, a course reduction, and/or a stipend are received should complete this section. Administrators
should report on activities that are beyond the day-to-day unit responsibilities. They should describe any administrative initiatives that they undertook and report on their success.

DEPARTMENTAL RESPONSIBILITIES

To facilitate the annual review of faculty, each department should develop clear and specific criteria for evaluating faculty performance and productivity. These standards should establish consistent written norms and procedures to be applied throughout the Department.

The Department may establish a peer review committee to review the annual report of the faculty member and to assist in evaluation. If the Department also has a rank and tenure review committee, the same committee may serve both functions if the Department desires.

Faculty should have the opportunity to have their classes observed by peers acceptable to them and to their respective chairs. The results of such classroom observation should be included in the annual review of the faculty.

The annual evaluations should include consideration of the workload of each faculty member with respect to the categories of teaching, research, service, and administration, so that the evaluation assesses the proper balance of expectations and quality of work. While a typical workload split may be 40% Teaching, 40% Research/Scholarship/Creative Endeavor, and 20% Professional Service in a department with a 2-2 base as the teaching load (so each course counts as 10% effort), each faculty member is encouraged to work with their respective chairs to establish a workload balance that accurately reflects their efforts as tied to annual performance goals.

Teaching evaluations should include the examination of student ratings of instructors and courses. Student ratings should be obtained for all courses, both undergraduate and graduate, each time they are taught. However, individual departments should develop proper instruments to evaluate their courses and teaching effectiveness. Departments should develop the procedures for administering the student evaluations of teaching and ensuring their confidentiality. These procedures should adhere to the College’s expectations that the faculty being evaluated will not be present during the completion of the instrument, will not collect them, and will not see the evaluations until after grades have been submitted.

The criteria for evaluating faculty performance and productivity, the instrument for classroom evaluation, and the procedures for administering classroom evaluations must be submitted to the College for approval.
PROCEDURES

Faculty complete their annual reports using the attached format. The Chairs set due dates no later than December 31, which will provide sufficient time for review.

If there is a peer review committee, the committee evaluates the individual faculty member’s Annual Activity Report, writes their report, and if the faculty member requests, meets with the faculty member to discuss their peer evaluation. The faculty member should be provided a copy of this peer evaluation and be given the opportunity to respond in writing.

The Chair, using these Annual Activity Reports (and peer review reports, in departments that have them), evaluates each faculty member with respect to faculty development, and, for untenured faculty, progress toward promotion and tenure.

The Chair communicates with each faculty member regarding the evaluation(s). In order for this process to be developmental, a meeting of the Chair with the faculty member is recommended. The evaluation is prepared in written form and a copy is provided to the faculty member. The faculty member has the right to submit written responses to the evaluation. It is appropriate at this time to discuss the distribution of the faculty member’s workload for the coming year and to establish performance goals.

After the faculty member has had the opportunity to meet with the peer review committee (if any) and the Chair, and has read the evaluation, responded (if desired), and signed it to indicate that it has been received and reviewed, the Chair sends the annual report, the evaluation, and any responses to the Dean.

A similar process is followed for the Dean’s evaluation of Chairs and Program Directors who report directly to the Dean. The Department Chair and the Dean jointly determine merit increases for faculty who also have administrative appointments for Programs that report to the Dean.
Appendix to Annual Review of Faculty, Chairs, and Program Directors

Annual Activity Report
January 1, _____ to December 31, _____

A. General Information

1. Name
2. Rank and department

B. Summary of Past Annual Performance Goals (from previous calendar year)

Summarize performance goals in the areas of Teaching, Research, and Service from the previous calendar year. If applicable, performance goals for Administrative activities should also be summarized.

C. Teaching

1. Listing of courses taught (include course numbers, credit hours, contact hours, and enrollment for Graduate and Undergraduate courses)
2. Evidence of teaching effectiveness (e.g., summary of student evaluations—including the number of enrolled students providing evaluations, evaluation narratives, peer classroom report(s), teaching portfolio, etc.)
3. Curriculum development
4. Pedagogical activities
5. Pedagogical software development
6. Advising/mentoring activities
7. Awards
8. Other

D. Research, Scholarship, and/or Creative Endeavor

1. Publications (with appropriate bibliographic citations)
   a. Monographs, books, and book chapters
   b. Textbooks
   c. Peer-reviewed articles and papers
   d. Non peer-reviewed articles and papers
   e. Research abstracts
   f. Edited publications
   g. Reviews of books or scholarship
   h. Other
2. Professional/Academic Performances, Productions, or Exhibitions
   a. Music composition
   b. Production, performance, or exhibition of creative works
   c. Recordings, film, TV or stage performances, audio broadcasts
   d. Other
3. Grants and contracts (a) submitted and (b) funded (including amounts, starting and ending dates)
4. Lectures, papers, speeches presented at professional meetings/settings or educational institutions
5. National or international recognition or awards (state nature)
6. Research in progress (brief abstract narrative)
7. Publications in progress
8. Other

E. Service

1. Professional
2. University
3. College
4. Department
5. Community
6. Awards
6. Other

F. Administration

Chairs, Program Directors, and faculty with administrative responsibilities should complete this section. This should include a summary of non-routine management and leadership activities related to chairing the Department or directing the Program, that is, initiatives beyond the day-to-day unit responsibilities. Examples of these kinds of activities include (but are not limited to) improvements or modifications to: administrative procedures, courses or curriculum, support for teaching or research, or other aspects of departmental life.

G. Future Annual Performance Goals

Describe performance goals in the areas of Teaching, Research, Service, and Administration (if applicable) for the upcoming calendar year. Please also link these goals to workload effort.
Rank and Tenure Procedures and Criteria: College Level

1. INTRODUCTION

This document interprets The Faculty Manual of Saint Louis University and applies its contents to the College of Arts and Sciences. The document discusses criteria for promotion and tenure for tenure-track faculty, types of evidence needed to support a case for promotion and tenure, and the process to be followed in a promotion and tenure case. All faculty members seeking promotion and/or tenure in the College of Arts and Sciences are subject to these procedures. Promotion of non-tenure track faculty is discussed in section 6.

2. CRITERIA

Each department contributes uniquely to the mission of the College, and each faculty member contributes uniquely to the mission of the Department. Each department in the College will develop specific criteria for tenure and promotion. The College's Rank, Tenure, and Sabbatical Committee must approve these criteria.

2.1 Criteria for Tenure and Promotion to Associate Professor

Ordinarily, in the College of Arts and Sciences, six years of service at the rank of assistant professor at the University or at another university of equal standing is required for tenure and promotion from assistant professor to associate professor. Thus, ordinarily, the candidate for promotion applies in the fall of the candidate's sixth year. In the College of Arts and Sciences early promotion is allowed for the exceptionally well-qualified candidate. The final decision to grant tenure must be made by the end of the candidate's sixth year. As noted in The Faculty Manual of Saint Louis University, previous service at institutions comparable to the University may be substituted for not more than three years of service, as negotiated at the time of the initial appointment or not later than the first calendar year of service to the University. A faculty member who enters the tenure track in January will ordinarily apply for promotion and tenure during the fall semester that marks completion of four and a half years of service (promotion and tenure becomes effective after five and one-half years of service).

2.1.1 Teaching

In evaluating the effectiveness of a candidate's teaching the following should be among the considerations: the candidate's command of the appropriate subject and evidence of activities that lead to continuous growth in the candidate's field; the ability to organize material and present it with logic and conviction; the capacity to awaken in students an awareness of the relationship of the subject to other
fields of knowledge; objectivity; the creativity, spirit, and enthusiasm which vitalize learning and teaching; the candidate's ability to arouse curiosity in beginning students and to stimulate advanced students to creative work; the effectiveness of the candidate in exemplifying the mission of the University. Teaching methods can vary widely from discipline to discipline.

Primary evidence of teaching effectiveness includes the results of periodic and systematic peer evaluation based on class visitations; the review of course materials including syllabi and examinations; the results of the candidate's teaching in courses prerequisite to those of other members of the Department; and the results of periodic and systematic student evaluation, appropriately documented and explained. Supervision of research, theses, and dissertations is an important aspect of teaching.

Secondary evidence of teaching effectiveness includes, but is not restricted to the quality of presentations in public lectures, seminars, colloquia, or lectures before professional societies given by the candidate; evidence of development by the candidate of effective techniques of instruction and instructional materials; and publications by the candidate in respected journals devoted to pedagogy on the teaching of the candidate's discipline.

2.1.2 Advising

As a significant complement to teaching, advising is a major consideration in the evaluation of candidates for tenure and promotion. Evidence of advising effectiveness includes the following examples: participation in academic advising; number of students advised; number of letters of recommendation written; unsolicited letters of gratitude from students; and comments in the formal student letters of recommendation solicited at the time of rank and tenure review.

2.1.3 Scholarship, Research, and Creative Works

Scholarship and knowledge of their field is expected of all candidates. Although scholarship may differ significantly in type and amount among departments, all candidates are expected to be scholars as defined by the departmental criteria for tenure and promotion. Excellence in such endeavors is manifested in the creation, acquisition, and dissemination of new knowledge. There should be evidence that the candidate is effectively and actively engaged in research, scholarship, or creative work of high quality and significance.

Primary evidence of excellence in scholarship and research includes the following examples: publication of books; publication of articles in well-recognized journals and books in the field; funded research grants; and (in certain fields) display of creative works and performance of artistic works. Research publications should be evaluated with respect to content and significance and not just counted. The respectability of the journal or book in which the publication appears should be established. Instructional materials and pedagogical endeavors, normally considered evidence of teaching ability, may be considered only to the degree that they have national or international impact on the field.
Secondary evidence of scholarship and research include presentations at professional meetings, presentations in seminars or colloquia, reviews, and other professional service activities.

2.1.4 Professional Service

Candidates have service responsibilities to their profession, university, college, department, and community. Although there will be differences in expectations among departments, each candidate is expected to provide professional service as defined by the respective departmental criteria. Activities that do not benefit the profession or the University or are not related to a faculty member's professional role and expertise will not be considered as evidence of professional service.

Evidence of service includes but is not limited to the following: participation in the governance of the University at the departmental, college, or university levels; contributing to departmental projects and programs; mentoring student and faculty colleagues; serving in leadership roles in professional organizations; serving as journal editor or referee of scholarly papers or proposals; and applying professional expertise in public service activities.

2.1.5 Skill and Knowledge of the Field

Skill and knowledge of the field is expected of all candidates. This means that there must be recognition by colleagues in the same discipline, both inside and outside the University, that the candidate possesses the appropriate skill and knowledge of the field. Candidates may present evidence of knowledge of the field through such things as the following: external and internal evaluation of research; invitations to present papers at professional meetings; invitations to review or referee professional books or articles; and consulting.

2.1.6 Collegiality

Collegiality is expected of all candidates. That is, the candidate must be able to work constructively and professionally with colleagues in the candidate’s department and the College. Evidence of collegiality is provided by the colleague letters which give a colleague's view of whether the teaching, research, and service of the candidate are done in a professional manner and also directly addresses collegiality.

2.2 Criteria for Promotion to Professor

Ordinarily, five years in rank at the University or another university of equal standing is required for promotion from associate professor to professor. A candidate for promotion to professor may apply early for promotion in the fall of the fifth year in rank. In the College of Arts and Sciences, early promotion is allowed for exceptionally well-qualified candidates.
In addition, there must be evidence of such outstanding abilities in teaching, advising of students, service to the University and community, and collegiality as to merit recognition among faculty and students as an effective educator and faculty member. Finally, there must be evidence of such outstanding achievements in scholarship and research, particularly scholarly publication and other academically recognized, creative achievements, as to merit attention among recognized scholars. The opinions of graduates who have achieved notable professional success after leaving the University and the number as well as caliber of students who have been guided in research by the candidate should be considered.

3. DOSSIER

Dossiers should be concise and adhere to the following format in the order given.

3.1 Candidate's Part of the Dossier

The candidate should feel free to insert a sentence or two of interpretation where appropriate.

1. General Information

a. Name, present rank, and department affiliation(s).
b. Degrees earned, including institutions and dates.
c. Academic experience, including institution(s), rank, and dates.
d. Number of years of credit toward tenure negotiated at time of hire. See also Sec. 4.3.
e. Academic recognitions such as awards, fellowships, and scholarships.
f. Candidate's statement. This statement gives the candidate's assessment of the candidate's role in the missions of the University, College, and Department. The statement should not exceed two pages.

2. Teaching

a. List of courses taught at Saint Louis University during the last five years.
b. List of teaching awards, including information about the criteria and the method of selection.
c. New courses prepared.
d. Involvement in curricular development. Sample materials such as syllabi and exams are not a part of the dossier, but may be included in the Appendices.
e. Other pedagogical activities.
f. Other evidence of teaching effectiveness. The dossier should include a summary of student evaluations.*

g. Other evidence.

*Student evaluations should be periodic and systematic; that is, evaluations should be given for most courses taught. The summary should include at least the course name, the semester taught,
the number of students in the section, the number of students responding, the questions being asked, and a report of the student responses.

3. Advising

Evidence of advising effectiveness may include information about undergraduate and graduate advising as well as involvement in student professional development, counseling, and extracurricular activities.

4. Research, Scholarship, and/or Creative Endeavor

a. Publications* critically evaluated by experts**.
b. Other publications.
c. Production, performance, exhibition of creative works.
d. Reviews of the candidate's publications or creative work.
e. Work in progress.
f. Grants (external/internal, proposed/funded).
g. Lectures, papers, speeches (contributed/invited) presented at professional meetings or educational institutions.
h. National or international recognition, including nature of recognition.
i. Other.

*If a publication is in press, include referees' reports as well as the contract from the press or letter from the editor stating a commitment to publish and expected date of publication.

** Indicate nature of critical evaluation; i.e., is it a refereed journal? Do the editors do the evaluation?

5. Service

a. Professional
b. University
c. College
d. Department
e. Community
f. Other

6. Appendices*

Please include appendices when appropriate (e.g., copies of books, reprints, preprints, student evaluations).

*This material should be kept in the departmental office and be available to the department, college, and university committees. It should be referred to in the appropriate part of the dossier.

3.2 Department's Part of the Dossier
The Department Chair* is responsible for assembling the departmental dossier. The various committees consider many candidates; therefore, it is important that the dossiers be assembled in a standard order. The following order is from the top down.

*In some departments, a departmental committee is responsible for assembling the departmental dossier

1. Cover sheet and vote of the Department.
2. Departmental criteria for promotion and tenure.
3. The candidate's part of the dossier.
4. Chairperson's form and recommendation. To the extent possible, letters from Deans and Chairs should address both positives and negatives in the candidate's dossier. Especially important is to explain the reasons behind any dissenting votes in the committees at the school or department level.*

5. Recommendation of the departmental committee, if this is a part of the departmental process.
6. If requested by the candidate, an evaluation by the affiliated Program Director.*1
7. Two recommendations from colleagues. The candidate selects one colleague, and the Chair selects one colleague.*1
8. Two recommendations from students. The candidate provides a list of students from which one student is chosen. The Chair chooses the second student.*1
9. Three or more letters*2 from outside evaluators*3. The candidate should provide a list of potential evaluators. The Chair can add names to that list. The Chair chooses the evaluators (see below for selection process).

10. The selection process for choosing peer reviewers, colleague letters, and student evaluations should be explained, i.e., whether respondents were selected by the candidate, recommended by the candidate but chosen by the committee, or selected independently by the committee. The latter two methods lend credibility to the reference and are viewed as preferable practices. This can be done by a standard cover letter from dean or chair if the process is the same for all candidates or by separate cover letters if the process varies. Further, affiliations, including mentorships and co-authorships with a candidate, should be disclosed.

*1 Forms are available on the Office of Faculty Affairs Website.

*2 The candidate should not see the letters.
*3 The outside evaluators should be recognized scholars in the candidate's field. The outside evaluators primarily evaluate the candidate's research and professional reputation but may add any relevant information.

3.3 College's Part of the Dossier

The Dean adds the following to the dossier:

1. The vote of the College's Rank, Tenure, and Sabbatical Committee. The Dean adds the result of the vote to the cover sheet.
2. Recommendation of the Dean. The Dean places this recommendation after the candidate's part of the dossier.

3. Recommendation of the College's Rank, Tenure, and Sabbatical Committee. The Dean places this recommendation after the Dean's recommendation.

4. PROCESS

Each department should have a written "Departmental Process" detailing the specific procedures beyond those described in this document for how the tenure and promotion process is to be handled in the Department.

4.1 Role of the Candidate

It is the candidate's responsibility to inform the Department Chair of the candidate's intention to apply for promotion by April 1* in order to give the Chair enough time to solicit letters and to make the parts of the rank and tenure dossier considered by the Department (section 4.2) available to the Department by September 1. The candidate should be familiar with The Faculty Manual of Saint Louis University, particularly those sections pertaining to types of faculty, advancement, and norms for appointment and advancement.

*Some departments may want to require an earlier date.

4.2 Role of the Departmental Faculty

All faculty with the rank of professor with primary appointment in the Department (in the case of a candidate for promotion to the rank of professor) or all faculty with the rank of professor and associate professor (in the case of a candidate for promotion to the rank of associate professor), chaired by the Department Chair, should meet, discuss, and vote* for or against the promotion of the candidate. Participation in tenure and promotion discussion and vote is a serious obligation from which a faculty member is not lightly excused. If a faculty member is not able to attend the discussion, the Chair should obtain the faculty member's vote in absentia. In its deliberations the Department considers the following:

*The vote should be by secret ballot.

1. Departmental criteria
2. The candidate's part of the dossier
3. The two letters of recommendation from students
4. The letters from outside evaluators
5. The recommendation of the departmental committee (if made)*
*In some departments, a committee will examine the dossier before the departmental deliberations and give their recommendations to the department.

4.3 Role of the Department Chair

Normally the Department Chair is responsible for administering the promotion process at the departmental level (but see section 4.3.1). The Department Chair assembles the Department's part of the dossier (see section 3.2). The Department Chair chairs the meeting of the departmental faculty that evaluates the candidate (see section 4.2). After the departmental faculty votes, the Chair adds this vote to the dossier. The Chair communicates the recommendation of the Department to the candidate. If the application is marginal, the Chair should discuss the application with the candidate and, if the candidate wishes, provide a written summary of the discussion. In such a case it is crucial that the Department Chair make a reasonable effort to ascertain the perceived weaknesses of the candidate's application* and communicate those perceived weaknesses to the candidate in order that the candidate may work to overcome deficiencies. The candidate may withdraw the application at this time. If the dossier is to go forward, the Chair adds the Chair's recommendation. The Chair's recommendation should include detailed reasons for the recommendation. The complete dossier must be submitted to the Office of the Dean by October 1.

For candidates seeking early consideration of their applications, Deans and Chairs should provide documentation to "specifically address and substantiate a request for early recommendation" (Fac. Manual III E. 1) and specify dates of hiring, changes of status, and indicate any special arrangements made with the candidate. Where relevant, the evaluator should inform the committee that a candidate has begun service other than at the usual beginning of the fall semester and explain how candidates have been given to understand these partial calendar year arrangements.

*If these weaknesses did not become clear from the discussion in the departmental meeting, the Chair should either meet with individual faculty members or solicit comments from them. Comments may be submitted anonymously.

4.3.1 Alternate Forms of Administration

Some departments may delegate part of the Department Chair's administrative duties to a committee of senior faculty or to one faculty member with the rank of professor.

4.3.2 When the Chair is the Candidate

When the Department Chair is the candidate, the administration of the process is handled as in section 4.3.1. A senior faculty member is chosen to chair the departmental faculty committee to evaluate the candidate.

4.3.3 Joint Appointments
Since the nature of joint appointments varies, the exact method of evaluation should take into account the nature of the joint appointment. An agreement should be reached between the Provost, the Dean, the Department Chairs, and the candidate concerning the method of evaluation during the candidate's first year.

4.4 Role of the College's Rank, Tenure, and Sabbatical Committee

The role of the College's Rank, Tenure, and Sabbatical Committee is to make sure that the recommendations of the Department Chair and faculty are consistent with the documentation in the dossier. The College's Rank, Tenure, and Sabbatical Committee should meet, discuss, vote, write a recommendation for or against the promotion of the candidate, and submit this recommendation to the Dean. The recommendation should include detailed reasons for the recommendation.

4.5 Role of the Dean

The Dean is responsible for administering the promotion process at the college level. The Dean sees to it that the recommendations of the College's Rank, Tenure, and Sabbatical Committee and the Department are consistent with the documentation. The Dean adds the vote and recommendation of the College's Rank, Tenure, and Sabbatical Committee to the dossier as well as the Dean's own recommendation. The recommendation should include detailed reasons for the recommendation. The Dean communicates the recommendation of the College's Rank, Tenure, and Sabbatical Committee to the candidate. If the application is marginal, the Dean should discuss the application with the candidate and, if the candidate wishes, provide a written summary of the discussion. The candidate may withdraw the application at this time. Otherwise the dossier is submitted to the University Committee on Academic Rank and Tenure.

4.6 Role of the College Representation on the University Committee on Academic Rank and Tenure

The responsibility of the College's representative on the University Committee on Academic Rank and Tenure is to represent the views and interests of the College before the University Committee on Academic Rank and Tenure. The representative should attend the meetings of the College's Rank, Tenure, and Sabbatical Committee to be familiar with the reasons for their recommendations and should consult with the Dean to be familiar with the reasons for the Dean's recommendations.

5. MENTORING AND EVALUATION OF UNTENURED TENURE-TRACK FACULTY

One of the most important duties of a Department Chair is to look after the best interests of the Department's untenured faculty. The Chair should make sure that the untenured faculty member is aware of what is expected of him or her as a member of the profession and as a faculty member at Saint Louis University. The Chair should in particular be sure that the untenured faculty member is familiar with the tenure requirements and process at Saint Louis University. The Chair should assist and encourage an untenured faculty member to overcome deficiencies. In
some departments the Chair may delegate these mentoring duties to a departmental committee of tenured faculty.

5.1 Third-Year Review

A minimum requirement is that during the third year, the Chair and a departmental committee of tenured faculty will evaluate untenured faculty concerning progress towards tenure.* Written copies of this evaluation will be given to the candidate and forwarded to the Dean of the College of Arts and Sciences by February 15. Some departments may choose to evaluate untenured faculty for progress toward tenure on a yearly basis.

*Depending on departmental policy, the committee may consist of all tenured faculty in the Department, be elected, or be appointed by the Chair.

6. PROMOTION OF NON-TENURE-TRACK FACULTY

The process to be followed in the case of promotion of a non-tenure-track faculty member is the same as that for tenure-track faculty except that the criteria should be modified to fit the responsibilities of the candidate. Since the responsibilities can vary greatly within the College, criteria should be established for each case within the first year of service. The Dean and the College's Rank, Tenure, and Sabbatical Committee should approve such criteria.

Updated, 7 May 2015
Rank and Tenure Procedure and Criteria: Departmental Level

American Studies

Faculty and the Department Mission

The role of a tenure and promotion committee is to evaluate the contribution of a particular faculty member to the fulfillment of the department’s mission and the achievement of its goals. In the framework of the great Jesuit humanist tradition and of the university mission, which includes seeking truth through innovative research, effective teaching, free inquiry, pursuing social justice, and nurturing community, the Department’s faculty are enjoined to pursue excellence in every class and seminar, every committee meeting, and every project of research and publication.

Promotion and tenure are judgments about a faculty member’s past achievements and expected future accomplishments.

Evaluation of Promotion and Tenure Applications

The department evaluates faculty for promotion and tenure following the procedures described in the Faculty Manual and in Section II.A.6 of the College of Arts and Sciences Policy Binder.

Each applicant’s committee consists of all the fulltime faculty in the department at or above the rank or position that the applicant seeks to attain. For example, a committee evaluating an application for promotion to associate professor comprises the associate and full professors in the department.

The faculty member must inform the Chair of his or her wish to apply for tenure and promotion before April 1. He or she must provide the dossier to the Chair by September 1. The committee will make its recommendation by September 20. The Chair will forward his or her recommendation by October 1, as mandated by university procedures.

By April 15 the candidate shall furnish the names of 4-6 external referees qualified to comment on the candidate’s scholarship, teaching, service, or other matters pertinent to the quality of his or her professional accomplishment. The Chair will add further names to the candidate’s list, and will request letters from 4 outside evaluators, with at least two of the four selected from the candidate’s original list. In addition, as is provided for in the College’s procedures, one faculty member in the department will submit a letter of evaluation. All letters will be held in confidence.

Criteria

Promotion to Associate Professor with tenure

Teaching

Faculty teaching responsibilities extend beyond classroom and seminar to encompass mentoring, supervision of graduate assistants, guidance for student interns, and judicious participation on students’ examination, thesis, and dissertation committees. Evidence of excellent teaching will have been compiled on an annual basis by the faculty member in accordance with department and college procedures.
for annual review. Faculty will submit a teaching portfolio as part of their dossiers. The portfolios may vary in scope but must contain syllabi, handouts, student evaluations, written reports of classroom visits by the Chair and other department faculty, and reflective statements about teaching philosophy as well as about particular courses. It is the responsibility of the committee to make considered, qualitative professional judgments about teaching and not rely exceedingly on numbers generated by student questionnaires.

Scholarship

American Studies adheres to widely accepted norms of scholarship in the Humanities. Research conducted in archives, interpretation of texts, and assessment of extant scholarship characterize the bulk of American Studies scholarship no less than in other Humanities disciplines. American Studies scholars, however, tend to investigate questions that demand interdisciplinary approaches and methods. Criteria of scholarly achievement in the field of American Studies include: publication of a book with a reputable press, publication of an edited volume or special issue of an academic journal, publication of an article in a refereed journal, and publication of an essay in a scholarly edited volume. Evidence of scholarly achievement in American Studies is equally demonstrated through participation as curator or contributing artist to public humanities and art exhibitions, and through the performance, production, and publication of poetry, films, videos, plays, photographs, and other creative works.

Candidates must have engaged in substantial research resulting in a book manuscript or other major work. A substantial record of publication of articles, essays, poems and creative writing, or a substantial record of curating or contributing to public humanities or art exhibitions, or a substantial record of public performances or film screenings, may also meet the expectations for scholarship. Plans for publication or public presentation should be secured before the candidate's application. Work will be evaluated on the quality of scholarship and creative endeavor. It is the committee’s responsibility to judge this quality themselves rather than rely on proxy indicators such as the prestige of a press or exhibition space.

Service

In any academic unit, but especially in a small department, service is essential to the carrying out of the department mission. Candidates must show evidence of responsible and constructive service on department and college committees and projects, and may also present evidence of service to the university and the profession.

Collegiality

Constructive, civil, and trustworthy relations with faculty, students, and administrators are critical to effective advancement toward the collective goals of the department. Colleague letters and other indications of collegial actions will be given their due weight by the committee.

Promotion to Professor

Teaching

The kind of evidence to be submitted is the same as that for promotion to associate professor. The evidence should show outstanding instructional achievement and meritorious contributions to exam and dissertation committees. The candidate must show evidence of excellent service as a student mentor and advisor.
Scholarship

The candidate will show evidence of an ongoing record of research and publication, normally but not necessarily resulting in the publication of a monograph with a reputable academic press since the time of the last promotion. He or she will have attained a reputation of distinction in the field.

Service

Continued constructive service on department committees and projects, and substantial service at the college and university levels, must be demonstrated, as well as service to the profession, by such activities as leadership in the professional associations, refereeing of books and articles, participation in conference organizing and panel discussions, and consulting.

Collegiality

The candidate will furnish evidence of continued trustworthy and productive relations with members of the university community which are indicative of leadership and respect beyond the department.

Annual Review and Third-Year Review

Pursuant to college and university policy, the Chair conducts annual performance reviews of faculty. These evaluations are intended to be both constructive and forwardlooking. They are not simply backward looks at the faculty member’s work, but also proactive planning sessions in which the coming year’s goals for teaching, research, and service are laid out. The Chair should review the progress the faculty member is making toward tenure and promotion during the evaluation meetings. However, tenure or promotion is not merely an automatic result of prior adequate annual performances.

By November 15 of their third year, untenured faculty will submit to the fulltime tenured faculty of the department a document summarizing their accomplishments in teaching, research, and service since the time of their appointment. The third-year review does not have to include all the elements of a tenure application, such as external letters. The tenured faculty will write a report to the faculty under review summarizing their evaluation. The Chair may write a separate report. The Chair will meet with the faculty member to discuss the report or reports. This meeting is separate from the annual merit-pay evaluation session.

Biology

I. PROCEDURE

Evaluation of Application for Promotion and Tenure

Although it is the responsibility of the candidate for promotion and tenure to prepare a dossier for evaluation, tenure, and/or promotion as described in the College Policy Binder (section II.A.6), it is the responsibility of the faculty of the Department of Biology to evaluate, fairly and accurately, this dossier. This evaluation is important and should be taken seriously by the departmental faculty. To this end the following process will be followed:

- Department’s Part of the Dossier
The Department of Biology Promotion and Tenure Committee consists of all Tenured faculty when Assistant Professors are being considered for either Promotion or Tenure, and all Tenured Full Professors for those faculty being considered for promotion to Full Professor. The Chairperson of this committee is a tenured, Full Professor. The Chairperson of the Departmental Promotion and Tenure Committee will be elected by tenured faculty from nominations of tenured candidates with the rank of Full Professor at the first faculty meeting of the Academic year.

The Faculty member being considered for Promotion and/or Tenure, in consultation with their Mentoring Committee and the Department Chairperson, is responsible for assembling the departmental dossier. The various rank and tenure committees consider many candidates; therefore, it is important that the dossiers be assembled in a standard order.

The following is the order from the top down:

a) Cover sheet and vote of the Department.
b) Departmental criteria for promotion and tenure.
c) The candidate’s part of the dossier.
d) Chairperson’s form and recommendation.
e) Report of the mentoring committee.
f) Two recommendations from colleagues (one colleague selected by the candidate, one by the Chairperson). These letters are available for review by all members of the Promotion and Tenure Committee and the Department Chairperson.

g) A minimum of four recommendations from students, half of which should be selected from a list provided by the candidate, the other half by the Chairperson in consultation with the mentoring committee. These letters are available for review by all members of the Promotion and Tenure Committee and the Department Chairperson.

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1 The candidate should not see the letters.
h) A minimum of four letters\(^2\) from outside evaluators\(^3\) (the candidate should provide a list of potential evaluators; the Chairperson and the mentoring committee should add names to that list; the Chairperson in consultation with the mentoring committee chooses the evaluators). At least two of the letters will be from the candidate’s list. These letters are available for review by all members of the Promotion and Tenure Committee and the Department Chairperson.

- **Role of the Departmental Faculty**

All tenured faculty with the rank of professor with primary appointment in the Department (in the case of a candidate for promotion to professor) or all tenured professors and tenured associate professors (in the case of a candidate for promotion to associate professor), chaired by the Departmentally elected Chair of the Department of Biology Promotion and Tenure Committee, should meet, discuss, and vote\(^4\) for or against the promotion of the candidate. At the time of the meeting, the mentoring committee should prepare and present a report and recommendation to the faculty, as described. This report and recommendation should be comprehensive in covering the criteria for promotion and tenure as outlined by the University, College, and Departmental policies and how the candidate has performed in meeting these expectations. This report should form the focus of the discussion and vote on the candidate’s application for tenure and/or promotion. Participation in tenure and promotion discussion and vote is a serious obligation from which a faculty member is not lightly excused. If a faculty member is not able to attend the discussion, the Chairperson should obtain the faculty members vote *in absentia*. In its deliberations the Department considers the following:

a) Departmental criteria  
b) The candidate’s part of the dossier  
c) The letters of recommendation from students  
d) The letters of recommendations from colleagues  
e) The letters from outside evaluators  
f) Recommendation of the mentoring committee  

- **Role of the Chairperson of the Departmental Promotion and Tenure Committee**

While the Tenure and Promotion Committee meeting is called to order by the Department of Biology Chairperson, it is the responsibility of the Chairperson of the Promotion and Tenure Committee to facilitate the meeting. This elected Chairperson will call for the report from the Mentoring Committee of the Candidate and facilitate the discussion. The Candidate’s mentoring committee will revise their document to reflect the findings and discussion of the meeting. The report is to be circulated to members of the Promotion and Tenure Committee in hardcopy form for verification of accuracy. When this summary is finalized it is submitted to the Department Chairperson, and included as a confidential document in the candidate’s dossier.

- **Role of the Candidate**

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\(^2\) The candidate should not see the letters.  

\(^3\) The outside evaluators should be recognized scholars in the candidate’s field. The outside evaluators primarily evaluate the candidate’s research and professional reputation but may add any relevant information.  

\(^4\) The vote should be by secret ballot and it should be kept on file until a final decision is reached.
It is the candidate’s responsibility to inform the Department Chairperson of his or her intention to apply for promotion by April 1 in order to give the Chairperson and the mentoring committee enough time to solicit letters. The candidate must prepare the dossier, in consultation with the Mentoring Committee and Department Chairperson and parts of the rank and tenure dossier to be considered by the Department must be available for review by the Departmental Promotion and Tenure Committee by September 1. The candidate should be familiar with *The Faculty Manual of Saint Louis University*, particularly those sections pertaining to types of faculty, advancement, and norms for appointment and advancement.

**Role of the Mentoring Committee**

When a non-tenured tenure-track faculty member joins the faculty of the Department of Biology, a mentoring committee will be appointed. This committee will consist of one tenured faculty member appointed by the Department Chairperson. This individual will chair the committee. The Chairperson in collaboration with the non-tenured faculty member will select a second member for the committee.

The two members of the mentoring committee will select the third member of the committee. Two members of the mentoring committee must be from the Department of Biology, but the third committee member may be selected from another school or college within Saint Louis University if the expertise and duties of the non-tenured faculty member would be best served by such a selection.

The role of this committee is faculty development to assure that the non-tenured faculty member develops his or her academic career successfully towards promotion and tenure. The committee is responsible for helping the faculty member build strengths in teaching, research, service, and advising. It is recommended that this is best achieved through regular meetings between the candidate and individual members of the Mentoring Committee or in regular group meetings. The committee will submit an annual report of the faculty member’s progress to the Promotion and Tenure Committee and Department Chairperson by September 1 of each year. At the beginning of the fall semester of the third year of the faculty member’s appointment, the mentoring committee will assemble a detailed evaluation of the faculty member’s progress towards tenure and promotion, with specific attention to the items detailed above under “Role of the Departmental Faculty.” This report will be submitted to the Department Chairperson and the Dean.

The mentoring committee’s duties will continue through the promotion and tenure decision. This committee will assist in preparing the dossier for promotion and tenure. They will present a formal evaluation of the faculty member to a meeting of the Department of Biology Promotion and Tenure Committee and lead a discussion of the evaluation.

**Role of the Department Chairperson**

The Department Chairperson is responsible for administering the promotion process at the departmental level. The Department Chairperson assembles the Department’s part of the dossier. The Department Chairperson calls for the official Departmental Promotion and Tenure meeting of the departmental faculty that evaluates the candidate. The Chairperson of the Department of Biology Promotion and Tenure Committee conducts the Promotion and Tenure meeting after it is called to order by the Department Chairperson. Where appropriate the Departmental Chairperson may be excused from part of the discussion by a majority vote of the Rank and Tenure faculty. After the departmental faculty votes, the Chairperson communicates this vote to the members of the Promotion and Tenure Committee and adds this vote to the dossier.
Following the meeting, the Chairperson communicates the recommendation of the Department to the candidate. If the vote is marginal, the Chairperson should discuss the application with the candidate and, if the candidate wishes, provides a written summary of the discussion held at the Promotion and Tenure Committee meeting and summarized by the Chairperson of the committee. In such a case it is crucial that the Department Chairperson make a reasonable effort to ascertain the perceived weaknesses of the candidate’s application and communicate those perceived weaknesses to the candidate. The candidate may withdraw the application at this time. If the dossier is to go forward, the Chairperson adds his or her recommendation. The Chairperson’s recommendation should include detailed reasons for the recommendation. The complete dossier must be submitted to the Office of the Dean by October 1.

- **When the Chairperson is the Candidate**

When the Department Chairperson is the candidate, a committee of three tenured faculty members holding the rank of professor will handle the administration of the process. If there are not three tenured professors available to serve, the Dean of the College of Arts and Sciences will be asked to constitute an appropriate committee from within the College. A senior faculty member is chosen to chair the departmental faculty committee to evaluate the candidate.

- **Joint Appointments**

Since the nature of joint appointments varies, the exact method of evaluation should take into account the nature of the joint appointment. An agreement should be reached between the Provost, the Deans, the Department Chairs, and the candidate concerning the method of evaluation during the candidate’s first year. In the Department of Biology, any untenured tenure-track faculty member will have a mentoring committee.

**Mentoring and Evaluation of Untenured, Tenure-track Faculty**

One of the most important duties of a Department Chairperson and mentoring committees is to look after the best interests of the Department’s untenured faculty. The Chairperson and mentoring committee should make sure that the untenured faculty member is aware of what is expected of him or her as a member of the profession and as a faculty member in the Department of Biology. The Chairperson should in particular be sure that the untenured faculty member is familiar with the tenure requirements and process at Saint Louis University. The Chairperson should assist and encourage an untenured faculty member to overcome deficiencies. In the Department of Biology these mentoring duties will be the responsibility of the mentoring committee in consultation with the Department Chairperson. By September 1 of each academic year all untenured faculty must make available to the Promotion and Tenure Committee their complete dossier as it stands at that point in time, as well as a summary document that specifies the activities that they have conducted in the previous year and measures that they have undertaken to rectify any identified shortcomings by their mentoring committee or the departmental faculty from the previous year, if any. By the same date, the faculty member’s mentoring committee will prepare an annual report of the non-tenured faculty member’s progress for the faculty member, the Department Promotion and Tenure Committee, and the Department Chairperson. The Department Chairperson and the Chairperson of the Department Promotion and Tenure Committee are responsible for a response to the mentoring committee and the faculty member about the report. It is important that this report be used as a vehicle for faculty development.

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5 If these weaknesses did not become clear from the discussion in the departmental meeting, the Chairperson should either meet with individual faculty members or the mentoring committee or solicit comments from them. These comments may be submitted anonymously.
By September 1 of the first semester of the third year the mentoring committee will write a comprehensive evaluation concerning the candidate’s progress towards tenure. This report is submitted to the Department Promotion and Tenure Committee and is included in the candidate’s dossier for review. Written copies of this report and the report generated by the Chairperson of the Department Promotion and Tenure Committee will be given to the candidate and the Department Chairperson, and a copy will be forwarded to the Dean of the College of Arts and Sciences by the first week of the spring semester. If the candidate disagrees with the report he or she may add a letter to the file stating the disagreement and reason.

**Promotion from Associate Professor to Professor**

Appointment or promotion to the rank of professor ordinarily presupposes the qualifications for the rank of associate professor. Five years of service at the rank of associate professor in the Department of Biology at Saint Louis University or at another university of equal standing is the usual expectation for consideration; however, criteria as outlined in the section entitled “Criteria for Promotion to Associate Professor with Tenure” must be met for full consideration.

- **Role of the Candidate**

  By April 1 of the year preceding the year sought for consideration, the candidate will submit a letter of intent to seek promotion to the Department Chairperson. At that time the Chairperson will assemble a committee of three tenured faculty members holding the rank of professor. One member of the committee will be selected by the candidate, a second by the Chairperson and the third by the two committee members. This committee will work with the candidate and the Department of Biology Chairperson to assemble a dossier for review and a recommendation to an assembly of the Department of Biology tenured faculty members with the rank of professor.

- **Department’s Part of the Dossier**

  The Department Chairperson is responsible for assembling the departmental dossier. The various rank and tenure committees consider many candidates; therefore, it is important that the dossiers be assembled in a standard order. The following order is from the top down:

  a) Cover sheet and vote of the Department.

  b) Departmental criteria for promotion and tenure.

  c) The candidate’s part of the dossier.

  d) Chairperson’s form and recommendation.

  e) Two recommendations from colleagues (one colleague selected by the candidate, one by the Chairperson)\(^6\). These recommendations should be from faculty not on the mentoring committee. These letters are available for review by all members of the Promotion and Tenure Committee and the Department Chairperson.

  f) A minimum of four recommendations from students\(^5\), half of which should be selected from a list provided by the candidate, the other half by the Chairperson, in consultation with the mentoring committee. These letters are available for review by all members of the Promotion and Tenure Committee and the Department Chairperson.

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\(^5\) The candidate should not see the letters.
II. CRITERIA

Criteria for Promotion to Associate Professor with Tenure

The major criteria for promotion are scholarship and teaching, with equal weight given to both. Demonstrated distinction in these two areas, along with a significant contribution in service, advising, and collegiality is required for promotion to associate professor.

• Teaching

Teaching proficiency is a requirement for promotion and tenure. This includes both participation in the main undergraduate and graduate course offerings and the development of upper division and/or graduate courses in their areas of expertise. Teaching must include the supervision of graduate and undergraduate research and senior inquiry projects. Quality of teaching will be judged by student evaluation of lecture and laboratory courses, and peer evaluation by the mentoring committee and the Department Chairperson. Former graduates and undergraduates who have taken a course from or conducted research with the applicant will also assess his or her teaching. Teaching proficiency alone is not sufficient to justify tenure and promotion. However, it along with scholarship constitutes the major criteria for promotion to associate professor.

• Scholarship

Research is required for tenure and promotion in the Department of Biology. An active research program that encourages graduate and undergraduate participation should be developed at Saint Louis University. Participation in M.S. (Research) and Ph.D. programs, including supervision of graduate students, is particularly important. Collaborative research with students as well as investigators at other institutions is encouraged and publications resulting rank equally with single author publications. Candidates must demonstrate peer recognition of their research by publishing research papers in nationally or internationally recognized, peer-reviewed journals. Because biology is a multifaceted discipline, measuring scholarly productivity depends upon the type of data that one must collect within a particular subspecialty. The nature of the research project, the number of years required to collect meaningful, reproducible data, and a myriad of other factors appropriate to each discipline negate assignment of a particular number of acceptable publications. However, within the typical five-to-six year time frame, no less than two

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7 The outside evaluators should be recognized scholars in the candidate’s field. The outside evaluators primarily evaluate the candidate’s research and professional reputation but may add any relevant information.
original papers based upon new research carried out after the Ph.D. or postdoctoral fellowship; must be published in peer-reviewed journals, although the number should significantly exceed this level. The Department Chairperson in consultation with the faculty member’s mentoring committee and the faculty member will determine the expected number of publications. This number must be agreed upon before the third-year review of the faculty member. It is also essential that candidates present research results at national scientific meetings. The acquisition of external funding to support their research programs is expected but not required. However, the active pursuit of research grants or contracts from private foundations, state and/or federal agencies, industry or commodity groups is required.

- **Service**

  Service includes other professional activities that represent a normal part of the academic profession. These activities may include service on department, college, and university committees, participation in international or regional societies in the applicant’s area of expertise, review of journal articles and research proposals, participation in programs to improve science education, and professional service in the community.

- **Advising**

  All faculty members in the Department are expected to be good advisors. This includes being familiar with university and departmental requirements as well as assisting undergraduate and graduate students in selecting courses and preparing class schedules. Advising also includes writing letters of recommendation and advising students on their career goals and opportunities after graduation.

- **Collegiality**

  For the effective operation of a department, collegiality among its members is expected. For this reason all candidates for rank and tenure must be able to interact with faculty and students in a constructive and professional manner. Collegiality includes sharing of committee assignments, participating in departmental and university functions, providing advice in areas of research and teaching to faculty and students in the University, and collaboration with colleagues within and outside of the Department when appropriate.

- **Skill and Knowledge**

  All faculty members in the Department of Biology are expected to exhibit a skill and knowledge of their craft that is adequate to lead to publication in major peer reviewed journals, funding of research, and above average teaching evaluations by students and peers.

**Criteria for Promotion to Professor with Tenure**

For promotion to professor, it is expected that the candidates will strengthen their credentials in scholarship and teaching beyond those required for promotion to associate professor. However, one’s university career may take a variety of paths, all of which constitute an important and valued contribution to the Department and to the University. Therefore a certain degree of flexibility has been incorporated into the criteria for advancement to the position of professor. Service, which played a minor but important role in the tenure decision, now can play a major role in the decision for promotion to professor. Therefore, the three major criteria for advancement to professor are scholarship, teaching, and service. Superior performances in two of these areas along with a substantial contribution in the third area are necessary for promotion to professor. As with the promotion to associate professor, significant contributions to advising and collegiality are also required.
• **Teaching**

Excellence in teaching can be demonstrated by the following:

a) A depth and breadth of knowledge, not only in the classroom but also with research students.

b) The continued mentoring and graduation of M.S. (R) and Ph.D. students.

c) The continued development of upper division and graduate courses in current areas of biology.

d) University-wide or nation-wide recognition of teaching excellence in the form of teaching awards.

e) The development and publication of textbooks, methodologies, and novel teaching approaches that are widely used in secondary, undergraduate, or graduate teaching.

f) The development and implementation of programs that enhance the teaching of biology to members of the community and the University.

• **Scholarship**

Excellence in scholarship is seen as the acquisition of national or international standing in one’s area of expertise. Among the kinds of evidence that can support achieving this status are the following:

a) A sustained publication record of original contributions in the field, whose importance is supported by peer evaluations and by citations of these works by other researchers and scholars. (Expectations for scholarly effort will significantly exceed those required for promotion from assistant to associate professor.)

b) Evidence that the research has made a substantial impact on the field and strongly influenced the thinking of others in the field.

c) Publication of one or more authoritative books or monographs in the field.

d) Invitations to present major papers or keynote addresses at professional meetings and symposia.

e) Elected offices in professional organizations.

f) Grants or contracts from government or private funding agencies on a sustained basis.

g) Sustained external funding for research.

• **Service**

Excellence in service can take the following forms:

a) The chairmanship of the Department.
b) Leadership roles in university committees that play a major role in the growth and development of the Department and the University.

c) Leadership roles in national or international professional organizations including organizational roles in symposia or conferences.

d) Development and teaching of professionally oriented workshops.

III. Promotion of Continuing, Non-Tenure-Track Faculty

The process to be followed in the case of promotion of a non-tenure-track faculty member is generally the same as that for tenure-track faculty except that the criteria and information needed is modified to suit the needs of the candidate’s role as a primarily teaching faculty member. These general differences are outlined below under “Promotion of Full-Time, Non-Tenure-Track Faculty in the Department of Biology”.

Preamble:
The primary responsibilities for implementing the mission of the College of Arts and Sciences and the Department of Biology typically resides with its full-time, tenure-track faculty. This position reflects not only the historical reality of the usual and customary practice of the College and Department but also a continuing imperative for the integrity and viability of the mission of the Department and College which includes the traditional academic functions of teaching, research, and service. The needs of the Department of Biology and College may, on occasion, necessitate the hiring of full-time, non-tenure-track faculty to work with the full-time, tenure-track faculty in achieving and enhancing this mission. Such personnel can represent a special talent or resource not otherwise available within the full-time, tenure-track faculty or a competency which augments those of the full-time, tenure track faculty in ways distinct from assistance provided by other, part-time, or adjunct faculty. While their contributions may be substantial to the Department’s or College’s purposes, the status of full-time, non-tenure-track faculty is a recognized departure from established practices within the College and presents separate, unique, and special issues regarding decisions as to their retention and promotion. It is the intent of this section of the Department of Biology document to affirm their rightful place as full members of the Department of Biology and College of Arts and Sciences faculty and to assure their rights and responsibilities as faculty members. Thus, these norms and procedures are established in an effort to clarify their distinctiveness, to protect their interests, and to provide direction as to procedures for hiring and promotion.

Definition:
Non-tenure-track faculty in the Department of Biology, the College of Arts and Sciences and the University are defined as “individuals who are not eligible for tenure but have appointments that are renewable.” Within the College of Arts and Sciences, full-time, non-tenure-track faculty are limited to persons whose primary responsibility is usually that of teaching and instruction and are hereafter referred to as “teaching faculty.”

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8 The Faculty Manual of Saint Louis University currently in effect.
9 In most cases their responsibilities involve teaching and advising of majors; however, they may also conduct scholarly work with the permission of their supervisor and if they are funded for applied, pedagogical, or pure scientific studies, and have available facilities to conduct said studies.
Rights and Privileges of Non-tenure-track Faculty
Non-tenure-track faculty have the same rights and privileges of tenure-track faculty in the Department of Biology with the following exceptions:
   1. They do not attend or vote on tenure and/or promotion of tenure-track faculty.
   2. They are generally not provided with a research laboratory unless they have extramural funding.
   3. They generally do not receive a research budget from the Department of Biology.

Performance Expectations:
It is expected that modification will be made in the usual faculty requirements pertaining to teaching and service in the performance expectations of teaching faculty. Such distinction is central to their function within the Department of Biology and College of Arts and Sciences. Their evaluation as teaching faculty will principally focus on their performance in the classroom and laboratory environments and advising and mentoring. Performance in other areas of teaching and service will also be evaluated relative to their weight in the employment expectations of each teaching faculty member. However, the basic criteria for evaluation should established for each case within three months after the faculty member is hired and should be reviewed annually in consultation with their mentoring committee and the Department Chairperson. Each year the Faculty Promotion and Tenure Committee meets, discusses, and votes on whether to recommend that the non-tenure track faculty’s contract be renewed for the following year. Each candidate’s mentoring committee brings forward a recommendation to be voted on by the Departmental Rank and Tenure Committee. In the case of a recommendation of a non-renewal the non-tenure track faculty must be given the necessary notice as per the faculty manual of Saint Louis University.

Ranks:
The College of Arts and Sciences uses three ranks of non-tenure-track faculty. They are, in ascending order: Non-tenure track instructor, Non-Tenure Track Assistant Professor, Non-Tenure Track Associate Professor, and Non-Tenure Track Professor.

Promotion in Rank:
Although achievement of tenure is, by definition, not available to non-tenure-track faculty, promotion can be important to both the academic career of teaching faculty members and to the vitality and development of the Department and College. Promotion in rank is earned through the diligent and persistent demonstration of competence in the specified responsibilities of the position, and signals recognizing levels of achievement from colleagues in the Department, College, and wider University community. The core of the evaluation process for promotion is the end result of a carefully executed, faculty peer review.

Mentoring Committee:
All non-tenure track faculty in the Department of Biology will be assigned a mentoring committee of peers as described for tenure-track faculty.

Promotion Procedures:
The Department of Biology generally follows the procedures specified in the University Faculty Manual and those for tenure-track faculty in the Department currently in effect and uses the same
forms. Such forms are modified as necessary to indicate that promotion in rank, but not tenure, is being considered in the process.

For eligible faculty, the Chair of the Department where the faculty member resides initiates the process in the Spring semester of each year following a request from the faculty member. The faculty member, together with the Department Chairperson and mentoring committee begins the process of collection of relevant data. Inasmuch as the teaching faculty member’s primary responsibilities are in the areas of teaching, instruction, and advising, the Chair solicits evaluation of the candidate’s promotion also by any Programmatic Directors, if applicable, as additional sources of evaluation. The Chair of the Department and Chair of the mentoring committee also selects four students to evaluate the candidate using the standard College form. In selecting student evaluators, they choose at least two students who have worked closely with the candidate. They will also select at least two student evaluators from among those students who have taken a course, with grade of “B” or better, with the candidate. If the candidate offers graduate courses some of the student letters may come from students who have taken a course, with grade of “B” or better, with the candidate.

By September 1 of the same year the candidate must submit in full to the Department Chair supporting materials of their performance in teaching, instruction, and advising, including a self-statement on their philosophy of teaching and advising students, and a letter summarizing their accomplishments at SLU. The Chairperson and the candidate each select one faculty member for colleague letters (faculty on the mentoring committee are not eligible).

Faculty evaluations, student evaluations, and other pertinent, supporting material are forwarded, with the candidate’s materials, to the College of Arts and Sciences Rank and Tenure Committee for its consideration and review. Procedures for review are as specified in the Faculty Manual currently in effect. Voting will be consistent with tenure-track faculty.

**Norms for Promotion in Rank:**
University-wide norms for promotion and tenure as specified in the Faculty Manual of Saint Louis University currently in effect serve as general guidelines for the norms of the College of Arts and Sciences and Department of Biology. The norms of the College and Departments are further specifications of the criteria and standards of the University, and elaborate and expand on them.

**General**

1. **Terminal degree:** The Ph.D. degree will be considered the usual and minimal terminal degree for teaching faculty in the Department of Biology.

2. **Demonstrated competence in teaching, instruction, and advising assignments,** the principal employment expectation of teaching faculty, is required for promotion. Competence in other areas of performance as specified at the time of hiring and as modified in annual contracts may also be required for promotion. Outstanding achievement in some but not all of the specified areas does not serve to substitute for less than satisfactory accomplishment in remaining areas.
3. Standardized student course evaluations currently in use in the College and Department serve as one source of evidence of teaching competence for teaching faculty whose job expectations include classroom and laboratory teaching and instruction. Other sources of evidence of teaching competence and course development can also be employed to demonstrate teaching competence. These include, but are not limited to, evaluations by other faculty of instructional activities of the faculty member.

4. In addition to the more specifically developed norms in those areas which may constitute the employment expectations of teaching faculty (e.g. teaching, service), candidates for promotion are judged on the basis of collegiality. It is expected in a university setting that faculty work cooperatively with other faculty, with students, and with other members of the university community to achieve common goals and objectives.

5. Requirements pertaining to time-in-rank as specified in the Faculty Manual of Saint Louis University and which apply to promotion considerations for tenure-track faculty apply equally to continuing, non-tenure track faculty.

6. Responsibility for providing evidence of having satisfied norms for promotion rests with the candidate.

**Norms for Promotion to The Rank of Associate Professor**

**Teaching:**
Candidates whose employment responsibilities include classroom teaching are expected to earn consistently positive ratings in standardized course evaluations and assessments. An effective teacher demonstrates enthusiasm for learning, stimulates intellectual curiosity, and encourages independent thinking. Course outlines and related materials are expected to reflect careful planning, orderly presentation of material, thoroughness of coverage, and currency of knowledge. Availability to students and a keen sense of service to students in the advising process are considered related aspects of teaching.

**Service:**
Candidates will be evaluated on the service they have rendered. Service is an essential ingredient in a collegial atmosphere and can assume many forms. It includes active participation in and sharing of responsibilities on various committees within the College and Department as well as participation in University committees and activities. It also may include a wide variety of service to the community as well as to the profession.

**Norms for Promotion to The Rank of Professor**

To be considered for promotion to the rank of teaching professor, the faculty member must demonstrate continued development of those activities and qualities required for promotion to teaching Associate Professor, and must show evidence of heightened professional reputation in the areas of employment expectations. Usually, candidates considered for promotion to Full Professor have received honors and awards in teaching, achieved recognition for outstanding pedagogical development and supervision of courses, student development, or course development or training programs within Saint Louis University or between Saint Louis
University and other institutions.

Chemistry

I. PROMOTION PROCEDURES FOR TENURE TRACK FACULTY

A tenured or tenure-track faculty member in the Department of Chemistry is expected to teach, perform research, and provide service with a workload distribution that is determined by the Chair in consultation with the faculty member and following Chemistry Department workload guidelines.

Tenure-track faculty in the Department of Chemistry are evaluated for promotion and tenure using the procedures described in The Faculty Manual of Saint Louis University. For eligible faculty, the Chair of the Department initiates the promotion and tenure processes upon a request for promotion review from the faculty member. The request should come from the faculty member in the Spring semester preceding the year that the faculty member wishes to be reviewed. The faculty member, together with the Department Chair and mentor, begins the process of collection of relevant data. The Chair of the Department and the mentor select students to evaluate the candidate using the standard College form in use at the time of application. In selecting student evaluators, they choose at least two students who have worked closely with the candidate or have taken a course with the candidate and earned a grade of “B” or better. If the candidate offers graduate courses, some of the student letters may come from students who have taken a course with the candidate and earned a grade of “B” or better.

By September 1 of the same year, the candidate must submit to the Department Chair a package complete with supporting materials for their performance in teaching, research, service, and, when appropriate, administration. The package should follow the format specified by the College of Arts and Sciences and includes all the information required from the Department, College and University. The Chair and the candidate each selects one faculty member for colleague letters.

Assessment of academic excellence and deliberations of the University’s Rank and Tenure Committees are assisted by external review letters that accompany recommendations for promotion. Letters from a minimum of three reviewers are necessary for promotion to Associate Professor and Professor. The candidate submits at least five names of individuals external to the university to potentially serve as reviewers of their dossier. This list should not include previous research mentors. The Department Chair, in consultation with the mentor, may select additional names.

Reviewers are selected to reflect a balance of those familiar with the applicant and their achievements and those who are not familiar with the applicant’s work but are able to evaluate
the candidate on the basis of material provided. Reviewers will be provided with the candidate’s vita, self-assessment and statement, publications, and the Department’s criteria for promotion.

Faculty evaluations, external reviewer evaluations, student evaluations, the letter from the Department Chair, and other pertinent supporting material are forwarded, with the candidate’s materials, to the Dean of the College (see the College of Arts and Sciences specified format for a list of all required material).

Mentoring and Evaluation of Untenured Faculty

It is the goal of the Department of Chemistry that new faculty have every opportunity to succeed in both teaching and research. To help foster this success, the Department Chair will assign a faculty mentor to each new faculty member of the Department of Chemistry. A “mentor” is defined as a faculty member of higher rank that will help to advise the faculty member when questions arise concerning the teaching, research, and service activities of academic life. The new faculty member will be made aware of their progress at the departmental level in the form of annual evaluation, provided by the Department Chair. However, satisfactory performance on annual evaluations is not sufficient to obtain promotion and tenure. A more complete and thorough evaluation that provides a better measure of progress toward promotion and tenure comes in the third year review.

Third Year Review Process

In a tenure-track faculty member’s third year, the Department will conduct a thorough review of the faculty member’s progress toward promotion and tenure. All of the tenured faculty in the Department will review the faculty member’s progress as it appears in a complete dossier provided by the candidate. The faculty member’s mentor will provide written evaluations of progress in teaching and research to the Department Chair. The Chair will use the mentor’s evaluation, comments provided by the tenured faculty at a meeting, and the candidate’s dossier to prepare a letter notifying the candidate on their progress. After preparation of the third-year review letter and distribution to the candidate and the Dean, the Chair will meet with the candidate to discuss the evaluation.

II. CRITERIA FOR TENURE TRACK FACULTY

Promotion to Associate Professor with Tenure

Teaching

The Department of Chemistry views its primary mission to be the education and training of students at the baccalaureate, master, and doctoral levels. Consequently, a significant emphasis is
placed on teaching. The means by which the Department evaluates an individual’s teaching may include tenured faculty, peer, and Chair’s evaluations, course evaluations, class visitations, and the review of examinations, course syllabi, and other related materials.

Each faculty member will have a teaching assignment that is governed by the Department’s needs and the faculty member’s workload distribution as determined by the Chair on an annual basis. These assignments may include undergraduate and/or graduate courses. Some faculty member’s assignments may require development of new courses or modification of existing courses.

A further important instructional goal for the Department of Chemistry is the involvement of undergraduate majors and graduate students in original research projects. To that end, the participation of tenure track faculty in this endeavor is required. Faculty involvement in research mentoring is measured by the number of undergraduate and graduate students supervised, the number of student presentations, and the number of publications with students as co-authors.

Mentoring

The applicant for tenure must provide mentoring to their students and assigned mentees. They must demonstrate a reasonable knowledge of the policies and procedures of the Department and the University that apply to the mentoring of both undergraduate and graduate students.

Scholarship and Research

Faculty members are expected to demonstrate a consistent rate of research activity that increases throughout the pre-tenure period. The primary measure of research activity will be peer-reviewed publications of original research. Consideration will also be given to invited lectures, conference presentations (by the faculty member and research students), research funding, and the number of undergraduate, graduate, and postdoctoral research students advised by the faculty member. The rate of publication should increase throughout the pre-tenure period, with a very rough estimate of 2-4 papers per year toward the end of this period. This publication rate will vary depending on the research area, type of publication, and other considerations. Another important measure of research activity will be external funding. Faculty are expected to secure external funding to support their research efforts equal to on the order of two-thirds of the amount of their start-up package prior to consideration for promotion and tenure. Ultimately, faculty members should demonstrate through their research activity a national awareness of their research program within their specific research area.

Professional Service

Expectations for the candidate’s involvement in professional service activities are minimal for the first three years of the candidate’s tenure in the Department. However, involvement in departmental, college, and/or university activities or professional societies as well as serving as a
reviewer for scientific publications and grant proposals are expected, particularly after the candidate’s third year.

Collegiality

As the Department of Chemistry needs to function in a cooperative manner, candidates need to demonstrate collegial behavior and a willingness to work cooperatively with the faculty and staff in the Department. This may take the form of team-teaching courses, working together in the teaching of multiple sections of a given course, collaborative research projects, serving on committees, and participating in seminar and invited speaker series’.

Criteria for Promotion to Professor

Teaching

The requirement for promotion to Professor is broad evidence of expertise in and commitment to teaching of chemistry at both the undergraduate and graduate levels. These may be demonstrated in the candidate’s course evaluations and annual reviews and in the development of pedagogical materials. The candidate for promotion is expected to continue and expand their participation in the supervision of undergraduate and graduate student research projects while also building upon his or her experience in teaching, including the demonstration of a willingness to critically evaluate new pedagogical innovations. It is also expected that a faculty member will have developed new courses in chemistry. In particular, this includes graduate courses in the faculty member’s area of specialization. While opportunity for development of new courses may not exist during the time prior to tenure approval, in the long term, a faculty member is expected to develop new courses.

Mentoring

The applicant for promotion must provide quality mentoring to their students and assigned mentees. They must demonstrate a good knowledge of the policies and procedures of the Department and the University, especially as they apply to the mentoring both of undergraduate and graduate students in chemistry.

Additionally, senior faculty members are expected to mentor junior faculty members in the Chemistry Department in their teaching and research endeavors.

Scholarship and Research

Faculty members are expected to demonstrate a consistent rate of research activity, as measured by peer-reviewed publications of original research, the ability to sustain their research program through external funding, invited lectures and conference presentations (by the faculty member and research students), and by participating in the review of journal articles and grant proposals. The rate of publication should be 2-4 papers per year. This may vary depending on the research
area, type of publication, and other considerations. Candidates for Professor should also provide information on the extent of citation of their work by the scientific community. Long-term external grant and contract funding levels should be consistent with that necessary to maintain a successful, productive research program. Ultimately, faculty members should demonstrate through their research activity an international awareness of their research program.

Professional Service

The requirement for promotion to Professor is evidence of significant service contributions in the University and in professional service. Contributions in service to the University may be measured by the extent of participation in departmental, college, or university committees and in serving as chair on committees. Professional service is generally carried out through the ACS or other scientific societies. Common activities include the organization and moderating of symposia and sessions at scientific meetings and serving on society committees. Participation in peer review of publications and grant proposals is another important form of professional service.

Collegiality

The candidate will continue demonstrating collegial behavior and a willingness to work cooperatively with the faculty and staff in the Department.

III. PROMOTION PROCEDURES FOR CONTINUING, NON-TENURE TRACK FACULTY

Non-tenure track faculty in the Department of Chemistry are individuals who are not eligible for tenure but may have renewable appointments. The primary focus of these faculty is teaching, with some form of service also being expected. This is typically in an 80/20 teaching/service workload breakdown, although the workload distribution may be adjusted by the Chair in consultation with the faculty member to address the needs of the department. A non-tenure track faculty member may perform research or scholarship; this is usually in the form of chemistry pedagogy and laboratory development but can also include research with students.

Non-Tenure Track Faculty in the Department of Chemistry are evaluated for promotion using the procedures specified for non-tenure track faculty members in The Faculty Manual of Saint Louis University. The process to be followed in the case of promotion of a non-tenure-track faculty member is generally the same as that for tenure-track faculty except that the criteria and information needed are modified to suit the needs of the candidate’s role as a primarily teaching faculty member.
Supporting documentation and departmental forms are modified as necessary to indicate that promotion in rank, but not tenure, is being considered in the process. The non-tenure track faculty member can request a performance review of their dossier by the faculty of higher rank before initiating the promotion process.

A terminal degree (Ph.D. degree) is required for all positions above instructor. Teaching, instruction, and advising assignments are all evaluated as part of promotion eligibility. Outstanding achievement in some but not all of the specified areas does not serve to substitute for less than satisfactory accomplishment in remaining areas.

Although research is not included among the usual and customary employment expectations of teaching faculty, participation in related forms of scholarly activity is expected for promotion. Teaching faculty members share the task of contributing to the fund of knowledge essential to the University’s educational endeavor. Furthermore, submission of educational grants related to course and laboratory development and pedagogical development within the Department is encouraged. Teaching pedagogy, including development of new instructional methods or materials, and publishing and reviewing the scientific literature in chemical and science education are primary examples of these activities. NTT faculty members will be provided with professional development support, including funds for travel to conferences and workshops in order to support their professional growth.

For eligible faculty, the Chair of the Department initiates the promotion processes upon a request for promotion review from the faculty member. The request should come from the faculty member in the Spring semester preceding the year that the faculty member wishes to be reviewed. The faculty member, together with the Department Chair and mentor begins the process of collection of relevant data. The Chair of the Department and the mentor select students to evaluate the candidate using the standard College form. In selecting student evaluators, they choose two to four students who have worked closely with the candidate or are from among those students who have taken a course, with grade of “B” or better, with the candidate. If the candidate offers graduate courses some of the student letters may come from students who have taken a course, with grade of “B” or better, with the candidate.

By September 1 of the same year, the candidate must submit to the Department Chair a package complete with supporting materials for their performance in teaching, research, service, and, when appropriate, administration. The package should follow the format specified by the College of Arts and Sciences and include all of the required information from the Department, College and University. The Chair and the candidate each selects one faculty member for colleague letters.

Standardized student course evaluations currently in use in the Department serve as one source of evidence of teaching competence for teaching faculty whose job expectations include
classroom and laboratory teaching and instruction. Other sources of evidence of teaching competence and course development can also be employed to demonstrate teaching competence. These include, but are not limited to, evaluations by other faculty of instructional activities of the faculty member, student performance on standardized exams and exercises, and teaching awards.

In addition to the more specifically developed norms in those areas which may constitute the employment expectations of teaching faculty (e.g. teaching, service), candidates for promotion are judged on the basis of collegiality. It is expected in a university setting that faculty work cooperatively with other faculty, with students, and with other members of the university community to achieve common goals and objectives.

Faculty evaluations, reviewer evaluations, student evaluations, the Chair support letter, and other pertinent supporting material are forwarded, with the candidate’s materials, to the College Rank and Tenure Committee for its consideration and review. Procedures for review are as specified in the Faculty Manual currently in effect.

Mentoring and Evaluation of Non-Tenure Track Faculty

It is the goal of the Department of Chemistry that new faculty have every opportunity to succeed. To help foster this success, the Department Chair will assign a faculty mentor to each new faculty member of the Department of Chemistry. A “mentor” is defined as a faculty member of higher rank who will help to advise the faculty member when questions arise concerning the teaching and service activities of academic life. The new faculty member will be made aware of their progress at the departmental level in the form of annual evaluation, provided by the Department Chair. However, satisfactory performance on annual evaluations is not sufficient to obtain promotion. A more complete and thorough evaluation that provides a better measure of progress toward promotion comes in the Early Stage review.

Promotion Expectations

It is expected that modification will be made in the requirements pertaining to teaching, research, and service in the performance expectations of non-tenure teaching faculty. Such distinction is central to the function of teaching faculty within the Department of Chemistry. Their evaluation as teaching faculty will focus on performance in the classroom and laboratory environments, professional development, advising and mentoring. Performance in other areas of teaching, scholarship, and service will be evaluated relative to their weight in the employment expectations of individual teaching faculty member.

Although achievement of tenure is, by definition, not available to non-tenure-track faculty, promotion can be important to both the academic career of teaching faculty members and to the vitality and development of the Department. Promotion in rank is earned through the diligent and persistent demonstration of competence in the specified responsibilities of the position, and signals recognizing levels of achievement from colleagues in the Department, College, and wider
University community. The core of the evaluation process for promotion is the end result of a carefully executed, faculty peer review.

Early Stage Review Process

Sometime between the third and fifth year of a non-tenure track faculty member’s appointment at SLU, the department will conduct a thorough review of the faculty member’s progress toward promotion. All of the higher ranking faculty in the department will review the faculty member’s progress as it appears in a complete dossier provided by the candidate. The faculty member’s mentor will provide written evaluations of progress in teaching and, where appropriate, scholarship to the Department Chair. The Chair will use the mentor’s evaluation, comments provided by the faculty at the meeting, and the candidate’s dossier to prepare a letter notifying the candidate on their progress. After preparation of the early stage-year review letter and distribution to the candidate and the Dean, the Chair will meet with the candidate to discuss the evaluation.
IV. CRITERIA FOR CONTINUING, NON-TENURE TRACK FACULTY

Promotion to Non-Tenure Track Assistant Professor

Teaching

The Department of Chemistry views its primary mission to be the education and training of students at the baccalaureate, and masters and PhD levels. Consequently, a significant emphasis is placed on teaching. The means by which the department evaluates an individual’s teaching may include tenured faculty, peer, and Chair’s evaluations, course evaluations, class visitations, and the review of examinations, course syllabi, and other related materials.

Each faculty member will have a teaching assignment that is governed by the department’s needs and the faculty member’s workload distribution as determined by the Chair on an annual basis. These assignments may include undergraduate and/or graduate courses. Some faculty member’s assignments may require development of new courses or modification of existing courses.

Mentoring

The applicant for promotion must provide quality mentoring to graduate teaching assistants, undergraduate student workers, and support staff. They must demonstrate a reasonable knowledge of the policies and procedures of the Department and University that apply to mentoring.

Scholarship and Research

Faculty members are expected to have published in peer reviewed scientific journals, although not necessarily as a principal investigator. It is also optional for the faculty member to have scholarship in the form of instrument grants, research grants, research publications and presentation, and peer reviewed education publication and presentations.

Professional Service

All faculty members are expected to contribute to the Department, College, and University service as the need arises to promote the proper functioning of the community. Community service is also an expectation, this particularly important given the University’s Jesuit, Catholic mission. Service contributions are equally important for non-tenure track faculty members and are considered as part of their promotion. Promotion to NTT Assistant Professor requires demonstrated productive participation at the Department and College level and through community service participation.

Collegiality

As the Department of Chemistry needs to function in a cooperative manner, candidates need to demonstrate collegial behavior and a willingness to work cooperatively with the faculty and staff.
in the department. This may take the form of team-teaching courses, working together in the
teaching of multiple sections of a given course, collaborative research projects, collaborative
publications and serving on committees.

Promotion to Non-Tenure Track Associate Professor

Teaching

The requirement for promotion to NTT Associate Professor is evidence of expanded roles in
teaching and scholarship. In particular, expanded teaching roles will include participation across
the curriculum, including laboratory courses, lecture courses, and may include both graduate and
undergraduate courses.

Mentoring

The applicant for promotion must provide quality mentoring to graduate teaching assistants,
undergraduate teaching assistants, undergraduate work studies, support staff, and assigned
mentees. They must demonstrate a reasonable knowledge of the policies and procedures of the
Department and the University that apply to mentoring.

Scholarship and Research

The candidate will also demonstrate continued professional development. This should include
attendance and presentations at professional conferences and workshops, submission of grant
proposals, and publication in the peer reviewed literature.

Professional Service

For promotion to NTT Associate Professor the candidate will have demonstrated contributions to
the Department, College, and University. They will have also have demonstrated community
and professional service contributions.

Collegiality

As the Department of Chemistry needs to function in a cooperative manner, candidates need to
demonstrate collegial behavior and a willingness to work cooperatively with the faculty and staff
in the department. This may take the form of team-teaching courses, working together in the
teaching of multiple sections of a given course, collaborative research projects, collaborative
publications and serving on committees.

Promotion to Non-Tenure Track Professor

Teaching

Usually, candidates considered for promotion to Full Professor have received honors and awards
in teaching, achieved recognition for outstanding pedagogical development and supervision of
courses, and received substantial extramural support for scholarly work with instruction, student development, course development, or training programs within Saint Louis University or between Saint Louis University and other institutions.

The requirement for promotion to Professor is broad evidence of expertise in and commitment to teaching of chemistry at both the undergraduate and graduate levels. These should be demonstrated in the candidate's course evaluations and annual reviews, and in the testing and development of pedagogical materials. The candidate for promotion is expected to continue and expand their participation in the supervision of undergraduate and, where appropriate, graduate student research projects while also building upon his or her experience in teaching, including the demonstration of a willingness to critically evaluate and implement new pedagogical innovations. It is also expected that a faculty member will have developed new courses in chemistry. This may include graduate courses in the faculty member's area of specialization.

Mentoring

The applicant for promotion must provide quality mentoring to their students and assigned mentees. They must demonstrate a good knowledge of the policies and procedures of the Department and the University, especially as they apply to the mentoring both of undergraduate and graduate students in chemistry.

Additionally, senior faculty members are expected to mentor junior faculty members in the Chemistry Department in their teaching and research endeavors.

Scholarship and Research

In the area of scholarship, faculty members are expected to demonstrate research activity. The quality of scholarship should be significantly higher than that required for promotion to the rank of associate teaching professor. The candidate will have served as principal investigator on extramural grants and have published in the peer-reviewed literature as corresponding author.

Professional Service

To be considered for promotion to the rank of NTT Professor, the faculty member should show evidence of heightened professional reputation in the areas of employment expectations, and wide recognition as an authority or leader in their field of endeavor. Contributions in service to the University may be measured by the extent of participation in departmental, college, or university committees and in serving as chair on committees. Professional service is generally carried out through the ACS or other scientific societies.

Collegiality

The candidate will continue demonstrating collegial behavior and willingness to work cooperatively with the faculty and staff in the department. This may take the form of team-
teaching courses, working together in the teaching of multiple sections of a given course, collaborative research projects, collaborative publications and serving on committees.

Communication

I. PROCEDURES

Evaluation of Application for Promotion and Tenure
Faculty in the Department of Communication are evaluated for promotion and tenure using the procedures described in The Faculty Manual of Saint Louis University and the College of Arts and Sciences Rank and Tenure Procedures in the College Policy Binder. What follows details specific procedures for the handling of the tenure and promotion process within the Department of Communication, beyond those described in the College Policy Binder.

Role of the Candidate for Tenure-track Faculty
It is the candidate's responsibility to inform the Department Chairperson of his or her intention to apply for tenure and promotion by February 1 of the calendar year in which the tenure application is going to be made. Prior to the end of April, the candidate will prepare a candidate statement regarding research and a list of eight possible reviewers. This statement will be included in the material sent to outside reviewers, along with the research portfolio.

The candidate must prepare the dossier, in consultation with the Department Chairperson. Section three of the College Policy Binder provides guidelines regarding the contents of the dossier. The candidate's part of the dossier must be submitted to the Department Chair by September 1. The candidate should be familiar with The Faculty Manual of Saint Louis University, particularly those sections pertaining to types of faculty, advancement, and norms for appointment, retention, and advancement, as these provisions govern how the candidate's application for tenure will be evaluated.

Role of the Department for Tenure-track Faculty
When a faculty member has informed the Department Chair of his or her intention to seek tenure and promotion, the Department Chair shall convene a Promotion and Tenure Committee. The Committee shall include all tenured faculty in the Department holding the rank of associate and above, in the case of faculty seeking tenure and promotion to the associate level, and all tenured faculty in the Department holding the rank of full, in the case of faculty seeking promotion to the full level.

The Chair of the Department is responsible for helping each candidate assemble a dossier for the rank and tenure decision, as described in the Arts and Sciences' policy guidelines. As part of this procedure for tenure-track faculty, the Chair will solicit letters from at least five evaluators, in accordance with Arts and Sciences' guidelines. In the spring prior to submitting the tenure case, candidates should offer the Chair a list of at least eight possible evaluators. The Chair will compile a list of additional possible reviewers in consultation with the faculty who will serve on the Promotion and Tenure Committee. Reviewers will come from these lists, with at least two from the list provided by the candidate, if possible. Candidates also can offer names of reviewers they believe are unable to give an unbiased assessment. Reviewers should not be advisors, relatives, or co-authors. The candidate also will give the Chair a list of at least six students who have taken a class with the candidate. The Chair will consult with tenured faculty at or
above the candidate’s proposed rank to choose two students from the list. The Chair will then solicit evaluations from those two students.

Additionally, sometime in the spring semester prior to submitting the tenure case, at least three tenured faculty members will visit the candidate’s classes to observe his or her teaching, making arrangements with the candidate for appropriate days to visit.

**Role of the Candidate for Non-tenure Track Faculty**

The process to be followed in the case of promotion of a non-tenure track faculty member is generally the same as that for tenure-track faculty. The nature of the outside reviewers for the promotion case, however, will be determined by the unique nature of the administrative and/or teaching responsibilities of the specific non-tenure track position.

In accordance with the promotion policy for non-tenure track faculty in the College of Arts and Sciences, the faculty member and the Chairperson shall meet at least one year prior to making the application for promotion and establish procedures to be used for the promotion review and review the criteria for evaluation. In addition, it is the candidate’s responsibility to inform the Department Chairperson of his or her intention to apply for promotion by February 1 of the calendar year in which the promotion application is going to be made. Prior to the end of April, the candidate will prepare a statement regarding administration and/or teaching (depending upon the nature of the position) and a list of six possible reviewers. This statement will be included in the material sent to outside reviewers, along with the administrative and/or teaching portfolio.

The candidate must prepare the dossier, in consultation with the Department Chairperson. Section three of the College Policy Binder provides guidelines regarding the contents of the dossier. The candidate’s part of the dossier must be submitted to the Department Chair by September 1. The candidate should be familiar with The Faculty Manual of Saint Louis University, particularly those sections pertaining to types of faculty, advancement, and norms for appointment, retention, and advancement, as these provisions govern how the candidate’s application for promotion will be evaluated.

**Role of the Department for Non-tenure Track Faculty**

When a non-tenure track faculty member has informed the Department Chair of his or her intention to seek promotion, the Department Chair shall convene a Promotion and Tenure Committee. The committee shall include all faculty at or above the rank the candidate is seeking.

The Chair of the Department is responsible for helping each candidate assemble a dossier for the promotion decision, as described in the Arts and Sciences’ policy guidelines. The information submitted in the dossier and the criteria applied to evaluate quality are modified from that for tenure-track positions in order to fit the candidate’s job responsibilities as an administrator and teacher. These criteria should be laid out explicitly at the time of his or her hiring, following the Promotion Policy for Non-tenure Track Faculty outlined in the policy manual for the College of Arts and Sciences.

As part of this procedure for non-tenure track faculty, the Chair will solicit letters from at least five reviewers in accordance with Arts and Sciences’ guidelines to evaluate the quality of the candidate’s work in the particular type of administrative or teaching role.
she or he holds in the department. In the spring prior to submitting the promotion case, candidates should offer the Chair a list of at least eight possible evaluators. The Chair will compile a list of additional possible reviewers in consultation with the faculty who will serve on the Promotion and Tenure Committee. Reviewers will come from these lists, with at least two from the list provided by the candidate, if possible. Candidates also can offer names of reviewers they believe are unable to give an unbiased assessment. Reviewers should not be advisors, relatives, or co-authors. The candidate also will give the Chair a list of at least eight students who have taken a class with the candidate. The Chair will consult with faculty at or above the candidate’s proposed rank to choose two to four students from the list, depending upon the job responsibilities of the candidate. The Chair will then solicit evaluations from those students.

Additionally, sometime in the spring semester prior to submitting the promotion case, at least three faculty members at or above the rank being sought will visit the candidate’s classes to observe his or her teaching, making arrangements with the candidate for appropriate days to visit.

**Decision-making Process for Tenure-track and Non-tenure Track Faculty**

Once the dossier is assembled, the Chair will convene a meeting of the Department’s Promotion and Tenure committee to consider and vote on the candidate’s dossier. Members of the Promotion and Tenure committee may vote only if they are present at this meeting. The Department Chairperson chairs the committee, but does not vote. The vote is done by secret ballot. The Chair will count the ballots, which will be checked by two colleagues, and declare the results. The letter detailing the recommendation of the committee will be written by members of the Promotion and Tenure committee and include the department vote. In the case of split decisions, a section of the letter will offer an explanation for dissenting opinions. This letter will be circulated to members of the committee for comment prior to being finalized. Once approved by the Committee, the Department Chair will include the department’s letter in the candidate’s dossier. The Chair will add his or her recommendation to the dossier, including detailed reasons for the recommendation, before forwarding it to the Office of the Dean by October 1.

The chair will inform the candidate of the results in general terms, but not report the specific numbers of the vote. If the decision is a negative one, the candidate can decide to withdraw his or her application for tenure.

**Mentoring and Evaluating**

The department encourages informal mentoring relationships among colleagues. In addition, to offer annual feedback and support to faculty at the level of instructor or assistant professor, tenured faculty in the department will meet once a year in the spring, after Annual Activity Reports and Chair Evaluations have been completed, to review the annual activity report of all full-time instructors and assistant professors. Feedback from this meeting will be communicated orally to each faculty member by the Chair. While satisfactory performance on annual evaluations does not guarantee a successful case for tenure and/or promotion, this review should offer guidance for faculty in their career development.
In addition, each academic year, a tenured faculty member will observe the teaching of each faculty member at the instructor or assistant professor level, making arrangements with the instructor for appropriate days to visit. The observer will be assigned by the chair after consulting with the faculty member being observed. The faculty member observed will receive written feedback within a month of the visit and a copy of the feedback will also be placed in his or her personnel file.

**Third-Year Review Procedures**

In the spring semester of the third year, the department will conduct a review of the faculty member's progress toward promotion and tenure for tenure-track faculty and promotion for non-tenure track faculty. For the third-year review, the Chair of the Department will convene a committee composed of all tenured faculty in the department for the review of tenure-track faculty and a committee composed of all faculty at higher ranks than that held by the faculty member for the review of non-tenure track faculty.

Sometime in the calendar year prior to the third-year review meeting, at least three tenured faculty members will visit the candidate's classes to observe his or her teaching, making arrangements with the candidate for appropriate days to visit. These visits must be completed prior to the meeting of the committee to discuss the candidate's dossier. The candidate's dossier must be submitted to the chair of the department by December 15. The dossier will follow a format similar to the tenure dossier, consisting of the following materials (with modifications as relevant for the job responsibilities of individuals in non-tenure track positions):

1) A curriculum vitae
2) The candidate's professional statement
3) Publications, creative work, and other scholarly materials
4) Teaching philosophy and evidence of teaching effectiveness
5) Any fellowships or awards received
6) Advising Activities
7) Service Activities
8) Administrative Activities (if applicable)

The tenured faculty will review the dossier and meet to discuss their evaluation of the candidate's record prior to February 1. Based upon this discussion, the Chair will prepare a report that includes both a general evaluation of the candidate's record to date and specific suggestions for the candidate moving forward. This report should be created within two weeks of the meeting and be circulated to members of the Committee for comment, prior to being finalized. Once approved by the Committee, the Department Chair will share and discuss the report with the candidate. The Chair will submit this report to the Dean of the College of Arts and Sciences.

In the case of an unsatisfactory third-year review, we expect the chair to consult with the Tenure and Promotion committee prior to making a final decision about recommending a terminal contract.
Emeritus Status
As indicated in university policies regarding emeritus status, the request for emeritus status is initiated by the retiring tenured faculty member. The faculty member should submit this request, a letter outlining a rationale for granting emeritus status, and a current CV to the Department Chair in the spring prior to the school year he or she plans to retire.

The Department Chair will convene a meeting of the department faculty. The record of the retiring faculty member will be reviewed, and the faculty will vote on a recommendation for emeritus status. The Chair, in consultation with faculty members with extensive experience with the candidate, will write a letter detailing the results of this vote and summarizing the faculty member’s work and contributions to the department, college, and university. This letter, along with the faculty member’s request and current CV, will be forwarded to the Office of the Dean of Arts and Sciences.

After the meeting of the department faculty, the chair will inform the candidate of the results in general terms, but not report the specific numbers of the vote.

II. CRITERIA
In its teaching, research, and service, the Department of Communication encompasses a broad range of the discipline, including communication studies, journalism, culture and media studies, public relations, and advertising. Our evaluative criteria address the breadth and diversity within the department.

Criteria for Promotion to Assistant Professor
For non-tenure track faculty with a continuing contract who start at the instructor level, promotion to assistant professor will be automatic when the faculty member earns his or her terminal degree.

Criteria for Promotion to Associate Professor
To be promoted to the rank of Associate Professor and granted tenure, a faculty member must show proficiency in the following areas.

For non-tenure track faculty, the criteria applied to evaluate quality for promotion to the rank of Associate Professor are modified from that for tenure-track positions in order to fit the candidate’s job responsibilities as an administrator and teacher.

Teaching
A faculty member must demonstrate quality teaching. The Department recognizes that good teaching encompasses a wide variety of conceptual approaches, methods, styles, and formats and that pedagogical responsibilities are varied. Therefore, evidence of good teaching may take a variety of forms. Among the ways good teaching may be documented in the teaching portfolio are:
• student course evaluations (both quantitative and qualitative)
• course innovation and experimentation
• development of new courses and cooperation in meeting the curricular needs of the Department
• letters from colleagues who have observed the faculty member's class or taught with the faculty member
• letters from students and/or former students
• thoroughness and clarity of teaching materials (syllabi, exams, handouts, etc.)
• teaching awards
• critical acclaim for work with students in co-curricular activities, as judged by peers and as demonstrated by receipt of awards and recognition (e.g., student awards in advertising competitions, publication awards in state and national competitions, or coaching or advising awards).
• mentoring through the supervision of student projects, independent study projects, theses, and dissertations

Advising
The candidate should demonstrate quality undergraduate and graduate student advising and counseling consistent with the standards of the College of Arts and Sciences, and work with graduate students as appropriate.

Good advising may be demonstrated through the number of students mentored along with availability to students and reliability of mentoring done.

Scholarship, Research, and Creative Works
Communication is a large and diverse field that includes inquiry by humanists, social scientists, and critical and cultural studies scholars. The department reflects this diversity in our faculty. Scholars in the department may do traditional research and/or engage in creative activity, both of which will satisfy the departmental expectations of scholarship for tenure and promotion. The outlets for this scholarship may vary, depending upon the subfield in the discipline. The criteria for tenure and promotion that appear below reflect this diversity.

In general, the candidate should demonstrate the development of an independent, coherent, and sustained program of scholarship with the promise of future contributions, through refereed publications or creative work and positive external reviews of his or her scholarship.

In scholarly work, the Department considers work that is reviewed and refereed to be most persuasive, with evidence of quality by the faculty member's professional peers:

• For research, this includes work like scholarly, peer-reviewed books by reputable presses, peer-reviewed articles published in scholarly and professional journals, edited books whose proposals have undergone peer review, and/or book chapters that undergo peer review. Although the significance of particular journals will vary across domains within the field, the quality of journal articles can be evaluated by the reputation of the journal, the acceptance rate of the journal, and/or the theoretical contributions or useful applications of the research in its respective field. The quality of books can be evaluated by the quality of the press, the peer review process, positive external book reviews after publication, and book awards. The quality of the outlet
and the influence of the work also can be used to judge the quality of peer-reviewed book chapters.

- For creative work, this includes works accepted in juried shows, winning awards in significant local, regional, and national competitions, or work that has received positive critical review. The quality of creative work can be measured on the basis of scholarly reviews, grants, and awards relating to the work.

Although not weighted as strongly as peer-reviewed work, other forms of work also contribute to a record of good scholarship. These include book chapters in collections published by reputable university or professional presses, encyclopedia entries, publications related to teaching, creative work that has undergone editorial review (e.g., magazine, newspaper, or web-based articles), conference proceedings, and successful submission of grant proposals or contracts.

While quality counts more than quantity in evaluating a candidate’s research record, the normal expectation is an average of one peer-reviewed publication or piece of creative work per year, or the equivalent, along with two or more pieces of scholarly or creative work during the probationary period. The fewer the peer-reviewed pieces, the higher the quality must be to merit tenure. Though there is variation in books, articles, and creative work, the department will consider a book the equivalent of three to five articles, depending on the quality of the work and the prestige of the outlet, as judged by the standards of the discipline.

While the Department acknowledges competitively selected convention papers and panel presentations, book reviews, participation in professional association meetings and seminars, and scholarship in progress as important for the tenure process, it recognizes that none of them alone, without a scholarly record as described above, is sufficient for tenure.

For all co-authored work, the respective roles and responsibilities of the various authors should be addressed.

**Service**

Service includes activities on behalf of the department, college, university, discipline, and/or community. At the department, college, or university level, service may be demonstrated by a variety of activities, including membership or leadership roles in the committees of these academic units, by participation in activities such as lectures or panel discussions, and by advising of student organizations.

A faculty member should also be participating in the activities of professional associations in communication and/or related areas. Service to the discipline includes activities such as reviewing articles, books, conference submissions, and/or grant submissions, chairing or responding to sessions at professional meetings and conventions, and serving in leadership roles in professional organizations.

Profession-related community service (e.g., workshops, service on the board of a relevant organization, etc.), if present, also serves as evidence of effective service.
Collegiality
The candidate should demonstrate collegiality, as evidenced by the candidate’s willingness to work with colleagues in pursuing the goals of the Department, College, and University, as well as the candidate’s ability to balance his or her own interests with those of colleagues.

Criteria for Promotion to Full Professor
To be promoted to the rank of Professor, a faculty member must give evidence of continued progress and development in all of the above areas.

For non-tenure track faculty, the criteria applied to evaluate quality for promotion to the rank of Professor are modified from that for tenure-track positions in order to fit the candidate’s job responsibilities as an administrator and teacher.

Teaching
Promotion to full professor requires evidence of expertise and continued commitment to teaching. Candidates are expected to build upon their expertise in teaching by keeping abreast of developments in their field and incorporating them into their teaching. Developing new courses and advancing and strengthening curriculum are also encouraged. The evidence used to demonstrate quality teaching will be similar to that described above for promotion to associate professor.

Advising
There should be continued evidence of quality student advising and counseling (as described above).

Scholarship, Research, and Creative Works
Senior faculty members are expected to maintain active research agendas. For promotion to full professor, the quality and significance of contribution to the discipline will carry particular weight. There should be evidence of growth in research or creative work that merits recognition among scholars in the discipline. The Department expects that its professors would have achieved a national or international recognition of note in one or more communication specialties.

Evidence of effective and sustained research and/or creative activity must be presented. Candidates should, at minimum, publish the equivalent of five to seven pieces of scholarly work after their promotion to associate professor before seeking promotion to full professor. Evidence for the quality of this work can be demonstrated through the selectivity, impact, or reputation of the outlet and/or influence demonstrated through the evaluation of outside reviewers or citations of the work.

Service
There should be evidence of increased level and quality of service activities in the department, college, university and/or community affairs. Service by candidates for promotion to full professor should include contributions at the university as well as
department and college levels. Further, candidates also should be actively involved in service to the discipline.

**Collegiality**

There should be continued evidence of collegiality (as described above).

*To be granted emeritus status, a faculty member must meet the following criteria:*  
A faculty member must have been promoted to full professor with tenure and worked at the university for at least ten years. Faculty members being granted emeritus status must have distinguished themselves through excellence in research or creative work, teaching, and mentoring and plan to remain professionally active after retirement.
I. PROCEDURE

Evaluation of Application for Promotion and Tenure

Faculty in the Department of Earth and Atmospheric Sciences are evaluated for promotion and tenure using the procedures described in The Faculty Manual of Saint Louis University and in the College of Arts and Sciences Rank and Tenure Procedures in section II.A.6 of the College Policy Binder. The following Department procedures are in addition to those quoted above:

• Timing of the Application
  Although the College Rank and Tenure Procedure indicates that applicants are normally expected to begin the process in their sixth year of residency at Saint Louis University, it allows for exceptional candidates to be considered earlier than this. This Department regards the rank and tenure promotion process to be one where a faculty member demonstrates to the University sufficient evidence of excellence for the next step in their careers. As such, a faculty member with strong credentials may be considered one or more years ahead of the College guidelines, especially where such faculty have several years of previous experience (e.g., post-doctoral research that is pertinent to their situation). Credit for prior teaching experience must have been negotiated between the faculty member and the Dean at the time of hiring.

• Candidate’s Responsibility
  Candidates for promotion are expected to become familiar with the department, college and university procedures well in advance of their dossier submission. The faculty member is responsible for initiating the tenure and promotion process, but he or she can raise related issues at any time with the Department Chair.

• Candidate’s Dossier
  The candidate is expected to submit the first version of his or her dossier to the Department Chair by June 1 of the academic year before which the application will be considered in order to permit the external reviewers to be contacted over the summer. The Department Chair will follow the procedure in The Faculty Manual of Saint Louis University for soliciting the names of external reviewers, requiring additionally that the list of potential reviewers must include details of the candidate’s relation (if any) to the reviewers. The Chair will write to the chosen reviewers and include copies of the candidate’s curriculum vitae and of the college and department policies on rank and tenure.

  One month (September 1) before the final submission to the Dean (October 1), the Chair will convene an ad hoc group of faculty to review the candidate’s dossier. This group will be selected by the Chair to ensure that the candidate’s dossier is complete and satisfies all the guidelines. This group will meet with the candidate to suggest improvements to the dossier before it is presented to the department committee.

• Department Committee
  The department committee shall consist of all tenured and appropriately-ranked faculty, i.e., all faculty with the rank of professor or associate professor for a candidate who is an assistant professor and all faculty with the rank of professor for a candidate who is an associate professor, including the Department Chair. This committee will review the candidate’s dossier, discuss his or her suitability for promotion, and take a vote. The results will be sent with the candidate’s dossier to the Dean.
Third-Year Review Process

No later than the third year of first-time service, a department committee composed of three or more tenured faculty will be convened by the Chair to review a faculty member’s progress towards tenure and promotion. This committee will meet with the faculty member and will make, in writing, appropriate recommendations to the faculty member. The opinions of this committee cannot, however, guarantee a successful promotion outcome. The purpose of the review is to ensure that any obvious deficiencies, trends, or problems are addressed and communicated to the faculty member.

II. CRITERIA

Faculty members in the Department of Earth and Atmospheric Sciences will be judged according to four criteria when being considered for tenure or advancement in rank. These criteria are in the areas of research, teaching, service and collegiality. The following paragraphs describe the emphasis placed on each of these areas in the Department.

Teaching

Teaching responsibilities extend beyond classroom presentation with an expectation of continued innovation and updating of course materials. Faculty are also expected to actively engage in some form of student advising and/or in the direction of students in the preparation of dissertations, theses, and senior syntheses. Excellent teaching is expected of all faculty, but it is not by itself sufficient to justify advancement.

Research

The most important criterion for the award of tenure and promotion is the demonstration of skill and knowledge in the faculty member’s field of research. Such excellence is primarily measured by papers published in refereed journals, but other important measures include the ability to acquire external funding for research projects and the presentation of research results at scientific meetings. It is difficult to set a number of papers that should be published, but for faculty involved in graduate programs an average of one refereed paper per year is considered a minimum standard. Research productivity is also expected of faculty who are not involved with graduate programs, but it is possible their publications may be of a different nature; the number of publications will be weighed against their number of teaching hours and the quality of their teaching when promotion is being considered.

Service

Service may take many forms, including participation on national or international committees, reviews of journal articles and proposals, media interviews, talks to community groups, committee work for the College or University, and work done on departmental projects. Those forms of service that bring recognition to the Department or University weigh most heavily in the promotion process.

Collegiality

This expresses the expectation that faculty will treat department members with dignity and respect. Although difficult to quantify, a clearly demonstrated non-collegial or negative effect of a faculty member upon the Department may affect the Department’s recommendation for promotion.

Promotion to Professor

The above criteria apply to promotion to both associate professor and professor levels. Advancement to the rank of professor implies a further level of recognition by the scientific community that will normally come in the area of research.
Specifically, a professor is expected to be at the top of his or her field of expertise. He or she publishes regularly in scholarly journals, attends scientific meetings, and under most circumstances is expected to have supervised graduate students where advanced degrees in his or her field are offered. Evidence that the candidate has achieved such national recognition must come from no fewer than four external reviews.

Advancement to professor may also be based on outstanding contributions in the areas of teaching or service. Such contributions may, for example, be national recognition for innovations in teaching methodology or for exceptional service to the University or profession in administrative roles.

Faculty who have served a minimum of twenty years and satisfy some other specific restrictions may also be eligible for this promotion. For details, see the appropriate section of The Faculty Manual of Saint Louis University.

July 1, 2000
PREAMBLE

The English department at Saint Louis University views its faculty as lifelong learners, teachers, and contributors to the body of knowledge within each individual’s area of expertise. At each level—untenured and tenured—and at each rank, members of the faculty are expected to maintain an appropriate balance of teaching, scholarship, and service to the department, college, university, and the profession of English studies.

Given this philosophy, and the nature and variety of work produced by individual members, we expect that candidates’ dossiers for tenure and promotion will represent a mix of scholarly, critical, and (in some cases) creative work appropriate to their areas of expertise. Similarly, candidates’ teaching should represent particular strengths in literary, rhetorical, or creative pedagogy.

In evaluating candidates’ dossiers, the department seeks evidence of the quality of their written work (critical, scholarly, or creative), as demonstrated by publication in respected venues and by the recommendations of outside readers with high standing in the profession.

I. PROCEDURE

Application for Promotion and Tenure

Faculty in the department of English are evaluated for promotion and tenure using the procedures described in The Faculty Manual of Saint Louis University and in the College of Arts and Sciences rank and tenure procedures in section II.A.6 of the College Policy Binder, a copy of which will be provided to all applicants. In addition, the procedures outlined below are followed.

By a date no later than September 30 of the prior year, the chair will remind faculty that, they are required to indicate, by December 1, their intention to apply for tenure and promotion in the following fall. In accordance with the procedure stipulated in the Arts and Sciences’ College Policy Binder, they must also submit a written statement of intent by April 1.

By January 15, the candidate will present to the department (the chair and tenured faculty, hereinafter designated “the department”) a list of at least five names of prospective evaluators who will consider them for their qualifications; by January 30, the department will present the candidate with a comparable list of potential reviewers. The candidate and the department will have the opportunity to note any reservations they might have about the respective lists. By February 15, the chair will merge the two lists, selecting two from the list provided by the candidate and two from the list compiled by the department; the candidate will not know the names of the evaluators, whose assessments of the candidate’s work will be conducted with confidentiality.
By May 15 the candidate should provide copies of all published materials (books, articles, creative work, etc) to the chair so that these may be sent to outside readers for evaluation.

By September 1, the candidate for tenure and promotion should submit a dossier that contains materials and adheres to the outline specified in the College Policy Binder.

In addition to the information and materials prepared by the candidate, the department will arrange that applications will have the following supporting documents:

By August 25, to be available for the candidate’s departmental review: A summary by the chair of the candidate’s student evaluations. In preparing this summary, the chair will be joined by two tenured members of the department who will be selected for this purpose by the tenured faculty at the outset of the review. Their charge will be to read the candidate’s evaluations and consult with the chair in the composition of the summary.

By September 1, to be available for the candidate’s departmental review: The four letters from evaluators from outside the university (from the lists prepared, see above) evaluating the candidate’s scholarly and, where applicable, creative work.

By September 1: Two letters from Saint Louis University students whom the candidate has taught or with whom the candidate has worked closely in an academic context; one must come from an undergraduate, the other from a graduate student. One of these will come from a short list provided by the candidate; the other will be designated by the chair. In choosing the second student, the chair will invite the candidate to indicate whether there are any individuals from whom the candidate would prefer the department not solicit a letter.

By October 1: Two letters from English Department colleagues. One colleague will be selected by the candidate, the other designated by the chair, who will directly inform the candidate of that choice. These letters will be sent directly to the dean of the college on forms provided by the college and will not be seen by other English faculty members.

By October 1: A statement to the college of the results of the evaluation meeting by the chair, on the form provided by the college.

The Tenure Review

The tenure dossier will be reviewed by the tenured members of the department, who will meet in September to weigh all of the criteria enumerated below under “Eligibility and Criteria” (publications; student/course evaluations, the chair’s summary of student evaluations along with colleague responses, teaching reviews, the candidate’s dossier, four letters from outside evaluators, and letters from program directors if the candidate has requested these). The tenured members of the department will then conduct by secret ballot a confidential vote on the merits of the application. A simple majority of yes votes is sufficient for a candidate to proceed to the dean of the College of Arts and Sciences for consideration by the college’s rank, tenure, and sabbatical committee. Should the candidate decide that the application ought to proceed, the materials required by the college will be delivered to the dean.
For its own part, the department will seek to keep a candidate for tenure involved in and informed of the various stages of his or her review, while maintaining the confidentiality that has been the longstanding practice of the university in tenure deliberations. Thus, a candidate for tenure will have an active role in the selection of student, collegial, and extramural referees, will know the identities of the tenured faculty members selected to participate in the preparation of the chair’s summary of the candidate’s student evaluations, and will be informed promptly by the chair of the results of the departmental deliberations on his or her application. It is the understanding of the department, however, that all other documents and deliberation pertaining to the tenure review will be kept confidential.

**Procedures for Applying for Promotion to Professor**

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

**Mentoring and Evaluation of Untenured Faculty**

Every full-time untenured, tenure-track member of the faculty receives an evaluation as part of the regular review of faculty conducted annually. In addition to this review, the chair will appoint a special committee of three tenured faculty members for each full-time untenured, tenure-track member, who will thereafter advise and mentor the latter’s progress towards tenure. The mentoring committee will meet with the candidate within six months of its formation, then again in conjunction with the third-year review, and once more, approximately fifteen months after the third-year review. The role of the mentoring committee is to discuss with the candidate his or her performance in relation to the tenuring norms of the department and, upon request, to advise the candidate in the eventual preparation of a tenure portfolio or dossier. In advising the candidate, the mentoring committee will consider the candidate’s current vita, past and present activity reports, and the chair’s most recent annual evaluation, as well as recent teaching evaluations and publications accepted since the last meeting of the committee.

**Third-Year Review Process**

This review will follow the procedures used for the regular annual review of untenured faculty described above. Along with the materials mentioned above, the tenured members of the department also have access to the faculty member’s student evaluations and his or her past activity reports. In this discussion the chair asks the tenured faculty to review the performance of the individual against the six criteria by which one is to be assessed for tenure and promotion: a) teaching, b) scholarship, or, where applicable, creative productivity, c) advising, d) service, e) knowledge of the field and f) collegiality. The chair will communicate to the candidate the results of this discussion.

The mentoring committee will communicate their evaluation, not only to the chair, but also to the tenured faculty of the department. At this time, the chair, in consultation with the mentoring committee, will present the candidate’s progress to the tenured faculty at a meeting held for that purpose. The results of the discussion will be
communicated to the faculty member, both in a meeting with the chair and in writing. At
the end of this process, the candidate will receive a written assessment of his or her
performance from the chair, will have an opportunity to discuss and respond to this
assessment with the chair, and will be asked to sign the assessment. At this time, the
candidate may add, of course, a statement to the review. The written assessment,
signed by both the chair and the faculty member, will be forwarded to the dean no later
than February 15.

II. CRITERIA

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

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

Teaching

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

Scholarship and Creative Productivity

As evidence of scholarly and creative productivity, a candidate for tenure and promotion
will need to have established a pattern of substantial and sustained achievement in his
or her fields. In the area of scholarship, one must be able to show that one has
established oneself in the profession and that one’s research has already achieved
currency among peers through such undertakings as regular presentations at
conferences deemed consequential in one’s fields, editorial responsibility for learned
publications and collections, and—more important—one’s own publications in organs and
forums of recognizable stature in the discipline. The minimum requirement for tenure is
five full-length articles, or a monograph, or a substantial scholarly edition. A book-length
work should be published by a respected publishing house and articles in peer-reviewed
journals or collections.
In areas of creative endeavor, the candidate will need to demonstrate that his or her works have gained currency among peers, as demonstrated by reviews, peer evaluations, and ongoing publication, production, or presentation in reputable and appropriate forums. In assessing scholarly and creative output, the department will also give consideration to the support that the individual’s work has received from external funding agencies of recognizable academic and professional stature.

Beyond individual publications or productions, the department expects to see evidence of a coherent intellectual center to the candidate’s work, a core of interests likely to lead to more extensive projects. Affiliation with a continuing project that has not yet borne fruit will not suffice alone as evidence of scholarly and creative productivity.

In assessing scholarship and creative work, the department will take into account what is published during one’s employment at Saint Louis University. Work published before employment at Saint Louis University, however, will not count toward the minimum requirements for tenure unless the department agrees to count them at the time a candidate is hired (as discussed in The Faculty Manual). Work completed and accepted at the time of tenure review will be counted.

**Advising**

Evidence that one has made contributions in advising students may assume a variety of forms, such as directing doctoral dissertations, mentoring students, involvement with campus organizations, and presence on examining committees. Within the English department, faculty with regular appointments serve as advisors to undergraduate majors and minors, giving them academic counsel on how best to fulfill requirements, shape their programs, and relate their undergraduate academic experience to vocational and post-graduate opportunities. Advising also takes place in both the M.A. and Ph.D. programs. The department has in place a designated M.A. advisor to counsel students on curricular choices and programmatic options. So too, students pursuing the Ph.D. are assigned an advisor according to the student’s declared interest in a particular field.

**Service**

At a minimum, the candidate should provide evidence of active citizenship in departmental events and committees, along with a willingness to participate in departmental governance and in the examination and formulation of departmental policies. In addition, the candidate is encouraged to become involved in college and university committees, in activities of an academic nature in the surrounding community, and in relevant scholarly and professional societies.

**Knowledge of the Field**

A faculty member is expected to keep up with developments in his or her field. Normally, the demonstration of such currency will be sought in the documented efficacy of one’s teaching and in the productivity of one’s research. Each of these activities, moreover, should broaden over time, as manifested in a willingness to shape new courses, to broaden one’s mentoring of doctoral research, to expand one’s own research interests, and to assimilate new theoretical constructs which might be relevant to the faculty member’s area of research.
Collegiality

Collegiality describes the willingness of an individual to work with colleagues in pursuing the business and objectives of the institution. Thus, evidence of collegiality will be found in one’s capacity for cooperation and in one’s ability to balance one’s own interests with those of colleagues and with the interests of the department, college and university.

Eligibility and Criteria for Promotion to Professor

In compliance with the temporal guidelines indicated in The Faculty Manual of Saint Louis University, one is eligible for promotion to professor who has held the rank of associate professor for, normally, a minimum of five years. A candidate for promotion to the rank of professor will need to show that he or she has fulfilled the expectations that accompany the awarding of tenure and promotion to the rank of associate professor and that, in the criteria by which their performance is to be measured, one’s work reveals a pattern of continuing and significant contribution to the department, the institution, and the profession.

Teaching

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

Scholarship and Creative Productivity

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

Advising

The candidate needs to provide evidence that he or she has continued to be active and effective as an academic advisor in the various ways enumerated above for tenure candidates.

Service

The candidate should not only continue to be active, but should also be assuming even greater responsibility and leadership within the department, college, and university and in professional societies and communities.

Knowledge of the Field
Since knowledge of the field is a measure of professional currency and is normally reflected in the quality of one’s teaching and scholarly or creative work, the candidate for promotion to the rank of professor should have demonstrated continued growth in his or her knowledge of the field, in continued vitality and maturation of teaching, and in scholarly and creative productivity.

**Collegiality**

In one’s behavior and interactions with others in the department, college, and university, the candidate for promotion to the rank of professor should exemplify the notion of collegiality delineated above for tenure. In fact, those holding tenured, senior positions bear added responsibility for collegiality by dint of the very positions they hold, as, for example, in their dealings with—and mentoring of—untenured faculty. Hence, evidence of collegiality will be drawn from such things as one’s ability to be constructive in attitudes toward untenured colleagues and supportive of their professional development.

May 5, 2008
The programs that comprise the Department of Fine and Performing Arts are broadly related by the notion that art is a primary and primal impulse of the human spirit and psyche that strives for a deeper understanding of our world, our communities, and ourselves. Our programs educate artists and scholars who are engaged with this quest for knowledge and understanding and contribute to their communities when they graduate. The Department sponsors performances, exhibitions and lectures that enrich our campus and regional community. We offer all students in the College and at the University courses that provide opportunities to explore directly the making of art and courses that explore the way the arts and society interact.

1. MENTORING AND REVIEW OF UNTENURED, TENURE-TRACK FACULTY

As the Department is comprised of faculty that often have many outlets for their productivity, the Department’s particular expectation for scholarship, research and creative works from the candidate will be set out at the time of hire. This document will be formulated by the Chair and the candidate in consultation with the Program Director of the faculty member’s home discipline and will address all activities formulated in the disciplines guidelines under section 2.1.3 regarding scholarship, research and creative works. If applicable, particular attention will be given to the expected balance of on- and off-campus scholarship/research/creative works. This record will become part of the tenure-track candidate’s file and will be reviewed in conjunction with faculty Annual Evaluations. This document must be approved by the Dean of the College and will then be entered into the candidate’s file to serve as a reference during evaluation and review of annual productivity and as part of the criteria for advancement and tenure.

1.1 Division of Responsibilities

Since the faculty of the Department of Fine and Performing Arts is divided into four separate disciplines of study, it is the responsibility of the Chair and of the Senior Faculty members in each discipline to mentor untenured faculty. For the various disciplines, the methods of mentoring may vary. Methods of mentoring may include senior faculty visits to a classroom lecture/discussion/presentation; help with Departmental area advising standards; support/advise for research/creative works and other professional endeavors.

1.2 Internal Evaluation of Untenured Faculty

Senior faculty will offer annual support and feedback to the tenure-track faculty member. Each academic year a minimum of one senior faculty member will observe the instructional classroom/studio of the tenure-track faculty member. The tenure-track faculty member will receive written and oral documentation within a month of the visit. In addition, a copy of this document will be submitted to the Chair and become part of the tenure-track faculty member’s file. The tenure-track faculty member will present evidence of Teaching/Scholarship/Service to the Program Director at the same time it is submitted to the Chair of FPA. The tenured Faculty shall review the progress and give a short, written response, with a copy sent to the Chair of FPA in a time frame compatible with...
with the Chair’s evaluation process of the Annual Review of Faculty.

A tenured faculty member acceptable to the candidate will be appointed to mentor the tenure-track faculty member from the beginning of their appointment and especially through the critical period two years prior to applying for tenure.

1.3 External Evaluation of Untenured Faculty
The external evaluation of untenured faculty serves the purpose of offering advice and/or support for untenured faculty. The Fine and Performing Arts Chair, in consultation with the faculty in the same discipline as the candidate, will engage outside evaluators with appropriate credentials for particular student and/or professional productions during the probationary period. Possible honoraria will be provided by Program funds.

1.4 Third Year Review
The Third Year Review is designed to evaluate the untenured faculty member’s progress towards tenure. It is considered to be the most complete examination of the candidate’s potential for successful promotion and tenure. The review process is outlined as follows:

1. In the fall semester, the Chair appoints committee for each faculty member up for review. The FPA Chair will then notify the Department of the individuals chosen for the third year review committee and the timeframe the committee has to gather and evaluate the untenured faculty member's materials.
2. Candidate submits his/her dossier according to the format of a tenure review as outlined in the Arts and Sciences College Policy Manual. The deadline for the dossier will be established by the Chair. The Candidate must deliver the completed dossier and supporting materials by the established deadline. Please note that a copy of the dossier is sent to all members of the FPA Third Year Review Committee. However, supporting materials will remain in the Chair’s office for review by the committee members.
3. Review committee may gather/read other necessary documentation such as outside reviews, if available, student evaluations, letters addressing collegiality, etc. In cases where the candidate under review is in his/her first year at Saint Louis University, but has years of credit towards tenure, the review committee may request a meeting with the faculty member up for review.
4. Evaluation of candidate must include remarks/suggestions pertaining to candidate’s progress and potential towards tenure.
5. Committee submits evaluation (in letter form) to Chair and Chair forwards evaluation to the candidate and to the Dean by the designated date (see College Manual).
6. For candidates in Art History, it is expected that at least two scholarly articles will be accepted for publication by the time of the Third Year Review, or a contract for a forthcoming book. For a candidate who does not meet the minimum requirements for publications the Third Year Review Committee has the authority to recommend a one-year contract for the candidate.
2. CRITERIA FOR PROMOTION FOR TENURE-TRACK OR TENURED FACULTY
Faculty in the Department of Fine and Performing Arts are evaluated for promotion and tenure using the procedures described in the most recently approved *Faculty Manual of Saint Louis University*, and the College of Arts and Sciences Rank and Tenure Procedures in the *College Policy Manual.*

The following timeline establishes the deadlines and procedures to which the candidate and Department must adhere as a case for tenure and/or promotion is developed for a candidate:

- The candidate declares written intent to apply for tenure and/or promotion to the Chair by April 1.
- The candidate will submit a list of six potential outside evaluators from the same or related field of study to the Chair by May 1. The Department Chair may add additional names. The Chair chooses and solicits at least three evaluators, at least two of whom should come from the list provided by the candidate. Evaluators will be provided with the candidate’s individualized evaluation criteria, vita, examples of his/her work (if applicable), and the Department and College’s criteria for promotion. Evaluations must be received by September 1 in sufficient time for the Department to assess prior to the Departmental promotion meeting.
- The candidate will submit a list of six potential students and/or alumni evaluators to the Chair by May 1. The Department Chair may add additional names. The Chair chooses and solicits at least three student/alumni evaluators, at least two of whom should come from the list provided by the candidate. Student/alumni evaluators will be provided with the candidate’s individualized evaluation criteria, vita, examples of his/her work (if applicable), and the Department and College’s criteria for promotion. Evaluations must be received by September 1 in sufficient time for the Department to assess prior to the Departmental promotion meeting.
- The candidate’s dossier will include two recommendations from colleagues. The candidate selects one colleague, and the Chair selects one colleague.
- The candidate’s dossier and supporting materials should be made available to the Department by September 1.
- All Fine and Performing Arts tenured faculty members vote to recommend or deny promotion, applying existing Department criteria. The results of this vote are included in the dossier that is forwarded to the College of Arts & Sciences Rank and Tenure Committee.
- The Chair will write a separate letter either supporting or disagreeing with the faculty recommendation.
- Individualized evaluation criteria for promotion, the Dossier, Faculty recommendation vote, Chair’s letter, colleague evaluations, external reviewer evaluations, student/alumni evaluations, and other pertinent, supporting material are forwarded, with the candidate’s materials, to the College of Arts and Sciences Rank and Tenure Committee for its consideration and review by October 1.

2.1 Criteria For Promotion To Associate Professor With Tenure Or For Tenure
In order to maintain the vitality, quality, and integrity of the instructional programs in our four disciplines, all faculty members are expected to engage in activities that contribute to
the acquisition, transmission, and application of the appropriate knowledge, skills, and creativity. Faculty activities will be reviewed as they relate to the educational and professional goals of the programs, the Department, the College, and the University. The Department expects the candidate to provide evidence of continuing and increasing effectiveness in the areas of teaching, scholarship/research/creative works, advising/mentoring, and service [see section III, F, 3 of the University Faculty Manual].

All of the following areas of criteria are considered important in the evaluation process. A successful candidate will have a balance among all of the criteria. The titles and the ordering of the criteria follow the usage as described in the College of Arts and Sciences Rank and Tenure Procedures in the College Policy Manual. Therefore, the order does not imply prioritization by the Department of Fine and Performing Arts.

2.1.1 TEACHING
The Department of Fine and Performing Arts is dedicated to presenting and developing a conceptual understanding and the practical application of the arts in the fields of art, art history, music and theatre. The teaching and training of our students to the best of our abilities in all fields is our top priority. Teaching responsibilities may include classroom teaching, coaching, studio instruction, private lessons, and performance/production preparation. Striving for excellence in teaching incorporates attaining and refining the knowledge of the discipline as well as the ability and the enthusiasm to teach others.

Areas of teaching to be assessed should include the following:
- Organization and administration of instruction
- Effectiveness of communication
- Knowledge of subject matter
- Knowledge and use of appropriate teaching techniques
- Learning outcomes

Evidence and sources for the assessment of teaching include the following:
- Classroom observation by an Administrator or Senior Faculty
- Classroom observation by peers. This may be performed by another member of the Department, a colleague in another Department, a professional in the Reinert Center for Teaching Excellence, or by a colleague from another institution who has audited the faculty member in a lecture or class situation.
- Updated teaching portfolio, containing syllabi, outlines, handouts, descriptions of class projects
- Performance of students based on assignments completed, grades distributed, public performances, showings, presentations, recitals, and juries
- Student evaluations
- Achievements of former students
- Self-assessment of instructional goals, approaches, and outcomes
- Proof of attendance at conferences and workshops designed to improve specific teaching skills
2.1.2 MENTORING
Mentoring is expected as part of the faculty member’s responsibility to the students and to the Department. For faculty in the Department of Fine and Performing Arts, advising duties may also include some of the following: Mentoring majors/minors, Core Advising, and Career Advising and other duties and responsibilities as outlined in the College of Arts and Sciences Rank and Tenure Procedures in the College Policy Manual.

2.1.3 SCHOLARSHIP, RESEARCH AND CREATIVE WORKS
The following definitions will be understood as the working vernacular for the Candidates pursuing research that culminates in publication:

- "Work in progress" means the author is working on the research and/or writing of an essay or book project but that it has not been submitted for publication review.
- "Under review" means the essay or book has been submitted for review but no decision has yet been made by the publisher.
- "Forthcoming" means the essay or book has been formally accepted for publication (stipulate where).
- "In press" means that the essay or book is in the stage of copyediting or proofs.

2.1.3.1 For faculty holding an appointment in Art History:
The successful candidate will hold a Ph.D. in Art History, a Ph.D. in Art and Religion or a Ph.D. in a recognized interdisciplinary area. A consistent record of scholarly activity is essential. Over the course of the usual five years towards tenure the candidate must demonstrate continual progress towards achievement in scholarly production including: publications, papers delivered at appropriate conferences/symposia, invited lectures, grants, and research. At the time of the application process, it is expected that the candidate will have four scholarly articles accepted for publication, two of which must be published. Alternatively, the candidate will have a scholarly book published or under contract and forthcoming.

An Art History faculty member also engaged as Museum/Gallery Director will, in addition to or in lieu of publications, present a record of curatorial activity and achievements that will be accepted and evaluated as scholarly/creative achievement towards tenure.

If a faculty member in a non-Tenure Track Art History position holds a terminal degree of an M.F.A. in Studio Art, instead of a M.A. or Ph.D. in Art History, when applying for Promotion, this faculty member’s Scholarship/Research/Creative Works will be evaluated according to the standards set forth for a faculty member in Studio Art.

For the Art Historian, Scholarship/Research is defined as the following. It should be noted that although the categories are sorted out according to traditional, printed types of publications, electronic and digital publications, as long as they are both peer-reviewed and archived, are acceptable.

Scholarly Publications in order of recognition of highest achievement:

a. Book – The highest achievement in the area of scholarship is the publication of a peer-reviewed book or single-authored monograph published by a university press, academic publisher or reputable commercial press. A substantial exhibition catalogue published by a
major art museum may be accepted as meeting this criterion as well. While the publication of a book meets the requirement for the tenure/promotion process, a book is not a requirement for tenure/promotion.

b. Co-authored Book – Such a book will count according to the co-author’s level of participation and the length of the essay.

c. Edited Book – The editing of a book is a serious scholarly endeavor and will be weighted towards tenure/promotion according to the breadth and complexity of the project. For purposes of tenure/promotion, an edited book will count as at least the equivalent of one peer-reviewed article.

d. Edited Journal – The editing of a journal frequently is indicative of the editor’s scholarly reputation in the field. An evaluation of the contribution of editing a journal will be determined by the quality of the journal, the number of volumes edited, and the overall number of editors of the journal. In general, editing a journal will be considered as at least the equivalent of publishing one peer-reviewed article.

e. Peer-reviewed articles – Publication of an article in a refereed academic journal will be viewed as a major contribution to scholarship. Due to the interdisciplinary nature of art history, art historians frequently publish their research in journals affiliated with allied disciplines (i.e. history, literature, sociology, cultural studies, etc.). Such articles will be given equal weight and will be evaluated using the same standards as those published in specialized art history journals.

f. Chapters/Articles in Edited Volumes including Conference Proceedings – The publication of a chapter/article in an edited volume, including revised papers turned into articles for the publication of conference proceedings, will be considered as equivalent to a peer-reviewed article. If such a chapter is invited rather than peer reviewed, it will still be regarded as a contribution to a faculty member’s overall dossier, since the invitation of publication is generally indicative of the contributor’s reputation within the field.

g. Co-authored Article – Such an article will count as equivalent to a regular peer-reviewed article as long as it appears in a peer-reviewed journal or edited volume.

h. Essays and Substantial Entries in Museum or Exhibition Catalogues – Essays and substantial entries in museum or exhibition catalogues frequently contribute to the state of scholarship in art history and demonstrate the contributor’s local, regional, national, or international reputation. Such essays and entries will be judged on an individual basis according to their length, their quality, and the nature and significance of the publication.

i. Contributions to Encyclopedias and Scholarly Reference Books – Entries, essays, or articles in encyclopedias and scholarly reference books will be counted as scholarly contributions and will be evaluated according to their length, their quality, and the nature and significance of the publication.
j. Book and Exhibition Reviews – Book and exhibition reviews provide not only a service to the profession by engaging peers in public scholarly discourse but also can make serious contributions to the scholarship of art history and art criticism.

k. Non-peer Reviewed articles or books – These publications will be considered as scholarly and professional contributions, and, therefore, should be viewed as scholarly evidence. These are not equal to peer-reviewed publications though will be evaluated according to their length, and the nature and significance of the publication.

Other Scholarly Activities:

a. Conferences and Symposia – Regular participation in conferences and symposia is an important way for scholars to demonstrate their scholarly growth, establish their reputations, and contribute to the reputation of their home institution. The level of participation can vary: from organizing the conference or symposium in question, to delivering a paper, to serving on a panel/roundtable, to organizing/chairing a session. The level of participation will be evaluated on a case-by-case basis. Evidence of regular participation in conferences and symposia and the scholarly presentation of research will be counted as a valuable part of a faculty member’s dossier.

b. Lectureships – Similar to the participation in conferences and symposia, the invitation to lecture at a scholarly society or institution of higher learning marks an important contribution to scholarship. The weight given to such a lectureship will relate to the prestige of the invitation and (when ascertainable) the quality of the presentation.

c. Curatorial Activities – Curatorial activities related to exhibitions at libraries, art galleries and museums serve to advance scholarship and/or disseminate visual knowledge. The value of such activities will be judged on the size, scope and originality of the exhibition as well as the nature of the venue/audience (local, regional, national, or international), and the level of involvement of the faculty member.

d. Field Work or Archeological Activities – Depending on the specialization of the art historian, field work and/or participation in archeological activities may be an important indicator of scholarly achievement. Though evidence of such activity is an important part of scholarly activity, such activities will be judged based on resulting publications.

e. On-going Research: In the early stages of research some new projects may take years to be formulated into a published article or book. Whereas continuous scholarly research is not yet publishable, it does enhance a faculty member’s dossier to illustrate an active research agenda. In addition, such research projects often enhance and broaden the skills of the teacher. The quality of such research may be included in annual reports and tenure/promotion applications.

2.1.3.2 For faculty holding an appointment in Studio Art:
The Studio Art faculty believes that creating art is a prerequisite to sustained, effective teaching. Faculty members are expected to be practicing artists who show evidence of ongoing creative efforts. A faculty member’s professional activity can be measured by the following criteria, all of which may occur at the regional, national, and international level.
The scholarship of studio art professors is typically rendered in one or both forms of traditional academic endeavor: research leading to publication and/or research leading to creative production. Research and creative production scholarship is the preferred method of scholarship in studio art. Research leading to publication is acceptable but only in addition to creative production. Research and creative production scholarship requires substantial historical and technological investigation, analysis, expertise, a synthesis of information, collaboration, imagination, creativity, skill, talent, and professional experience—all leading to public presentation validated by professional peer review.

A faculty member’s professional activity can be evidenced by (not listed in order of priority):

- **Juried solo exhibition**
  A juried solo exhibition is an exhibition in which the artist responds to a call for entries or an open portfolio review and their work is selected by a single juror or a panel of jurors. A solo exhibition is an exhibition of the work of only one artist.

- **Juried group exhibition**
  A juried group exhibition is an exhibition in which the artist responds to a call for entries or an open portfolio review and their work is selected by a single juror or a panel of jurors. A group exhibition is an exhibition that includes work from more than one artist.

- **Invitational solo exhibition**
  An invitational solo exhibition is an exhibition in which the artist is invited by (but not limited to) a curator or gallery director to have an exhibition of their work. A solo exhibition is an exhibition of the work of only one artist.

- **Invitational group exhibition**
  An invitational group exhibition is an exhibition in which the artist is invited by (but not limited to) a curator or gallery director to have their work included in a group exhibition. A group exhibition is an exhibition that includes work from more than one artist.

- **Professional practice in photography or graphic design**
  A faculty member is working as a professional artist in the field of photography and/or graphic design, where he or she is held to the standards of the marketplace. An ability to produce, communicate, and interact successfully in this competitive environment is the merit acknowledged here. This activity typically involves (but is not limited to) working with clients on specific projects that utilize the artist’s expertise in their field.

- **Fine art commissions**
  While production methods and time frames may differ for fine art, the ability to produce, communicate, and interact successfully in a competitive environment is the merit acknowledged here as well. A fine art commission is typically (but not limited to) a public art commission in which the art will be displayed permanently or temporarily in a public place or a private commission requested by a private collector interested in a particular artist’s work.
• **Inclusion in print exchanges**
  A print exchange recognizes the participants as peers, and therefore shows membership and activity in the printmaking community. A print is an event where printmakers create an edition of prints to be exchanged with all members of the print exchange so that each participant receives a set of prints from all the other participants. A print exchange may be juried, invitational, and open.

• **Inclusion in art collections**
  The faculty members' artwork has been recognized as valuable through the purchase and collection of their artwork. The most common collections are: public, corporate, and private. A public collection is one in which the artwork can be viewed by the general public and typically includes (but not limited to) museums and government institutions. A corporate collection is one that is held by a corporation. A private collection is one that is held by an individual person. It is not unusual for corporate and private collections to be later housed by museums.

• **Grants, awards, and fellowship**
  The acquisition of grants, awards, and fellowships is extremely competitive in the field of art. For this reason, grant/award/fellowship acquisition should be respected, but should not be used as a primary standard for judging the excellence of an individual artist’s work. These are typically awarded (but are not limited to) for the completion of specific projects or as recognition for past accomplishments. These often take the form of monetary funds to support a specific project or future projects in general or to provide uninterrupted time for the development of new work.

• **Invitations to jury exhibitions**
  A faculty member who has been invited to jury an exhibit is recognized by his or her peers to be qualified to judge the work of other artists. The process of jurying an exhibition involves looking at all of the submissions by the artists and selecting a small group of work to be included in the exhibition. Often a juror is asked to speak at the opening reception of the exhibition.

• **Curating Exhibitions**
  A faculty member who organizes exhibits is recognized as a leader in his or her artistic community. Curating an exhibition requires the curator to select a group of artists to participate in an exhibition. Artists are selected and invited to participate by the curator. The process typically involves meeting with artists in order to see and talk with them about their work to determine if their work is suitable for inclusion in the exhibition. Curator’s often write an essay and/or give a lecture about the exhibition.

• **Lectures, presentations and workshops**
  A faculty member must be selected or invited by peers to give lectures, presentations, or workshops and indicates a recognized standing in the professional artist community. Lectures, presentations and workshops typically take place at (but are not limited to)
professional conferences, museums, galleries, universities and other art institutions. Workshops often involve the artist working with a group of artists to teach them professional skills related to the artist’s expertise.

- **Published reviews of exhibitions**
  Published reviews of an artist’s exhibition are a public acknowledgement of the relevance and importance of their artwork. Exhibition reviews are typically published in newspapers and/or art journals both in print and online.

- **Published exhibition catalogues**
  Published catalogues of an exhibition are an acknowledgement of the importance of the exhibition. Catalogues are typically published by the institution responsible for producing the exhibition and serve as a record of the exhibition. Catalogues can be published for both solo and group exhibitions.

- **Writing articles, essays or reviews**
  Faculty members who write about exhibitions or the field of art are acknowledged as experts, whose opinions carry weight and import. Articles, essays and reviews most commonly appear in journals, newspapers, and/or catalogs both in print and online.

- **Writing books or textbooks**
  Faculty members who write books of original scholarship or who author textbooks are demonstrating their knowledge of the discipline and providing pedagogical information to the discipline. These should be published by a university, academic publisher, or reputable commercial press (including on-line publication if peer-reviewed and archived). This acknowledges them as experts in their specific artistic field, whose opinions carry weight and import.

- **Participation in artist-in-residence programs**
  Participation in an artist residency demonstrates a commitment to creative endeavor and acknowledgement by peers that an artist’s work is significant and deserving of time and space to develop. An Artist-in-Residence (AIR) program provides artists with uninterrupted time to work on a particular creative project often in a community of other professional artists. AIR programs provide a residence, studio, working facilities and stipend. Entrance into these programs is awarded by a jury of artists and art professionals.

- **Inclusion in artist registries**
  Work selected to be included in an artist registry is an indication of the quality and importance of an artist’s work. An artist registry is an online source for curators to see the work of national and international artists for possible inclusion in upcoming exhibitions they are working on. Registries are peer reviewed and artists go through an application process. Once accepted into the registry an artist must update their portfolio annually with new work or risk being removed from the registry. This ensures that the registry shows only the work of active professional artists.
A note about research/creative endeavors

The importance or significance of an activity relies on a variety of factors and it is not always a black and white determination. For example an international exhibition is not automatically better than an exhibition in this country or even this region. Other factors must be considered. The following is a list of factors considered when determining the significance of an exhibition. This list is in no particular order and includes some examples within each category.

- **Geographic location** -- regional, national, international, large city recognized as an art center, small town
- **Venues** -- museum, non-profit gallery, commercial gallery, artist-organized, alternative spaces, site-specific installations, where the venue is part of the artwork, art center, university gallery (reputation of the venue is also considered)
- **Types of exhibition** -- solo, small group (2–4 people), group, juried, invitation
- **Juror** -- nationally or regionally recognized curator, artist or gallery director
- **Participating artists** -- the level of accomplishment of the other artists in the exhibition
- **Publications (written by the artist or about the artist’s work)** -- regional, national, international journal or newspaper

The particular discipline of each faculty member determines expectations about appropriate avenues of creative endeavor/research.

Faculty members are expected to create artwork, which is acknowledged through commissions or through the invitational or juried exhibition processes. Faculty should contribute to their artistic discipline at regional and/or national and/or international levels.

Taking into consideration teaching loads, service to the University, administrative demands, and studio maintenance, faculty are expected to average two juried or invitational exhibitions and/or commissioned projects per year.

### 2.1.3.3 For Faculty holding an appointment in Theatre:

The Theatre faculty believes that creating theatre is a prerequisite to sustained, effective teaching. Faculty members are expected to be practicing artists and/or scholars who show evidence of ongoing scholarly and/or creative efforts.

The scholarship of theatre professors is rendered in one or both forms of traditional academic endeavor: research leading to publication and/or research leading to creative production. Research and publication scholarship is traditional to theatre historians, critics, and dramaturgs. Research and creative production scholarship is traditional to those involved in the production process and includes acting, directing, playwriting, dramaturgy, voice and movement direction, design, and the execution of those designs by specialists in technical production, theatre
management, and stage management. Research and creative production scholarship requires substantial historical and technological investigation, analysis, expertise, a synthesis of information, collaboration, imagination, creativity, skill, talent, and professional experience—all leading to public presentation validated by professional peer review.

Valid scholarship and creative production research activities include (but are not limited to):

- **Actor** -- Overall excellence from the stage/film actor requires the ability to consistently integrate knowledge of production expertise (vocal/physical/emotional), history/style/genre, rehearsal techniques, collaboration, dramatic/theatre theory, and safety with an understanding of the conceptual requirements of any given production to collaborate in creating stage productions that are artistically unified. The work of the actor must also be evaluated within a perspective of the resources available to the production (the director, cast, performance space and production support.). Such expertise is demonstrated by participation in realized production, both on and off campus.

- **Arts Administrator** – Overall excellence from the arts administrator requires the ability to consistently integrate knowledge of production, fiscal/personnel management, communication, historical/literary knowledge, collaboration, and professional work ethic with an understanding of the conceptual requirements of any given production to collaborate in creating stage productions that are artistically unified. The artistic director/program director/producer may have the responsibility for conceiving, developing and implementing the artistic vision for an arts organization or specific production. Duties often include the responsibility of arts administration activities such as theatre marketing, public relations, development, volunteer management, and box office and house management. Such expertise is demonstrated by participation in realized production, both on and off campus.

- **Choreographer** -- Overall excellence from the choreographer requires the ability to consistently integrate knowledge of varied dance styles, dance pedagogy/theory, choreographic composition, anatomy/physiology, tension release, characterization, history/style/genre, and safety with an understanding of the conceptual requirements of any given production to collaborate in creating stage productions that are artistically unified. Choreographers must have the ability in traditional dance forms as well as to push boundaries of the form toward unique expression. Such expertise is demonstrated by participation in realized production, both on and off campus.

- **Designer** -- Theatre productions typically require a team of designers who work with the director to create the aural and visual world of the play. Listed below are the primary categories of designers, but productions may also utilize special designers to create such elements as stage properties, puppets, projections, etc.
  - **Costume Designer** -- Excellence in costume design requires the ability to consistently integrate knowledge of rendering, construction, materials, history/style/genre, hair/makeup, and safety with an understanding of the conceptual requirements of a given production. The result should be a design that is both artistically and technically sound and within the limitations of budget, available labor, and equipment of the producing organization. Such expertise is demonstrated by participation in realized production, either on or off campus.
• Lighting Designer -- Excellence in lighting design requires the ability to consistently integrate knowledge of drafting, color/light theory, history/style/genre, equipment/technology, electricity, energy conservation, and safety, with an understanding of the conceptual aspects of a given production. The result should be a design that is artistically and technically sound and within the limitations of budget, available labor, and equipment of the producing organization. Such expertise is demonstrated by participation in realized production, both on and off campus.

• Projections/Video Designer – Excellence in projections/video design requires the ability to consistently integrate knowledge of slide/film/video/multimedia/live video creation and technology with an understanding of the conceptual aspects of a given production. The result should be a design that is artistically and technically sound and within the limitations of budget, available labor, and equipment of the producing organization. Such expertise is demonstrated by participation in realized production, both on and off campus.

• Scenic Designer -- Excellence in scenic design requires the ability to consistently integrate knowledge of rendering/modeling/drafting, properties, scenic construction/rigging/shifting, history/style/genre, and safety with an understanding of the conceptual requirements of any given production. The result should be a design that is both artistically and technically sound and can be realized within the constraints of budget, available labor, and equipment for the producing organization. Such expertise is demonstrated by participation in realized production, both on and off campus.

• Sound Designer -- Excellence from the sound designer requires the ability to consistently integrate knowledge of audio technology/systems, acoustics/psycho-acoustics, history/style/genre, electricity, and safety with an understanding of the conceptual requirements of any given production. The result should be a design that is both artistically and technically sound and can be realized within the constraints of budget, available labor, and equipment for the producing organization. Such expertise is demonstrated by participation in realized production, both on and off campus.

• Director -- Overall excellence from the stage director requires the ability to consistently integrate knowledge of play analysis, history/style/genre, rehearsal methods, stage production/design, stage composition, actor coaching, and safety with an understanding of the conceptual requirements of any given production to create stage productions that are both artistically and technically sound and can be realized within the constraints of budget and available labor for the producing organization. The work of the stage director must also be evaluated within a perspective of such constraints as acting pool, artistic and technical support and facilities/production resources. Such expertise is demonstrated by participation in realized production, both on and off campus.

• Dramaturg / Theatre Critic -- Overall excellence from the dramaturg or theatre critic requires the ability to consistently integrate knowledge of play analysis/conceptualization, rehearsal methods, history/style/genre, and dramatic/theatre theory with an understanding of the conceptual requirements of any given production to
enhance the work of the director and designers in creating work of artistic merit and meaning. Such expertise is demonstrated by participation in realized production, both on and off campus.

- **Fight Choreographer/Fight Director** -- Overall excellence from the fight choreographer/director requires the ability to consistently integrate knowledge of anatomy/physiology, unarmed combat, weapons, stage movement, characterization, history/style/genre, and safety with an understanding of the conceptual requirements of any given production to collaborate in creating stage productions that are artistically unified. Such expertise is demonstrated by participation in realized production, both on and off campus.

- **Movement Specialist** -- Overall excellence from the movement specialist requires the ability to consistently integrate knowledge of physical pedagogies, anatomy/physiology, tension release, characterization, history/style/genre, and safety with an understanding of the conceptual requirements of any given production to collaborate in creating stage productions that are artistically unified. Such expertise is demonstrated by participation in realized production, both on and off campus.

- **Playwright** -- Overall excellence from the playwright requires the ability to consistently integrate knowledge with expertise in storytelling (i.e., textual and structural analysis, dialogue, characterization, complex character interactions, etc.), dramatic theory/criticism, dramaturgy, collaboration, and communication skills. Such expertise is demonstrated by participation in realized theatrical production, both on and off campus when the playwright’s scripts are accepted for performance and/or when a reputable leasing company or established publisher publishes the scripts.

- **Stage Manager/Production Manager** -- Overall excellence from the stage manager/production manager requires the ability to consistently integrate knowledge of design practices, theatre safety, budgets of time/funds, history/style/genre, information literacy, planning, collaboration, and communication skills with an understanding of the conceptual requirements of any given production to collaborate in creating stage productions that are artistically unified. Stage/production managers practice a discipline in which their creative achievement is devoted to enabling and implementing a theatrical work of art. Theatre is a collaborative art involving the contribution of writers, actors, directors, designers, technicians and an audience. Stage/production management is the component of this process responsible for the interaction of all these participants, both on the artistic and the human plane. Such expertise is demonstrated by participation in realized production, both on and off campus.

- **Technical Director** -- Overall excellence from the technical director requires the ability to consistently integrate knowledge in design practices, ability to translate renderings/sketches/models into practical stage settings, materials, construction methods, stage operations/methods, budget management of time/funds/resources, personnel management, history/style/genre, information literacy, planning, collaboration, communication skills, and theatre safety with an understanding of the conceptual requirements of any given production to collaborate in creating stage productions that are artistically unified. The technical director is an artisan/scholar/teacher charged with directing the technical aspects of a theatre’s production operation. The technical director must be evaluated as both a practicing technician and a manager. Such expertise is demonstrated by participation in realized production, both on and off campus.
• Theatre Educator / Youth Theatre Specialist -- Overall excellence from the theatre educator or youth theatre specialist requires the ability to consistently integrate knowledge of basic production design, direction of child and adult actors, creative dramatics (i.e., improvisation, theatre games, etc.), collaboration, history/style/genre, theatre criticism, knowledge of national/state curriculum standards and development, information literacy, and communication skills. Such expertise is demonstrated by participation in realized production, both on and off campus.

• Theatre Historian / Theorist -- Overall excellence from the theatre historian/theorist requires the ability to consistently integrate knowledge leading to the organization and evaluation of data from primary and secondary sources to trace past events within social, political, geographic, ethnic and performative contexts; the analysis and interpretation of classical and contemporary in performative contexts; and/or the translation of plays. Such expertise is demonstrated by research and publication and/or by participation in realized production, both on and off campus.

• Vocal Coach / Conductor or Music Director -- Overall excellence from the musical theatre vocal coach/conductor/music director requires the ability to consistently integrate knowledge in music theory/musicianship, history/style/genre, conducting, singer training, vocal health, and electronic instrument/microphone competency with an understanding of the conceptual requirements of any given production to collaborate in creating stage productions that are artistically unified. The vocal coach/conductor/music director must have the ability to direct and teach the performance style found in traditional musical theatre as well as to push boundaries of the form toward unique expression. Such expertise is demonstrated by participation in realized production, both on and off campus.

• Voice Specialist -- Overall excellence from the voice specialist requires the ability to consistently integrate knowledge of physical vocal production, accents and dialects, diction and text analysis with an understanding of the conceptual requirements of any given production to collaborate in creating stage productions that are artistically unified. Such expertise is demonstrated by participation in realized production, both on and off campus.

A faculty member’s professional activity can be evidenced by (not listed in order of priority):

• Engagement by reputable design, production, and performance companies that have demonstrated professional accomplishment through entertainment union affiliation and/or critical recognition. Because the professional theatre is a highly competitive and selective field, the invitation to work for a professional theatre company indicates that the candidate’s work is regarded highly and assumed to be of exceptional quality. Repeated engagements will be considered indicative of superior performance.

• Scholarly Publication (published or accepted in final form) –
  o Books and monographs of original scholarship published by a university, academic publisher, or reputable commercial press (including on-line publication if peer-reviewed and archived).
  o Co-authored Book – Such a book will count according to the co-author’s level of participation and the length of the essay.
Edited Book/Anthology – The editing of a book is a serious scholarly endeavor and will be weighted towards tenure/promotion according to the breadth and complexity of the project.

Edited Journal – The editing of a journal frequently is indicative of the editor’s scholarly reputation in the field. An evaluation of the contribution of editing a journal will be determined by the quality of the journal, the number of volumes edited, and the overall number of editors of the journal.

Peer-reviewed articles – Publication of an article in a refereed academic journal will be viewed as a major contribution to scholarship. Due to the interdisciplinary nature of theatre, theatre scholars frequently publish their research in journals affiliated with allied disciplines (i.e. history, literature, sociology, performance studies, etc.). Such articles will be given equal weight and will be evaluated using the same standards as those published in specialized theatre journals.

Chapters/Articles in Edited Volumes including Conference Proceedings – The publication of a chapter/article in an edited volume, including revised papers turned into articles for the publication of conference proceedings, will be considered as equivalent to a peer-reviewed article. If such a chapter is invited rather than peer reviewed, it will still be regarded as a contribution to a faculty member’s overall dossier, since the invitation of publication is generally indicative of the contributor’s reputation within the field.

Co-authored Article – Such an article will count as equivalent to a regular peer-reviewed article as long as it appears in a peer-reviewed journal or edited volume.

Contributions to Encyclopedias and Scholarly Reference Books – Entries, essays, or articles in encyclopedias and scholarly reference books will be counted as scholarly contributions and will be evaluated according to their length, their quality, and the nature and significance of the publication.

Book and Production Reviews – Book and exhibition reviews in professional/recognized media provide not only a service to the profession by engaging peers in public scholarly discourse but also can make serious contributions to the scholarship of theatre and dramatic criticism.

Non-peer Reviewed articles or books – These publications will be considered as scholarly and professional contributions, and, therefore, should be viewed as scholarly evidence. These are not equal to peer-reviewed publications though will be evaluated according to their length, and the nature and significance of the publication.

- Acquisition of authored grants, awards, fellowships and artist residencies – The acquisition of grants, awards, fellowships, and artist residencies is extremely competitive in the field of Theatre and also varies substantially depending on field of research/creativity. For this reason, grant/award/fellowship/residency acquisition should be respected, but should not be used as a primary standard for judging the excellence of an individual scholar’s work.

- Pedagogical research resulting in the publication of a textbook or instructional material, including computer software.

- Authorship of produced and/or published original play scripts or performance texts (including professional workshops/readings).
• Participation in conferences, seminars, and symposia for professional societies – The level of participation can vary: from organizing the conference or symposium in question, to delivering a paper, to serving on a panel/roundtable, to organizing/chairing a session. The level of participation will be evaluated on a case-by-case basis.
• Lectureships – Similar to the participation in conferences and symposia, the invitation to lecture at a professional society or institution of higher learning marks an important contribution to scholarship. The weight given to such a lectureship will relate to the prestige of the invitation and (when ascertainable) the quality of the presentation.
• Creation and externally reviewed performance/presentation of original work.

Evaluation of creative endeavors/research will recognize the inherent differences between the performing arts and scholarship leading to publication. The creative work of actors, directors, choreographers, etc., requires their physical presence for the duration of the rehearsal/performance process. Therefore, evaluation of creative endeavors involving rehearsal/performance will acknowledge the physical and geographical challenges of establishing and maintaining a national/international professional career while meeting teaching/service responsibilities at the University.

The particular discipline of each faculty member determines expectations about appropriate venues of creative endeavor/research. Fine and Performing Arts productions and other on-campus performance activities will be considered creative endeavor/research towards tenure. The ideal candidate will have a mixture of on- and off-campus scholarship/research/creative works.

Taking into consideration teaching loads, production assignments, service to the University, and shop management, faculty are expected to average at a minimum two outside professional projects per year.

The measure of consistently good-quality scholarship/research/creative works may include:
• Outside evaluation by peer evaluators and/or creative collaborators (directors, cast members, fellow designers, etc.) who may include professional peers and/or students
• Peer evaluations of process and achievements by Fine and Performing Arts Faculty
• Performance reviews in recognized/professional media
• Honors and awards received

2.1.3.4 For Faculty holding an appointment in Music:
A university music professor may have primary designation and teaching duties in any of several areas: Performance, Conducting, Research and Publication, and Composition. In a small program, the teaching, performance, and scholarship workloads must be diverse in order to satisfy program needs as well as to match the interests and abilities of the teachers. Therefore, the tenure-track music teacher will in most cases divide his scholarly and creative efforts among several areas. These categories are of equal value. In considerations of tenure and promotion, the order in which they appear in this document
does not imply that one is more important than another. Taking into consideration teaching loads, ensemble assignments, and service to the University, the minimum expectation is to average two scholarship, research, and/or creative works per year.

**Performing**
- Professional performances as a soloist, collaborative musician, recording-studio musician, pit musician, member of a chamber group, orchestra, or band
- Continued professional status in an organization as a section leader, paid soloist, coach, or accompanist
- Awards, prizes, certificates, reviews, or other official recognition of performing Excellence
- Invited recitals, master classes, lecture-recitals, workshops and clinics given at schools, universities, conferences, or professional organizations.

**Conducting**
This category applies to the producing and directing of ensembles and musical productions both on and off campus. Successful leadership in this area involves a skillful mixture of teaching, administration, musicianship, and effective public performance techniques. Appearances and proof of performance as a conductor or director may include, but are not limited to, the following:
- Leading a school ensemble or an outside professional ensemble as permanent director, assistant director, or guest conductor
- Directing and coaching the music for a school or professional musical theatre production
- Awards and other official recognition of excellence in conducting and directing
- Master classes, workshops or clinics given at schools, universities, and professional conferences
- Invited performances at state, regional, and national conferences by school or professional groups under the candidate’s direction

**Academic Scholarship**
Academic scholarship in music (musicology), like scholarship in any of the humanities and social sciences, may include the following activities and accomplishments as evidence of success.
- Publications
  - Monographs and books
  - Textbooks
  - Peer-reviewed articles and papers
  - Non-peer-reviewed articles and papers
  - Research abstracts
  - Edited publications
  - Reviews of books or scholarship
  - Research software
  - Other
- Grants and contracts funded
- Lectures, papers, speeches presented at professional meetings or educational
Institutions
- Recognition and reviews of candidate’s work by recognized scholars and professional organizations
- Research in progress
- Publications in progress
- Grant proposals submitted
- Other

Composition
This category includes both the creation of new works of music, and the reworking of existing music in arrangements, orchestrations, electronic realizations, etc. Evidence for success in this area may include:
- Performances
- Production of composition through new technology
- Recordings
- Publication of a score and parts of a work
- Commissions
- Prizes and awards
- Articles and reviews about composition by or about the faculty member

2.1.4 PROFESSIONAL SERVICE
Candidates have service responsibilities to their profession, university, college, Department, and community. Professional Service is expected and will be encouraged. In addition to those activities usually included in this category, the following are specifically included:
- Fine and Performing Arts performances and gallery exhibits are service to the University and general community.
- Recruitment travel, audition and/or portfolio review of prospective student candidates and interviews are service to the College and University.
- Adjudication of ensemble or conducting competitions, art exhibitions and theatre events are service to the community and the profession.
- Adjudication of local, regional, national and international performance competitions sponsored by professional organizations or private foundations
- Articles, interviews, and concert reviews directly concerning performance practices and values published in newspapers or other media

2.1.5 SKILL AND KNOWLEDGE OF THE FIELD
The Candidate must demonstrate skill and knowledge of the field. Evidence of mastered skill and knowledge usually is in the form of recognition by colleagues, both inside and outside of Saint Louis University. Documentation may vary within the four disciplines of Fine and Performing Arts and may include some or all of the following: external and internal evaluations; invitations to present at professional meetings; academic citations; reviews; and consulting work.
2.1.6 COLLEGIALITY
Collegiality can be described as the willingness of an individual to work with colleagues in pursuing the business and objectives of the Department, College and University. Thus, evidence of collegiality will be found in one’s own capacity for cooperation and in one’s ability to balance one’s own interests with those of one’s colleagues within the context of the Department, College and University. Documentation is usually provided in the form of Colleague letters and/or evaluations.

2.2 CRITERIA FOR PROMOTION TO PROFESSOR
To be considered for promotion to the rank of Professor, the faculty member must, at a minimum, again satisfy the expectations set forth for the promotion to rank of Associate Professor (2.1).

In addition, the following criteria are to be used:

Scholarship, Research and Creative Works: Evidence of continuing achievement after receiving tenure leading to expanded recognition by colleagues in the same field of scholarship and/or creative works. One’s scholarship, research and/or creative work should have matured.

Teaching: The candidate’s teaching should continue to be proficient, vital, and innovative with a sustained record of distinguished accomplishment.

Mentoring/Advising: The candidate needs to provide evidence that he or she has continued to be active and effective as a mentor/advisor.

Service: In service, the candidate should not only continue to be active, but should also be assuming even greater responsibility and leadership within the Department, College, University, profession, and community.

Skill and Knowledge of the Field: There should be clear documentation for outstanding achievements in teaching, scholarship, research and/or creative works. The types of documentation may follow the same formats as described above for the promotion to Associate Professor.

Collegiality: Those holding tenured, senior positions bear added responsibility for collegiality as, for example, in their dealings with—and mentoring of—untenured faculty.

[The Fine and Performing Arts Chair, in consultation with the faculty in the same discipline as the candidate, may engage outside evaluators with appropriate credentials for particular student and/or professional productions. Possible honoraria will be provided by Program funds.]
2.3 Criteria for Promotion to Emeritus/a Professor
To be considered for promotion to the rank of Emeritus/a Professor, the faculty member may apply from any rank currently held. Full time employment requirements shall be in accordance with The Faculty Manual of Saint Louis University. Candidates should have distinguished themselves by maintaining the minimum standards of scholarship, research and creative works in the rank currently held; have an ongoing relationship with the University; plan to remain professionally active; and maintain a connection to the Department through scholarly and/or teaching contributions.

3. MENTORING AND REVIEW OF NON-TENURE-TRACK FACULTY

3.1 Definition
Full-time, non-tenure-track faculty in the Department of Fine and Performing Arts, the College of Arts and Sciences and the University are defined as “individuals who are not eligible for tenure but have appointments that are renewable.” Within the Department of Fine and Performing Arts, full-time, non-tenure-track faculty may assume some combination of teaching, instruction, advising, managerial duties, and/or scholarly/creative work.

3.2 Rights and Privileges of non-tenure-track Faculty
Non-tenure-track faculty have all of the same Departmental rights and privileges of tenure-track faculty in the Department of Fine and Performing Arts with the following exceptions:

1. They do not participate in the vote on tenure and/or promotion of tenure-track/tenured faculty.
2. They do not participate in the evaluation of tenure-track/tenured faculty.

3.3 Performance Expectations
In a document formulated at time of hire by the Department Chair, Program Director, and candidate, the workloads and expectations for each candidate will be specified in the areas of teaching; advising; scholarship, research and creative work; service; and managerial duties. Depending on the Department’s needs and the candidate’s strengths, assignments for each non-tenure track faculty member may vary considerably. For example, some candidates may be hired primarily as teachers, with no expectation of scholarly/creative activity; some may be assigned a work load divided between teaching and managerial duties; and some may be hired with the same expectations as those for full time tenure-track faculty.

This document must be approved by the Dean of the College of Arts and Sciences, and will form part of the candidate’s continuing file, to be used during annual evaluations and promotion reviews. If Departmental needs change, a revised workload/expectations document will be articulated and approved.

3.4 Internal Evaluation
Senior Fine and Performing Arts faculty will offer annual support and feedback to the non-tenure-track faculty member. Each academic year the instructional classroom/studio of the non-tenure-track faculty member at or below the rank of Associate Professor will be observed by a minimum of one faculty member (tenured, tenure-track, or non-tenure-track) of a higher
academic rank than the non-tenure track faculty member. The non-tenure-track faculty member will receive written and oral documentation within a month of the visit. In addition, a copy of this document will be submitted to the Chair and become part of the non-tenure-track faculty member’s file.
The Department presumes that non-tenure-track faculty with satisfactory performance will be reappointed yearly under normal circumstances. During the Annual Review of Faculty time period, the non-tenure-track faculty member will present evidence of Teaching/Scholarship/Service/Management (typically the Annual Activity Report) to the Program Director at the same time it is submitted to the Chair of FPA. For non-tenure-track faculty members at or below the rank of Associate Professor, Department faculty (tenured, tenure-track, and non-tenure-track) holding academic rank higher than the non-tenure-track faculty member shall meet, discuss, and vote on whether to recommend that the Non-tenure track faculty member’s contract be renewed for the following year. A short, written response will be given to the non-tenure-track faculty member, with a copy sent to the Chair of FPA in a timeframe compatible with the Chair’s evaluation process of the Annual Review of Faculty. Any determination and recommendation not to renew the contract of any non-tenure-track faculty member at any academic rank will be submitted by the Chair to the Dean of Arts and Sciences, with explanation. In the case of a recommendation of a non-renewal the non-tenure track faculty must be given the necessary notice as per the Faculty Manual of Saint Louis University.

3.5 Criteria for Promotion

3.5.1 Promotion in Rank:
Although achievement of tenure is, by definition, not available to non-tenure-track faculty, promotion can be important to both the academic career of faculty members and to the vitality and development of the Department and College. Promotion in rank is earned through the diligent and persistent demonstration of competence in the specified responsibilities of the position, and signals recognition of achievement from colleagues in the Department, College, and wider University community. The core of the evaluation process for promotion is the end result of a carefully executed, faculty peer review.

3.5.2 Promotion Procedures:
The Department of Fine and Performing Arts generally follows the procedures specified in the University Faculty Manual and those for Tenure-track faculty in the Department currently in effect and uses the same forms. Such forms are modified as necessary to indicate that promotion in rank, but not tenure, is being considered in the process. Non-tenure-track appointees may apply for promotion adhering to the same timeline as outlined for Tenure-track positions.

The following timeline establishes the deadlines and procedures to which the candidate and Department must adhere as a case for promotion is developed for a candidate:

- The candidate declares written intent to apply for promotion to the Chair by April 1.
- The candidate will submit a list of six potential outside evaluators from the same or related field of study to the Chair by May 1. The Department Chair may add additional names. The Chair chooses and solicits at least three evaluators, at least two of whom
should come from the list provided by the candidate. Evaluators will be provided with the candidate’s individualized evaluation criteria, vita, examples of his/her work (if applicable), and the Department and College’s criteria for promotion. Evaluations must be received by September 1 in sufficient time for the Department to assess prior to the Departmental promotion meeting.

- The candidate will submit a list of six potential students and/or alumni evaluators to the Chair by May 1. The Department Chair may add additional names. The Chair chooses and solicits at least three student/alumni evaluators, at least two of whom should come from the list provided by the candidate. Student/alumni evaluators will be provided with the candidate’s individualized evaluation criteria, vita, examples of his/her work (if applicable), and the Department and College’s criteria for promotion. Evaluations must be received by September 1 in sufficient time for the Department to assess prior to the Departmental promotion meeting.

- The candidate’s dossier will include two recommendations from colleagues. The candidate selects one colleague, and the Chair selects one colleague.

- The candidate’s dossier and supporting materials should be made available to the Department by September 1.

- All Fine and Performing Arts full-time faculty members at or above the proposed promotion rank vote to recommend or deny promotion, applying existing Department criteria. The results of this vote are included in the dossier that is forwarded to the College of Arts & Sciences Rank and Tenure Committee.

- The Chair will write a separate letter either supporting or disagreeing with the faculty recommendation.

- Individualized evaluation criteria for promotion, the Dossier, Faculty recommendation vote, Chair’s letter, colleague evaluations, external reviewer evaluations, student/alumni evaluations, and other pertinent, supporting material are forwarded, with the candidate’s materials, to the College of Arts and Sciences Rank and Tenure Committee for its consideration and review by October 1.

### 3.5.3 Norms for Promotion in Rank:

University-wide norms for promotion and tenure as specified in the Faculty Manual of Saint Louis University currently in effect serve as general guidelines for the norms of the College of Arts and Sciences and Department of Fine and Performing Arts. The norms of the College and Department are further specifications of the criteria and standards of the University, and elaborate and expand on them. The specific criteria should be modified to fit the responsibilities of the candidate as determined at the time of hire.

#### General

1. Terminal degree as appropriate for the candidate’s area of study is required.
2. Demonstrated competence in teaching and instruction assignments is required for promotion. Competence in other areas of performance as specified at the time of hire and as modified in annual contracts may also be required for promotion. Outstanding achievement in some but not all of the specified areas does not serve to substitute for less than satisfactory accomplishment in remaining areas.
3. Standardized student course evaluations currently in use in the College and Department serve as one source of evidence of teaching competence for teaching faculty whose job
expectations include classroom/studio teaching and instruction. Other sources of evidence of teaching competence and course development can also be employed to demonstrate teaching competence. These include, but are not limited to, evaluations by other faculty of instructional activities of the faculty member.

4. Evaluation of performance in teaching, instruction, advising, managerial duties, scholarly/creative work, and service will be evaluated relative to their weight in the employment expectations of each non-tenure-track faculty member. Evaluation should be based on the established criteria for each case determined at the time of hire and reviewed annually in consultation with the Department senior faculty and the Department Chair.

5. Requirements pertaining to time-in-rank as specified in The Faculty Manual of Saint Louis University and which apply to promotion considerations for tenure-track faculty apply equally to continuing, non-tenure-track faculty (the sole exception is promotion to Assistant Professor).

6. Responsibility for providing evidence of having satisfied norms for promotion rests with the candidate.

3.5.4 Norms For Promotion to The Rank of Assistant Professor
The terminal degree in the discipline is required for promotion to Assistant Professor. Candidates may be considered for promotion to Assistant Professor upon completion of the terminal degree. There is no minimum time-in-rank requirement.

3.5.5 Norms For Promotion To The Rank of Associate Professor

3.5.5.1 Teaching:
Candidates whose employment responsibilities include classroom teaching are expected to earn consistently positive ratings in standardized course evaluations and assessments. An effective teacher demonstrates enthusiasm for learning, stimulates intellectual curiosity, and encourages independent thinking. Course outlines and related materials are expected to reflect careful planning, orderly presentation of material, thoroughness of coverage, and currency of knowledge.

3.5.5.2 Mentoring/Advising:
Candidates whose employment responsibilities include advising/mentoring are expected to evidence availability to students and a keen sense of service to students in the advising process.

3.5.5.3 Scholarship, Research and Creative Works:
Candidates whose employment responsibilities include scholarship, research and creative works are expected to evidence continuing achievement in the candidate’s discipline.

3.5.5.4 Service:
Candidates will be evaluated on the service they have rendered. Service is an essential ingredient in a collegial atmosphere and can assume many forms. While service might be collegial in tone, the value of service is to the promotion of shared governance and the effective operation of the academic mission of the Department, College, and University. It includes active participation in and sharing of responsibilities on various committees within the College and
Department as well as participation in University committees and activities. It also may include a wide variety of service to the community as well as to the profession.

3.5.5.5 Skill and Knowledge of the Field
Candidates must demonstrate skill and knowledge of their specific field of study. Evidence of mastered skill and knowledge usually is in the form of recognition by colleagues, both inside and outside of Saint Louis University. Documentation may vary within the disciplines of Fine and Performing Arts and may include some or all of the following: external and internal evaluations, invitations to present at professional meetings; academic citations; reviews; and consulting work.

3.5.5.6 Collegiality
Collegiality can be described as the willingness of an individual to work with colleagues in pursuing the business and objectives of the Department, College and University. Thus, evidence of collegiality will be found in one’s own capacity for cooperation and in one’s ability to balance one’s own interests with those of one’s colleagues within the context of the Department, College and University. Documentation is usually provided in the form of colleague letters and/or evaluations.

[The Fine and Performing Arts Chair, in consultation with the faculty in the same discipline as the candidate, may engage outside evaluators with appropriate credentials for particular student and/or professional productions. Possible honoraria will be provided by Program funds.]

3.5.6 Norms For Promotion To The Rank of Professor
To be considered for promotion to the rank of non tenure track Professor, the faculty member must again satisfy the expectations set forth for the promotion to rank of Associate Professor (3.5.5). Additionally, the candidate must show evidence of heightened professional reputation beyond the scope previously held, in accordance with the individual’s particular expectations, as determined at the date of hire and approved by the Dean.

[The Fine and Performing Arts Chair, in consultation with the faculty in the same discipline as the candidate, may engage outside evaluators with appropriate credentials for particular student and/or professional productions. Possible honoraria will be provided by Program funds.]

3.5.7 Criteria for Promotion to Emeritus/a Professor
To be considered for promotion to the rank of Emeritus/a Professor, the faculty member may apply from any rank currently held. Full time employment requirements shall be in accordance with the Faculty Manual. Candidates should have distinguished themselves by maintaining the minimum standards of scholarship, research and creative works in the rank currently held; have an ongoing relationship with the University; plan to remain professionally active; and maintain a connection to the Department through scholarly and/or teaching contributions.

FPA Approved 12-11-12
CAS College Committee, College Dean, University Committee on Academic Rank and Tenure (UCART), and the Provost approved this document per letter from Dr. Ellen Harshman, February 23, 2015
Rank and Tenure Procedures and Criteria

I. PROCEDURE

Evaluation of Application for Promotion and Tenure
Faculty in the Department of History are evaluated for promotion and tenure using the procedures described in The Faculty Manual of Saint Louis University, and the College of Arts and Sciences Rank and Tenure Procedures in Section II.A.5 of the College Policy Binder. In addition the procedures below are followed:

A. General Statement

1. The Executive Committee plays an important role in the tenure and promotion process. This committee shall be elected annually by a secret ballot vote of all full-time faculty. The Executive Committee will consist of three full-time, tenured faculty members with their primary appointment in the Department of History. The chair shall preside over the Executive Committee, but has no vote on any matters before the committee.

2. In assessing the performance in the six categories listed below of the faculty member on probationary appointment, the tenured faculty will consult as broad a range of evidence as is available. In pursuance of this goal, the chair, early in the spring semester of the academic year preceding the critical year, will send the faculty member on probationary appointment a letter reminding him or her of the upcoming critical year. If the faculty member wishes to apply for promotion, he or she should then supply to the Executive Committee by August 15 the candidate’s part of the dossier, as described on pages II.A.5.4-5 of the College Policy Binder. The chair or candidate may add other evidence that pertains to the qualifications of the faculty member on probationary appointment.

3. If a faculty member on probationary appointment intends to apply for tenure and promotion, he or she must inform the chair of this intention before April 1.

B. External Referees

1. Integral to the Executive Committee and tenured faculty’s assessment of a candidate are letters from external referees. By April 15 preceding the critical year the candidate shall supply to the chair a list of six to ten persons qualified to comment on the candidate’s scholarship and standing in the field. The candidate may also submit the name or names of any referees who may be biased against the candidate.

2. The chair may add further names to the candidate’s list of potential referees. In consultation with the Executive Committee, the chair will then select from the list a group of names to act as external referees. Half of the names in this initial selection must come from the candidate’s list. The chair will then solicit the opinions of these referees on the candidate’s scholarship and academic standing, using the form letter in Appendix A. In the event that fewer than three external referees agree to evaluate the candidate, the chair, in consultation with the Executive Committee, will select additional names from the list. In no case may
there be less than three external referees. External evaluators shall receive copies of all of the candidate’s scholarly, peer-reviewed publications pertinent to the application. The text of the external letters, with names removed, will be made available to all tenured faculty.

C. Internal Recommendations and Review
1. By May 1 the candidate shall supply to the chair the name of one colleague from within the department to act as an internal evaluator. The chair will select an additional colleague, whose identity will not be revealed to the candidate, and will then solicit evaluations and recommendations from both using the college form. Colleague recommendations will be placed in the dossier after the department meeting and will, therefore, not be seen by the candidate, faculty, or members of the Executive Committee.
2. By May 1 the candidate shall supply to the chair the name of one undergraduate student that the candidate believes can fairly and accurately judge his or her teaching abilities. The chair will select an additional student using the same criteria. Neither student should be currently under the candidate’s instruction. The chair will solicit a letter from both students, asking them to evaluate the candidate’s skill as a teacher, knowledge of the subject, and, if appropriate, abilities as an academic advisor. Under no circumstances should the candidate directly solicit a student letter, nor discuss the contents of the letter with the student. Both letters will be available for review by the tenured faculty, but not the candidate (College Policy Binder, II.A.5.6). Student letters will be kept in the strictest confidence.
3. During the spring semester preceding or the fall semester of the critical year, the chair and at least one member of the Executive Committee will attend one or more classes of the faculty member under consideration for promotion. Other tenured faculty members may also attend these classes if they so desire. The untenured faculty member will be informed in advance of the dates of these visits.

D. Procedures for Tenure Deliberations
1. All materials constituting the candidate’s portion of the dossier (College Policy Binder, II.A.5.4-5) must be submitted to the department chair by August 15. This evidence, along with any other supporting material the candidate or chair might provide, and the materials outlined in the department’s part of the dossier (College Policy Binder, II.A.5.6) will be collected and made available in the chair’s office. All members of the tenured faculty are requested to review this material as thoroughly and as carefully as possible.
2. Tenured members on leave may participate in promotion decisions if they so desire. The chair will contact members on leave to determine their willingness to participate. If they decide to take part, they will be supplied with as much information as is feasible and their opinions and votes solicited by the most appropriate method available.
3. All materials of the dossier, including supporting materials and external letters, will be evaluated by the Executive Committee before September 1. The
Executive Committee will vote whether to recommend the approval or denial of the application. One member of the Executive Committee will produce a written summary of the committee’s deliberations, reasoning, and recommendation.

4. One copy of the Executive Committee’s report will be deposited in the departmental office or chair’s office at least one week before the meeting of the tenured faculty. Tenured faculty may review the recommendation there, but may not copy or remove it from the office. The contents of the report will be kept strictly confidential.

5. On or before September 15 the chair will call a meeting of all tenured faculty to discuss the qualifications of the candidate for promotion. At that meeting the representative of the Executive Committee will deliver the committee’s recommendation. The chair will then solicit comments and questions from all tenured faculty. During this discussion every attempt should be made to arrive at a departmental consensus of opinion on the merits of the application. When deliberations are complete the chair will call for a secret ballot vote of all tenured faculty. Ballots will be read and counted at that meeting. The discussions and decisions of this meeting will be held in the strictest confidence by all tenured faculty.

E. The Chair’s Letter

1. After the tenured faculty have voted, the chair adds his or her own letter of recommendation to the dossier (College Policy Binder, II.A.5.6). The chair alone composes this letter, however, a draft will be made available to the Executive Committee for review and possible revision before it is forwarded to the Dean. The chair should carefully consider the advice of the Executive Committee, but is under no obligation to make changes to the letter suggested by the committee.

2. The chair’s letter will summarize and explain the Executive Committee and tenured faculty’s evaluation of the evidence related to the candidate’s scholarship, teaching, and service. If the vote to recommend or deny tenure is divided, the chair’s letter should present both sides of this dispute as clearly and fairly as possible. The chair will also express his or her own evaluation of the candidate and make a recommendation on the application.

F. Materials Sent to the Dean

1. By October 1, the chair will send to the Dean of the College of Arts and Sciences the following materials: a cover sheet (supplied by the college) on which the vote of the tenured faculty is recorded, a copy of the departmental criteria for tenure and promotion, the candidate’s part of the dossier (College Policy Binder, II.A.5.4-5), the chair’s form and letter of recommendation, the recommendation of the Executive Committee, both internal colleague letters, both student letters, and all letters from outside evaluators.

2. If so requested, the chair will also forward some or all of the candidate’s written work, published reviews of such work when available, and any other supporting documentation that the Dean or a university committee or committees may require.
G. Applications for Promotion to Full Professor
   1. With a few exceptions outlined below, the procedures and deadlines for
      evaluating a candidate’s application for promotion to full professor are the same
      as those for evaluating an application for tenure and promotion to associate
      professor outlined above.
   2. An associate professor who intends to apply for promotion must inform the chair
      of the department on or before April 1.
   3. The Executive Committee plays no role in the evaluation of an application for
      promotion to full professor.
   4. The duties of the tenured faculty and Executive Committee in a tenure decision
      (as listed above), are in the case of an application for promotion to full professor
      the sole responsibility of a committee of all full-time, full professors with primary
      appointments in the Department of History.

Evaluation of Untenured Faculty

A. Annual Review
   1. In accordance with college policy (College Policy Binder, II.A.4.4), the chair will
      evaluate the performance of untenured faculty annually.
   2. One of the most important duties of a department chair is to look after the best
      interests of the department’s untenured faculty. Therefore, in addition to
      evaluating untenured faculty members’ teaching, research, and service, the chair
      will give special consideration in his or her annual evaluation to the progress the
      faculty member is making toward meeting departmental tenure requirements. The
      chair should take care honestly to report to the faculty member any deficiencies or
      other causes for concern that may play a role in a later tenure decision, and
      suggest ways to overcome these difficulties.
   3. During the annual review, if the chair finds that an untenured faculty member is
      significantly deficient in one or more areas, he or she will forward the written
      review to the Executive Committee. After reading the chair’s evaluation and
      meeting with the untenured faculty member, the Executive Committee will
      deliberate and decide on a course of action. Such actions may include, but are not
      limited to, counseling, or the recommendation of disciplinary action or
      termination in accord with the procedures set forth in the Faculty Manual.

B. Third Year Review
   1. By November 1, untenured faculty in the third year of their appointment will
      submit to the Executive Committee a letter summarizing their activities and
      achievements in teaching, research, and service since the initial appointment.
   2. The Executive Committee will evaluate the untenured faculty member by
      consulting a variety of evidence, including all written work (published and
      unpublished), course syllabi, student evaluations, classroom performance as
      evidenced during classroom visitations, and service to the department, college,
      university, and profession.
3. The chair will produce a written report that summarizes the findings of the Executive Committee and reflects his or her own evaluation of the untenured faculty member. This report will be reviewed and approved by the Executive Committee. In the event that the Executive Committee and chair do not agree, two separate letters will be submitted.

4. The chair will meet with the untenured faculty member and discuss with him or her the review. The faculty member will receive a copy of the written evaluation.

5. The third year review will be forwarded to the dean by February 15.

II. CRITERIA

Criteria for Promotion to Associate Professor with Tenure

A. Teaching
   1. Candidates must demonstrate effective teaching. Evidence will include written sources such as student recommendation letters (see I.C.2 above), student evaluation scores, course syllabi, etc. Written and oral reports of classroom visitations by the chair, Executive Committee members, and tenured faculty members will also be considered. Recurring voluntary comments from students concerning the performance of the candidate will be considered, provided that the range of these is sufficient to provide a full, fair, and unbiased assessment.
   2. Teaching performance will usually be judged primarily on qualitative considerations: that is organization of courses and lectures; effectiveness of communication; standards with regard to assignments, requirements, and examinations; and responsibility in meeting classes, grading and returning examinations and papers, and maintaining regular office hours.
   3. Faculty specializing in an area in which the department offers graduate degrees will also be judged on their ability to direct independent work, masters theses, and doctoral dissertations (if appropriate).

B. Advising
   1. Candidates must demonstrate that they are effective student advisors. Evidence will include participation in academic advising; number of students advised; number of letters of recommendation written; and comments in the two formal student letters of recommendation.
   2. Faculty specializing in an area in which the department offers graduate degrees will also be judged on their ability to guide and direct graduate students.

C. Scholarship, Research, and Creative Works
   1. A favorable evaluation of a candidate’s scholarship is indispensable for any positive decision on tenure and promotion. Both the quality and the quantity of a candidate’s scholarship will be assessed.
   2. A candidate must have engaged in substantial research resulting in a monograph accepted for publication by an academically reputable press or, in exceptional cases, substantial articles in leading peer-reviewed history journals will be
considered as meeting this publication requirement. Candidates should also participate in professional organizations beyond the local level by contributing and commenting on papers.

3. In judging the candidate’s scholarship, major emphasis will be placed on the quality of publications. The Executive Committee and tenured faculty will be particularly interested in such characteristics as the originality of the research and analysis, the methods and sources used, the effectiveness of presentation in terms of organization and style, and the significance of the scholarship as a contribution to historical understanding.

D. Professional Service
1. Candidates must give evidence of service or willingness to serve on departmental, college, and university committees. Evidence of other types of service to the community is also useful. Candidates may also include evidence of service to the profession, such as book reviews, invited lectures, and official positions in professional organizations.

E. Skill and Knowledge of Field
1. A candidate will demonstrate skill and knowledge in his or her field by excellence in teaching and scholarship.

F. Collegiality
1. Collegiality consists of constructive and professional relations within the department. Evidence will include colleague letters solicited as part of the review process, as well as the individual experiences of tenured faculty with the candidate.

Criteria for Promotion to Professor

A. Teaching
1. The candidate must demonstrate a continued commitment to excellence in teaching. Particular consideration will be given to the instruction and direction of graduate students, if the candidate specializes in an area in which the department offers graduate degrees. Acceptable evidence of effective teaching is the same as that outlined above for promotion to associate professor.

B. Advising
1. The candidate must demonstrate a continued commitment to advising, as evidenced by materials outlined above for promotion to associate professor. If appropriate, candidates must also be effective graduate student advisors, particularly as it concerns their students’ future prospects on the academic job market.

C. Scholarship, Research, and Creative Works
1. The candidate must demonstrate a continued record of scholarship, resulting in a distinguished national or international reputation in the field. The candidate’s research must have resulted in a second monograph published by an academically reputable press or, in exceptional cases, substantial articles in leading peer-review history journals will be considered as meeting this publication requirement.

2. Further evidence of outstanding scholarship and professional reputation may include awards and prizes, impact on the field, and the ability to attract graduate students.

D. Professional Service

1. Beyond the level of service required for promotion to associate professor, the candidate must show evidence of substantial service to the profession, including such activities as book reviews, referee work, panel discussions, official positions in professional organizations, etc.
**Rank and Tenure Procedures Timeline**  
*(from Policy Binder II.A.7.h)*

- **Early Spring Semester**: Chair sends letter to probationary faculty members reminding them of upcoming critical year.
- **April 1**: Deadline to inform Chair of a faculty member’s intent to apply for tenure and/or promotion.
- **April 15**: Deadline for a candidate to supply a list of potential external referees to the Chair.
- **May 1**: Deadline for a candidate to supply to the Chair the name of one undergraduate student to evaluate his or her teaching. Deadline for a candidate to supply to the Chair the name of one colleague to act as an internal evaluator.
- **August 15**: Deadline for submission of a candidate’s part of the dossier to the Chair.
- **Early Fall semester (or late Spring semester preceding)**: Chair and at least one member of the Executive Committee attend probationary faculty member’s class.
- **September 1**: Deadline for the Executive Committee to evaluate a probationary faculty member’s dossier and vote on a recommendation.
- **September 15**: Deadline for eligible faculty to meet, discuss, and vote on tenure and/or promotion applications.
- **October 1**: Deadline for the Chair to send all materials to the College of Arts and Sciences.

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August 2011
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 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 prior to the candidate’s application for tenure 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.

4. Each Associate Professor will set up a mentoring committee in view of his or her promotion to Professor, in order to help 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.

5. When an Associate Professor officially starts the process of promotion to Professor, he or 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 best to present the dossier’s content.

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.

E. Collegiality
The candidate must be able to work constructively with colleagues in the Department and College.

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.

Document updated May 6, 2011
I. PROCEDURE

Evaluation of Application for Promotion and Tenure

Faculty in the Department of Mathematics and Computer Science are evaluated for promotion and tenure using the procedures described in *The Faculty Manual of Saint Louis University* and the College of Arts and Sciences Rank and Tenure Procedures in section II.A.6 of the *College Policy Binder*.

In the Department of Mathematics and Computer Science, the procedures for tenure and for promotion to associate professor and professor are as follows:

- **The Candidate’s Responsibilities**

  The candidate for promotion and/or tenure should inform the Chair by April 1 that the candidate intends to apply for promotion the following fall and should provide the Chair with a list of potential outside evaluators, a list of colleagues from which to choose colleague evaluators, and a list of students from which to choose student evaluators. If the candidate has any special concerns, the candidate should communicate these to the Chair. All this should be done by the end of May or another date set by the Chair. The candidate should submit the completed dossier by September 1. The candidate’s student evaluations (summarized in the dossier) and scholarly work should be included as appendices to the dossier. Candidates for promotion to associate professor should summarize all Saint Louis University student evaluations. Candidates for promotion to professor would ordinarily summarize the last five years of student evaluations.

- **Role of the Departmental Faculty**

  The role of the department faculty is given in section 4.2 of the College of Arts and Sciences Rank and Tenure Procedures.

- **The Chair’s Responsibilities**

  The Chair is responsible for administering the promotion and tenure process at the department level. The Chair is expected to exercise appropriate judgment in carrying out the process.

  The candidate submits names to be considered as outside evaluators. The Chair adds names to the list. The chair selects the outside evaluators; at the Chair’s discretion, the Chair may consult appropriate faculty in selecting outside evaluators. After consultation
II. CRITERIA

Candidates for promotion and tenure in the College of Arts and Sciences are evaluated according to the criteria in The Faculty Manual of Saint Louis University as interpreted and applied to the
College of Arts and Sciences in the *College Policy Binder*, section II.A.6. This document further interprets and applies those criteria to the Department of Mathematics and Computer Science.

The criteria for promotion are in the areas of teaching, advising, scholarship and research, service, skill and knowledge of the field, and collegiality. Satisfactory performance is required in each area. Of these, teaching and research/scholarship are the most important. Good teaching is absolutely essential, and each university professor must be a scholar.

**Criteria for Promotion to Associate Professor with Tenure**

- **Teaching**

  Faculty members seeking promotion and/or tenure should demonstrate success in teaching a variety of courses appropriate to their backgrounds and the needs of the Department.

  Curriculum development and the supervision of undergraduate research projects, master’s theses, and doctoral dissertations are considered contributions to teaching.

  Indicators of teaching quality may include (but are not necessarily limited to) the responses to quantitative and open-ended questions on student evaluation forms; peer evaluation by colleagues; sample teaching materials that the candidate may wish to submit; and the comments on the student, colleague, and chair forms.

- **Advising**

  Advising includes the formal and informal activity of providing academic, professional, and career advice to undergraduate and graduate students. Although supervision of undergraduate research projects, master’s theses, and doctoral dissertations is considered part of teaching, a faculty member who supervises work of this kind often plays a significant role as an advisor as well.

  Indicators of the quality of advising may include (but are not necessarily limited to) the number of advisees, the amount of time devoted to advising, letters from current and former advisees, and the comments made in the student, colleague, and chair forms.

- **Scholarship and Research**

  The candidate should have established a program of ongoing research of high quality and a substantial reputation beyond the thesis. There are many ways to demonstrate that such a program and such a reputation have been established, and it is not possible to specify the precise number of publications that would be required. Quality of publication is important, as well as quantity.

  The most important evidence of research quality is the publication of refereed books, of refereed papers in well-regarded journals, or of papers in selective and prestigious edited
books or conference proceedings. Publications that result from collaborative work with researchers in other disciplines count towards tenure and promotion, whether they appear in mathematics, computer science and statistics journals or in journals in other disciplines. Collaborative work with researchers in other disciplines is evaluated according to the quality and significance of its mathematics, computer science or statistics component, and more weight is given to papers that involve new approaches to modeling problems in other disciplines or substantive new mathematics, computer science or statistics than to routine applications of known techniques. Publications that have been accepted but which have not yet appeared should be counted towards tenure and promotion.

Instructional materials and pedagogical endeavors, normally considered evidence of teaching ability, may be considered only to the degree that they have national or international impact on the field. Secondary evidence of scholarship and research includes presentations at professional meetings, presentations in seminars or colloquia, grants and awards, reviews, software development, and other professional service activities. Other indicators include but are not necessarily limited to the letters from outside evaluators and the comments on the student, colleague, and chair forms.

It is unlikely that one can meet this criterion without publishing three papers, at least two of which go beyond the thesis.

- **Service**

  Service includes, but is not necessarily limited to, service on committees and task forces and undertaking administrative or other duties important to the Department, College, University, profession, or community (performed in a professional capacity).

- **Skill and Knowledge of the Field**

  In mathematics, computer science and statistics, skill and knowledge of the field are demonstrated primarily through successful teaching and research. Skill and knowledge of the field are also indicated by evidence of professional reputation. Such evidence may include but is not necessarily limited to: a) invitations to address professional meetings, to review grant proposals, to referee papers, to write reviews of publications, and to serve as a professional consultant; b) seminar presentations; and c) the comments on the student, colleague, and chair forms, and in the letters from outside evaluators.

- **Collegiality**

  The candidate must be able to work constructively and professionally with others towards departmental, college, and university goals. Evidence of collegiality is provided by the comments on the student, colleague, and chair forms.

**Criteria for Promotion to Professor**
Promotion to the rank of professor ordinarily presupposes the qualifications for the rank of associate professor. In addition, candidates will be evaluated according to the following criteria. The candidate must meet the criteria in each area and should make a distinguished contribution to the mission of the Department, College, and/or University in at least one of teaching, research/scholarship, and service.

- **Teaching**

  The candidate should show continued strong performance and growth in the area of teaching. The candidate is expected to remain up-to-date and be involved in appropriate curricular or pedagogical discussions.

- **Advising**

  The candidate should show continued strong performance in the area of advising.

- **Scholarship and Research**

  The candidate should have a continuing strong and productive research program that earns attention from recognized scholars in mathematics, computer science or statistics and that makes a substantial contribution beyond the work that was presented at the time of promotion to the rank of associate professor. There are many ways to demonstrate that such a program has been maintained, and it is not possible to specify the precise number of publications that would be required, for quality of publication is important, as well as quantity. The Department does not require a specific rate of publication, since the publication record can be affected by such factors as a faculty member’s decision to shift to a new area of research.

- **Service**

  A tenured faculty member is expected to take a more active role in the governance of the Department, College, University, and profession.

**Criteria for Promotion to Emeritus/a Status**

Except in extraordinary circumstances, a faculty member will have served the University for at least 10 years in a full time capacity prior to application for emeritus/a status. The candidate must have provided valuable contributions to the Department’s mission and must plan to remain professionally active. Additionally, the candidate must have been a collegial member of the Department and University.
For the benefit of administrators and members of the College Committee on Rank, Tenure, and Sabbaticals and of the University Committee on Academic Rank and Tenure, we provide the following comments about publication norms and practices in mathematics, computer science and statistics. The National Research Council’s 2006 study, *A Data-Based Assessment of Research-Doctorate Programs in the United States (revised 5/3/2011)*, contains data about publication rates in Ph.D.-granting departments in the natural, physical, mathematical, and social sciences. In the 127 mathematics doctoral programs surveyed, the number of publications per faculty member ranged from about 0.3 per year to about 1.9 per year. For 128 programs in computer science, the range was from about 0.2 to about 4.5. For 61 programs in probability and statistics, the range was from about 0.1 to about 2.3. The comparable figures for some other disciplines were: 0.1 to 8.0 (chemistry); 0.3 to 5.0 (cell and developmental biology); 4.5 to 34.5 (philosophy); 4.8 to 23 (history); and 0.0 to 2.9 (psychology). After taking into account the Department’s heavy commitment to its teaching mission, we conclude that a publication rate of approximately one paper every one or two years is an appropriate objective for a mathematician or computer scientist at Saint Louis University. A candidate who has maintained that rate would merit attention among recognized scholars in mathematics, computer science and statistics.

A study published in the *Notices of the American Mathematical Society* shows that, among those who published mathematics research papers during the period from 1940 through 1999, only 25% published six or more papers [See Jerrold W. Grossman, “Patterns of Research in Mathematics”, in *Notices of the American Mathematical Society*, Vol. 52, No. 1 (Jan., 2005), pp. 35-41].

In mathematics, computer science and statistics, both singly and jointly authored papers are common. According to Grossman’s study, about 2/3 of the mathematics research papers published between 1940 and 1999 had only one author, and about 1/3 were jointly authored. Fewer than 1/10 of the papers had more than two authors. More recently, during the 1990s, about 54% of the papers had only one author, and about 13% had more than two authors.

In mathematics and computer science, the order in which the authors of a jointly authored paper are listed ordinarily conveys no information about the relative importance of their contributions to the paper. Professional guidelines stipulate that all of the listed authors “must have made a significant contribution to [the paper’s] content” (See "Ethical Guidelines for the Society," in *Notices of the American Mathematical Society*, Vol. 51, No. 6 (June/July, 2004), pp. 675-677.). Authors are often listed alphabetically, by surname, and sometimes they may be grouped by institutional affiliation. This convention does not necessarily apply to articles that are co-authored with researchers in other disciplines. According to “Ethical Guidelines for Statistical Practice” from 1999 (http://www.amstat.org/about/ethicalguidelines.cfm), “authorship order in statistical publications should be by degree of intellectual contribution to the study and material to be published, to the extent that such ordering can feasibly be determined. When some
other rule of authorship order is used in a statistical publication, the rule should be disclosed in a footnote or endnote.

In mathematics and statistics, reviews and abstracts may play different roles from those that they play in some other disciplines. Many papers and books in mathematics and in some of the more mathematical aspects of computer science and statistics are reviewed in the Mathematical Reviews Database, which is published by The American Mathematical Society. According to the Mathematical Reviews website (www.ams.org/msnhtml/about_mathsci.html), this database “provides timely reviews or summaries of articles and books that contain new contributions to mathematical research,” rather than the more extended evaluative reviews that might be common in some other disciplines.

The Abstracts of Papers Presented to the American Mathematical Society is a publication that contains abstracts of papers that are presented at meetings of that organization. These abstracts are usually brief announcements of new results, with a maximum length of 1300 characters. Such abstracts are not considered to be research papers, but they often announce results that are subsequently published in research journals.

In mathematics and mathematical areas of computer science and statistics, a significant period of time often elapses between the acceptance of a paper and its appearance in a journal, and waiting periods of one or two years are not uncommon [See, for example, “Backlog of Mathematics Research Journals,” in Notices of the American Mathematical Society, Vol. 49, No. 8 (Sept., 2002), pp. 963-966.].

Regarding scholarly activity in computer science, the Computing Research Association has issued a useful statement about “Evaluating Computer Scientists and Engineers For Promotion and Tenure” (See Computing Research News, September, 1999, or www.cra.org/reports/tenure_review.html). That statement describes the important role that computational artifacts, such as chips and software, can play in computer science research, and it explains why publication in the proceedings of selective and prestigious conferences is equivalent, and sometimes even preferable, to publication in archival journals.
I. PROCEDURE
Evaluation of Application for Promotion and Tenure

Time Guidelines
Ordinarily, as the College of Arts and Sciences procedures stipulate, six years of service at the rank of the assistant professor at the University or at another university of equal standing are required for tenure and promotion from assistant professor to associate professor. Candidates for tenure and promotion to the rank of associate professor will apply by the end of the candidate’s sixth year. Exceptionally well-qualified candidates may apply for early tenure and promotion. Usually, five years in rank at the University or another university of equal standing is required for promotion from associate professor to professor. Hence, the candidate for promotion to professor may apply in the fall of the fifth year in rank, although early promotion is admissible for an exceptionally well-qualified candidate.

Role of the Candidate
It is the candidate’s responsibility to inform the Department Chair of the candidate’s intention to apply for promotion by February 1 in order to give the Chair sufficient time to solicit letters of evaluation from prominent philosophers and in order that these philosophers will have sufficient time to evaluate the candidate’s work. In addition, by September 1, the candidate ought to make available to the Department those parts of the rank and tenure dossier to be considered by the Department (see below, “Role of the Departmental Faculty.”) The candidate should be familiar with The Faculty Manual of Saint Louis University, particularly those sections pertaining to types of faculty, advancement, and norms for appointment and advancement.

Role of the Departmental Faculty
All faculty with the rank of professor with primary appointment in the Department (in the case of a candidate for promotion to professor) or all tenured professors and associate professors (in the case of a candidate for promotion to tenure and associate professor) should meet under the leadership of the Department Chair, discuss, and vote (by secret ballot) for or against the tenure and/or promotion of the candidate. Participation in tenure and promotion discussions and votes is a serious obligation from which a faculty member is not lightly excused. If a faculty member cannot attend this meeting, the Chair should obtain the faculty member’s vote in absentia. In its deliberations, the Department considers the following:

a) Departmental criteria

b) The candidate’s part of the dossier

c) The four letters of recommendation from students

d) The six letters from outside evaluators

e) The recommendations of the Department Chair
Role of the Department Chair

Normally the Department Chair is responsible for administering the tenure and promotion process at the department level. The Chair assembles the Department’s part of the dossier. The Department Chair presides over the meeting of the departmental faculty who evaluate the candidate and votes with tenured faculty for tenure candidates and candidates for promotion to associate professor. The Chair votes with the faculty who are professors for promotion to professor, if the Chair is a professor. After the departmental faculty votes, the Chair adds this vote to the dossier. The Chair then communicates the recommendation of the Department to the candidate. If the recommendation is marginal, the Chair should discuss the application with the candidate and, if the candidate wishes, provide a written summary of the discussion. In such a case it is crucial that the Department Chair make a reasonable effort to ascertain the perceived weaknesses of the candidate’s application and communicate those perceived weaknesses to the candidate in order that the candidate may work to overcome deficiencies. In fact, such a communication should come as no surprise to the candidate since non-tenured faculty are to be reviewed every year and formally in the third year by tenured faculty, with the results of those evaluations being conveyed to the non-tenured faculty member by the Chair. The candidate may withdraw the application upon being informed of the marginality of the recommendation. If the dossier is to go forward, the Chair adds the Chair’s recommendation with detailed reasons supporting that recommendation. The complete dossier must be submitted to the Office of the Dean by October 1.

When the Department Chair is the candidate, the administration of the process is to be handled either by a committee of senior faculty or by one professor. A senior faculty member is chosen to chair the departmental faculty committee to evaluate the candidate.

As regards joint appointments, the exact method of evaluation should take into account the nature of the joint appointment. An agreement should be reached among the Provost, the Dean, the Department Chair, and the candidate concerning the method of evaluation during the candidate’s first year.

Mentoring of the Untenured Tenure-Track Faculty

One of the most important duties of a Department Chair is to look after the best interests of the Department’s untenured faculty. The Chair should make sure that the untenured faculty member is aware of what is expected of him or her as a member of the profession and as a faculty member at Saint Louis University. The Chair should in particular be sure that the untenured faculty member is familiar with the tenure requirements and process at Saint Louis University. The Chair should assist and encourage an untenured faculty member to overcome deficiencies. The Chair may delegate these mentoring duties to a departmental committee of tenure faculty.

Third-Year and Annual Review

In the third year, non-tenured faculty will be formally evaluated by tenured faculty. By the end of the first semester of that year, non-tenured faculty will present to the Chair a self-evaluation, including a covering letter, a copy of a curriculum vitae, and a detailed account of progress in all six of the areas of evaluation for tenure listed below. In a formal meeting of the tenured members of the Department, the Chair will present this self-evaluation, and the tenured professors will assess the candidate’s progress and make any recommendations necessary to the Chair who will convey them in writing to the candidate by February 15 of the second semester. A written copy of this evaluation will also be forwarded to the Dean of the College of Arts and Sciences at the same time.
Besides this formal third-year review, tenured faculty will evaluate non-tenured faculty annually, and their evaluation will be conveyed in writing by the Chair to non-tenured faculty. In addition, tenured associate professors will also receive an annual review in writing from the Chair of the Department.

Dossier
Candidates for tenure and promotion should follow the guidelines for preparation of the dossier that are presented in the College of Arts and Sciences Rank and Tenure Procedures, II.A.6.4-5. The Department will prepare its own part of the dossier in accord with the procedures described on II.A.6.5-6.

II. CRITERIA

Criteria for Promotion to Associate Professor with Tenure

Teaching
The Department recognizes as a condition for tenure and promotion that faculty members strive to achieve excellence in the classroom. Hence, faculty should exhibit those qualities listed in the Rank and Tenure Procedures of the College of Arts and Sciences, that is, the abilities to master the field, to organize and present material well, to awaken students to interdisciplinary connections, to stimulate their creativity and enthusiasm, to arouse curiosity in beginners, to aid advanced students in producing their own creative work, and to exemplify the mission of the University. The Department acknowledges that the manner of exhibiting these qualities and the teaching methods employed will vary from faculty member to faculty member. Faculty members should provide evidence of their abilities through student/teacher evaluations, appropriately documented and explained, syllabi, sample term papers and examinations, and the results of courses taught as prerequisites to other courses in the Department. The Department Chair will solicit letters of recommendation from students, at least two letters from undergraduate students and at least two letters from graduate students of the faculty member in question.

Advising
As a goal, within a five-year period, each faculty member would normally have served on graduate examination boards. (It is recognized, however, that M.A. thesis and Ph.D. dissertation direction is primarily determined by the research interests of the student.) Normal duties also include counseling students on philosophical issues and career planning and serving as advisors for undergraduate students and for graduate students on their faculty supervisory committees.

Scholarship, Research, and Creative Works
Each member should engage in substantial research. The outcome of this research is to include articles accepted for publication in refereed journals or book-length studies. The Department is more concerned to specify what is being counted than how many; the relevant concern is the publication of philosophically significant research and not the creation of a certain number of pages. But to speak in quantities, it is reasonable to expect a book every five to seven years or five to seven articles every five years.
In order to assess the quality of the candidate’s research, the Chair of the Department will solicit six letters of evaluation from those renowned in the field. Some of these will be chosen from a list of names that the candidate submits to the Chair, although the Chair is free to solicit additional letters. By February of the year when the candidate will formally apply for promotion (usually in the following fall), the Chair will forward to those who have been selected to evaluate the candidate a covering letter, a curriculum vitae, the candidate’s description of his or her research agenda, and copies of the candidate’s publications.

Secondary evidence of scholarship and research includes presentations at professional meetings, presentations in colloquia, book reviews, and prepublication editorial reviews. It is also expected that faculty members will maintain active membership in professional organizations. This involvement might be demonstrated by appearing on at least one national professional program (as lecturer, panelist, commentator, or chair) every two or three years. Furthermore, scholarly activity may be demonstrated by doing referee work for granting agencies, presses, or journals, including the Department’s journal, The Modern Schoolman. It is understood that such scholarly activity on behalf of organizations within the profession will vary a good deal from faculty member to faculty member and from time to time. Finally, although grant opportunities are comparatively limited in philosophy, all faculty members are expected to be alert to the possibility of seeking external research support and fellowships whenever this seems feasible.

Professional Service

Interactions with other departments as well as service on committees at the college and university level are encouraged. Other professional activities would include arranging colloquia and conferences within and outside of the College and the University and fulfilling administrative duties for professional organizations. Evidence of service may be provided through letters of recommendations from colleagues.

Skill and Knowledge of the Field

Faculty are expected to display knowledge of their field and to be continually growing in such knowledge. Evidence that faculty possess such knowledge can be shown through student evaluations, publication in reputable journals and presses, letters of recommendation by colleagues in the field, within and outside of the University, and recognition by organizations within the profession (e.g. presenting papers or being entrusted with responsibilities).

Collegiality

Faculty are also expected to take their turn serving on departmental committees, to contribute to departmental projects, to attend and participate in the colloquia and conferences sponsored by the Department, and to work constructively and professionally with colleagues in the Department. Evidence of collegiality will be provided through letters of recommendation submitted by departmental colleagues.

Criteria for Promotion to Professor
The same guidelines apply for the promotion from associate professor to professor, assuming, however, significant progress in the number and quality of publications, continued excellence in teaching, and service to the University, College, and the Department. The quality of the scholarship must be significantly higher than what is expected for the level of associate professor. It must be commensurate with what one would expect of someone who professes to be an expert in the field. Therefore, the articles should appear in the best and most competitive journals, the books should be published by the best scholarly presses, and one's scholarship must enjoy the critical attention of experts in the field. In short, one's scholarship must be regarded as part of the important and significant literature in the field. The opinions of graduates who have achieved notable professional success and the number and caliber of students who have been guided in research by the candidate should also be taken into account.

An exception may be made to the requirement of outstanding achievement in scholarship and research in the rare cases where one has distinguished oneself beyond the University and local geographical area as a master of the field and as a scholarly teacher and director of students. In addition one must have completed a minimum of twenty years of service at the University or at another university of equal standing, as a distinguished teacher, counselor, and director of students.

Criteria for Promotion of Non-Tenure-Track Faculty

The process to be followed in the case of promotion of a non-tenure-track faculty member is the same as that for tenure-track faculty except that the criteria should be modified to fit the responsibilities of the candidate.
This document is subordinate to the current versions of *The Faculty Manual of Saint Louis University*; it summarizes and interprets the criteria and procedures stated therein as they apply to the Department of Physics. Faculty members applying for promotion and/or tenure should be familiar with relevant sections of *The Faculty Manual* and the *College Guidelines*.

The Department of Physics requires that a tenure-track faculty member have an earned doctoral degree in physics or a closely related field.

**PART I. CRITERIA FOR TENURE AND PROMOTION**

*Departmental Criteria for Tenure and Promotion to the Rank of Associate Professor*

Normally, an assistant professor will apply for tenure and promotion to associate professor at the end of his or her fifth academic year of employment. The candidate should submit materials related to scholarship and research by May 31 preceding the sixth year to allow time for the external reviews. Early in the sixth year, no later than September 15, the candidate must submit the complete dossier to the chair. See the *College Guidelines* for the handling of special cases.

**Teaching**

An assistant professor must prove to be an able and effective teacher at the undergraduate level. A candidate need not be among the top classroom teachers in the department if he or she is especially productive in research and other areas, but a candidate judged to be inadequate as a teacher will not be recommended regardless of other qualifications. Classroom teaching effectiveness will be measured by a) colleague evaluation supervised by the chair including a review of syllabi, tests, lab manuals, and other course materials, b) classroom visits, and c) student course evaluations. The chair will seek the recommendations of recent and current students, approximately half selected by the candidate and half selected by the chair. Other evidence of teaching effectiveness includes, but is not limited to, writing a textbook for a major textbook publisher, publishing articles on physics teaching in professionally refereed journals, and seeking external funding for teaching activities.

The candidate should also be prepared and able to direct undergraduate research, which the department considers an important form of teaching. Evidence for this may include a) proposals for research projects involving undergraduates, b) ongoing research work with students, (c) assistance to students engaged in research work with other members of the department or college, and (d) internal reports and presentations, conference presentations, and publications by or with students on research work carried out under the candidate's supervision.

**Advising**

A candidate for tenure or promotion must be active in student advising, which may include formal academic advising, mentoring of students engaged in research, helping students identify and reach career goals, assisting students in obtaining scholarships and internships, helping students select and gain admission to graduate school, and serving as faculty moderator for a student organization. The department especially values faculty who become expert in their knowledge of career, internship, and graduate school opportunities and who make themselves readily available for consultation with students.
Research and Scholarly Activity

A candidate for tenure and promotion must demonstrate an ongoing and productive research effort that includes publication in refereed journals of work done while serving as an assistant professor in the department. The chair will seek recommendations from established scientists in the candidate's field, approximately half selected by the candidate and half by the chair. Books, research monographs, and peer-reviewed software can furnish additional evidence of research.

Since at present the department offers only bachelor's degrees, and since undergraduate research is an important component of our teaching program (see Teaching above), the candidate's research effort is expected to include projects suitable for undergraduate participation. Project proposals, collaborations with other colleagues and their students, and especially, publications and conference presentations—by the candidate or his or her students—in connection with undergraduate research work can supply evidence for this.

Faculty members are encouraged to seek external support for their research. Although success in securing funding is definitely a positive factor, it is not a prerequisite for tenure or promotion.

Service

A candidate for tenure or promotion must show evidence of service to the department, the college, and the university community. Such service may include, but is not limited to, active membership on committees and other deliberative bodies, participation in the 1818 Advanced College Credit Program as the department representative, work in recruiting students, arranging for colloquium speakers, and contributions to the department’s annual physics contest.

Service to the community and to the profession of physics is encouraged. Examples of professional service include, but are not limited to, organizing conferences, chairing sessions at meetings, refereeing papers and grant proposals, editing a journal, and working in professional organizations as an officer or a member of a committee.

Knowledge of Field

The candidate must be recognized as possessing the comprehensive knowledge of physics appropriate to a permanent member of the Physics Department. Such knowledge may be demonstrated through seminars and through participation in the intellectual life of the department.

Collegiality

The Physics Department requires that every member of its faculty will work effectively with the others as a team, will readily and eagerly do his or her share of the business and activities of the department, and when necessary will subjugate his or her own interests to the department’s well-being. Faculty are expected to be present in the department to contribute to its intellectual life. This spirit of collegiality, as judged by the members of the department from their experiences with the candidate, is a significant factor in considering an assistant professor for tenure.
Departmental Criteria for Advancement to the Rank of Professor

Normally, a faculty member will remain in the rank of associate professor for at least five academic years. He or she would ordinarily apply for promotion early in the fall of the sixth academic year after attaining the rank of associate professor. The candidate must submit the completed dossier to the chair no later than September 15 in the year he or she wishes to be considered for promotion, but should submit those materials related to scholarship and research by the preceding May 31 to allow time for external review. The Physics Department expects the candidate to have performed satisfactorily in all six categories--teaching, advising, research, service, knowledge of field, and collegiality--for at least four consecutive years prior to his or her application for promotion.

All of the criteria and other considerations that pertain to the granting of tenure or promotion to the rank of associate professor also apply to advancement to the rank of professor. The candidate must provide evidence of outstanding performance in teaching, advising, and service.

The candidate must display accomplishments in research sufficient to be considered noteworthy by established scientists in the candidate’s field of study, including a record of physics research publications in refereed journals while holding the rank of associate professor. Research activities could include directing undergraduate research; papers presented by students or by the candidate at regional or national scientific meetings can furnish strong evidence for this. Searches for external support are also encouraged.

Promotion of Non-Tenure-Track Faculty

Criteria for the promotion of a non-tenure-track faculty member must be specified for each individual, based on the job description of the position he or she holds. These criteria are to be established within one year of hiring but are subject to modification as departmental needs change. When considering the promotion of non-tenure-track faculty, the Physics Department will follow the same procedures as for tenure-track faculty.

PART II. PROCEDURES FOR TENURE AND PROMOTION

To apply for advancement the candidate must submit a dossier to the Chair of the Department of Physics which includes the following components:

1. A cover letter specifying whether the application is for tenure only, for promotion only, or for tenure and promotion,
2. A curriculum vitae, including the items described in the College Guidelines,
3. A statement by the candidate describing his or her two most significant scholarly publications (papers and/or books), with a discussion of their contribution to knowledge--all limited to about two pages,
4. A list of past or present students of Saint Louis University to be contacted for teaching recommendations,
5. A list of faculty members who are tenured at Saint Louis University to be contacted for teaching and research recommendations,
6. A list of qualified professionals from outside Saint Louis University to be contacted for scholarship and research recommendations,
7. Any other documentation in support of the application, for example, first pages of published articles in journals and conference proceedings, copies of no more than five significant scholarly publications (with the understanding that only first pages will be transmitted to the College Committee), first page of a published book, no more than five summaries of recent teaching evaluations, portfolios of teaching-related items, and any other documentation supporting the candidate's teaching, advising, research, and service activities. Refer to the College Guidelines for explicit details on supporting documentation.
The completed dossier must be submitted to the chair by September 15 of the academic year in which the candidate wishes to be considered. Items 1, 2, 3, and 6 should be submitted by the preceding May 31 to facilitate the external review of research and scholarship.

Upon receipt of the items listed above, the chair will contact the named references and request their recommendations. In addition, the chair may select and contact additional references from within and outside the university.

The department chair shall organize a committee of faculty members from the department to discuss the candidate's qualifications and take a vote on the application. The committee membership shall be determined by the nature of the application: In the case of an application for tenure only, the committee shall ordinarily consist of all tenured members of the department; in the case of application for promotion, the committee shall ordinarily consist of all tenured/tenure-track faculty in the department at higher rank than the candidate. The departmental committee shall exclude the faculty members who currently serve on the College and/or the University Rank and Tenure Committee. The department chair will be the secretary of the committee and will not vote. The department can recommend tenure without promotion in unusual circumstances, but a vote for promotion to the rank of associate professor or professor will also be a vote for the granting of tenure in all but extreme cases.

The discussion and vote must be held in the strictest confidence by the committee members. Following the discussion and vote, the chair will prepare a letter, subject to the committee's approval, which summarizes the results of the committee meeting. In addition, the chair will prepare a letter stating his or her own recommendation. If the chair is the candidate, then the Dean of the College of Arts and Sciences or a committee member designated by the dean will serve in this role.

The chair will meet with and verbally inform the candidate of the committee's recommendations. At or following this meeting, the candidate will indicate whether the application should be forwarded to the College of Arts and Sciences Committee on Rank and Tenure or withdrawn from further consideration. Upon written request, the chair must provide a written summary of the recommendations to the candidate.

Under no circumstances should the applicant attempt to discuss the committee's deliberations with any members of the committee other than the chair, who will act as the spokesperson for the committee.

**Evaluation of Faculty and the Third Year Review**

Each year, at the time of the chair’s annual review of the faculty, the chair will assess the progress of each untenured, tenure-track assistant professor in the department toward tenure and promotion to the rank of associate professor. The chair will also assess the progress of each associate professor in the department toward promotion to the rank of professor. These assessments will be in writing as a part of the annual review documents.

Every untenured, tenure-track faculty member will be evaluated in his or her third academic year by a departmental committee consisting of all tenured faculty members in the department holding a rank higher than that of the faculty member. The purpose of the evaluation will be to determine the progress of the faculty member toward tenure and promotion. A written copy of this evaluation and accompanying suggestions will be given to the faculty member.
I. PROCEDURE

Evaluation of Application for Promotion and Tenure

Faculty in the Department of Political Science are evaluated for promotion and tenure using the procedures described in The Faculty Manual of Saint Louis University and the College of Arts and Sciences Rank and Tenure Procedures in section II.A.6 of the College Policy Binder. The further specified procedures stated below address pertinent matters not covered or adequately specified in these two documents.

- **Addition to Candidate Dossier**
  The Department requests that tenure and promotion candidates prepare a “candidate statement” as the first substantive part of his or her dossier. Such a statement is common in other institutions and is helpful both for department colleagues and outside evaluators.

- **Further Specifications for Outside Evaluations**
  The Department will rely on four outside evaluators, three chosen by the Chair from a list submitted by the candidate and one selected independently by the Chair. For this latter selection, the Chair will solicit suggestions from department colleagues. The Department expects that, ordinarily, outside evaluators will not be co-authors, thesis advisors or mentors of the candidate. In exceptional circumstances that may involve such relationships with the candidate, the Department expects the relationship to be disclosed.

- **Use of Department Evaluation Committees**
  Subject to the stipulations of section II.A.6, part 4.2 of the College Policy Binder, the Department will constitute itself as committees-of-the-whole for rank and tenure deliberations. That is, all faculty with the rank of professor shall serve on committees considering candidacies for promotion to professor, and all tenured faculty with the rank of professor or associate professor shall serve on committees considering candidacies for associate professors with tenure. For junior faculty mentoring and evaluations, however, the Department will form sub-committees in accordance with its statement on third-year review procedures.

- **Departmental Process**
  What follows are the detailing of specific procedures for the handling of the tenure and promotion process within the Department of Political Science beyond those described in the College Policy Binder, as required by section II.A.6, part 4 of this binder.

Meetings held to decide on rank and tenure applications will be presided over by the Chair, who, however, will not have a vote.

All tenured faculty appropriate to the level of the application for tenure and promotion will be present at this meeting (barring an unforeseen incapacitation or those on leave or sabbatical) and will be invited to state their views individually on the applicant’s candidacy. Sufficient time will then be allotted for general discussion.
Following these statements and discussion, the Chair will state his or her own views on the applicant's candidacy.

A vote will be taken by secret ballot. The Chair will count the ballots, which will be checked by a colleague, and declare the results. The vote will be reported to the Dean. The Chair will inform the candidate of the result in general terms. She or he will not communicate to the candidate the actual count of the vote. In case of a negative vote, the candidacy will not go forward.

Following this meeting the responsibilities of the Chair in forwarding the results of this departmental action are three-fold:

a) He or she will summarize the nature of the departmental discussion at the meeting. The Chair will circulate this statement among the meeting participants to ensure the accuracy of the summary. Final responsibility for this summary, however, rests with the Chair.

b) The Chair will write his or her separate confidential recommendation on the applicant's candidacy to the Dean of the College of Arts and Sciences.

c) The Chair will forward the candidate's dossier, replete with all letters and the vote and summary of the department meeting, to the Dean of the College of Arts and Sciences.

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**Third-Year Review Procedures**

College of Arts and Sciences' policy makes mandatory a departmental third-year review of untenured, tenure-track faculty. Accordingly, the Department of Political Science has adopted this statement of third-year review procedures. These procedures have been taken from a memorandum of such procedures, dated September 23, 1996, that was used as the basis for a third-year review conducted that fall. This memorandum was approved by the Dean of Arts and Sciences.

No later than October 1 in the fall semester of the candidate's third year of tenure-track employment, the Department Chair, in consultation with the other tenured faculty, shall form a committee of three tenured department faculty to conduct this review. The Department Chair will chair this committee. Barring sabbaticals or other complications, the other two committee members selected will be those whose research and teaching interests are closest to those of the candidate.

This evaluation shall consist of five phases:

- **Phase I**
  The candidate will submit a dossier consisting of the following:
  
a) A curriculum vita
  
b) The candidate's professional statement consisting of a précis of his or her contributions to the discipline and a statement of the candidate's future plans
  
c) Publications and other scholarly materials
  
d) Evidence of teaching (syllabi and representative evaluations)
  
e) A list of fellowships and awards received while at Saint Louis University
This should take about two weeks, or until the middle of October.

- **Phase II**
  The committee will read over and evaluate this dossier. The circulation of this dossier will take no longer than one month.

- **Phase III**
  The committee will meet to discuss its evaluation.

- **Phase IV**
  In consultation with the other committee members as well as with those tenured faculty members wishing to offer comments and suggestions, the Chair will prepare a report. The report will consist of both a general overall evaluation and a list of specific suggestions for the candidate's subsequent formal tenure review. The Chair will present and discuss the report with the candidate.

- **Phase V**
  The Chair will submit an evaluative summary of the report to the Dean of the College of Arts and Sciences.

**II. CRITERIA**

To be promoted to the rank of Associate Professor and receive tenure, a faculty member must show continuing progress and development in the following areas:

**Teaching**

A faculty member must demonstrate good teaching. The Department recognizes that good teaching encompasses a wide variety of conceptual approaches, methods, styles, levels of complexity, and formats and that pedagogical responsibilities are varied. Therefore, evidence of good teaching may take a variety of forms. The Department is primarily concerned with evidence that is directly connected with quality teaching.

Among the ways good teaching can be shown are:

- consistently good student evaluations
- letters from colleagues who have observed the faculty member's class or taught with the faculty member
- letters from students or former students
- innovation and experimentation, including interdisciplinary collaboration and revision of courses
- development of new courses and cooperation in meeting the curricular needs of the Department
- presentation of clear syllabi and valuable assignments
- production of high quality student projects
- currency of knowledge
- mentoring through the supervision of student projects, independent study projects, internships, theses and dissertations
grade distributions in selected classes help to put other kinds of evidence about teaching in context

Advising
A faculty member must demonstrate proficiency in advising students outside the classroom.

This includes:
counseling with regard to academic programs and registration
providing guidance as the need arises
accessibility and willingness to help students with academic and career planning

Research
A faculty member must give evidence of creativity and productivity in scholarly research through refereed publications and positive external professional reviews of his/her first works of scholarship. The faculty member must also show intellectual independence in his/her current work and the promise of future contributions to his/her chosen field.

This research activity can be shown by:
Ordinarily, four to five peer-reviewed articles in well-regarded disciplinary journals or the equivalent in a scholarly, peer-reviewed book published with a reputable press. However, in judging the candidate’s research, emphasis will be placed on the quality, originality, and significance of the scholarship rather than on the quantity.

There is no number of articles that guarantees tenure. Quantity expectations will vary depending on the quality and prestige of the outlet, as judged by the standards of the discipline and the particular subfield of specialization. Candidates are advised to aim toward the upper end of the range, since the fewer the publications the higher the quality must be to merit tenure.

Intellectual independence can be indicated by external reviewer comments, reviews of the book, awards, and evidence of research production beyond the dissertation.

Other forms of scholarship can also be taken into consideration, depending on their impact and quality. Unless they are in particularly prestigious or significant outlets, these forms of scholarship would not normally be sufficient for tenure on their own.

These include:
books or articles which, though not refereed, received considerable attention and are highly regarded (seen through good reviews, prizes, wide discussion, etc.)
successful grantsmanship
commissioned works in edited volumes, journal and magazine articles, book chapters, published lectures

book reviews
encyclopedia articles
pamphlets
papers in conference proceedings
working papers
unpublished papers presented at academic conventions and workshops

In this wide range of works, the Department recognizes that there can be significant qualitative differences.

For all co-authored work, the respective roles and responsibilities of the various authors must be addressed.

**Service**

A faculty member must provide evidence of service to the University, College, and Department or, in the case of joint appointments, Departments. Among other things, this service may be shown by leadership roles or membership in the committees of these academic units and by participation in such activities as lectures or panel discussions.

A faculty member is to participate in the activities of professional associations in political science and other relevant areas (for example, area studies or interdisciplinary organizations). Service in this area includes acting as an external referee for articles, books, and grants, and chairing sessions at professional meetings and conventions.

Profession-related community service will also be taken into account. This form of service is especially important for some political scientists due to the vital role that they can play in the political process of a democratic society.

**Collegiality**

Collegiality describes the willingness of an individual to work with colleagues in pursuing the business and objectives of the University, College, and Department or, in the case of joint appointments, Departments. Thus, evidence of collegiality will be found in one's own capacity for cooperation and in one's ability to balance one's own interests with those of one's colleagues and with the interests of the University, College, and Department(s).

**To be promoted to the rank of Professor, a faculty member must give evidence of continued progress and development in all of the above areas.** Promotion to the rank of full professor requires delivering on the promise offered at tenure time. To be promoted to the rank of Full Professor, a faculty member must demonstrate a continued commitment to excellence in the following areas:
Teaching
A faculty member must demonstrate a continued commitment to good teaching, based on student evaluations, course development, currency of knowledge, the supervision of theses and other projects, and the success of former students in their chosen professions.

Advising
A faculty member must demonstrate proficiency in advising students and helping them with academic and career planning. One way this can be shown is through the success of students in graduate school acceptances and in their chosen careers.

Research
The faculty member must show evidence of a substantial contribution to the discipline, minimally through the publication of a major book or the equivalent in five to seven refereed journal articles or chapters. For promotion to full professor, the quality and significance of the contribution to the discipline will carry particular weight.

Service
To be promoted to full professor, a faculty member must show significant engagement in service to the department, College, and University. This could be shown through chairing committees and otherwise taking an active leadership role.

To be awarded emeritus status, a faculty member must have been promoted to full professor and must meet at least one of the following criteria:

- The faculty member should plan to continue active engagement with the department through continued research and/or contact with students, OR
- The faculty member must have had a distinguished career of at least 30 years in the department.

April 2014
College of Arts and Sciences
RANK AND TENURE PROCEDURES AND CRITERIA

Department of Psychology

1. PROCEDURE

Evaluation of Application for Promotion and Tenure

Faculty members in the Department of Psychology are evaluated for promotion and tenure using the procedures described in The Faculty Manual of Saint Louis University and the College of Arts and Sciences Rank and Tenure Procedures in section II.A.5 of the College Policy Binder. In addition, the procedures described below are followed.

a. The candidate’s dossier is made available for review by all tenure-track members of the department.

b. All tenure-track members meet to discuss the materials. The Department Chair is the chair of this meeting, unless he or she is the candidate. In that case a senior member of the faculty is chosen to chair the meeting.

c. All tenured members of the department may vote on tenure cases. All tenured associate and full professors of the department may vote on cases involving promotion to Associate Professor, and all tenured full professors may vote on cases involving promotion to Professor. The College Policy states: “If a faculty member is not able to attend the discussion, the chair should obtain the faculty member’s vote in absentia” (II.A.5.7, paragraph 4.2).

d. Following the vote, two faculty members give oral feedback to the candidate. These persons will be designated before the discussion begins, and will take detailed notes on the discussion.

e. In the case of a marginal or negative vote, the Chair meets with the candidate to discuss perceived weaknesses in the application. As specified in the College Policy, the candidate may withdraw the application at this time (paragraph 4.3).

f. The Department Chair will write a summary of the discussion based on her/his notes and the notes of two other faculty. This summary should be available for a reasonable period of time for review and correction by all tenure track faculty members, and must be reviewed by those who took notes. The candidate may also review this summary, and may write a response.
g. The Chair’s summary and the candidate’s response, if any, are included with the dossier that is forwarded to the office of the Arts and Sciences Dean.

h. **Outside evaluators.** Included in the evaluation of the candidate, and in the materials submitted to the office of the Arts and Science Dean, are letters from outside evaluators. Letters are obtained from (not less than) three outside evaluators, all of whom are recognized scholars in the candidate’s field. These evaluators primarily evaluate the candidate’s research and professional reputation and accomplishments, but may also add any other relevant information. The candidate compiles a list of potential outside evaluators for the chair. The Chair consults with faculty members in the candidate’s graduate program specialty or area of specialization, as well as the candidate. The Chair then selects three outside evaluators. Additional evaluators beyond three may be added if both the candidate and the chair agree that this is desirable.

**Mentoring and Evaluation of Untenured Faculty**

Each new member of the faculty, in consultation with the Chair, asks a senior faculty member to serve as mentor. The process is developed individually by each pair, usually after the first semester.

**This is the process for the formal third year review:**

a. The review committee shall be composed of the Department Chair and two tenured psychology faculty members chosen by the person under review in consultation with the Chair. The review should provide an objective picture of progress toward tenure, conducted in a collegial, supportive manner.

b. The materials submitted to the committee should be similar to the dossier that eventually will be presented by the candidate at the time of a tenure review. The Chair and two faculty members will use the forms provided by the college. We will not solicit student letters or external reviews at this time, but will discuss with the third-year faculty member how those persons are selected for the tenure review.

c. The committee will meet to discuss the materials, and one person will write a summary of the review.

d. The committee will meet with the person being reviewed to present and discuss the summary. The summary will be revised, if necessary, and then sent to the Dean of the College, with a copy to the person under review.
e. The faculty member will submit his or her dossier no later than the end of the fall semester of his or her third year. The Chair will distribute it to the committee, which will meet no later than January 15 to discuss the faculty member’s materials and, in turn, write a summary of its review. The committee will meet with the faculty member no later than February 1 to discuss the review. A final summary will be submitted to the Dean’s office by February 15.

2. CRITERIA

Introduction

These criteria supplement those in the Faculty Manual. We evaluate faculty in all areas required by the College and University, but we primarily evaluate teaching and research. A candidate should satisfy the criteria in each of the areas of teaching and research. However, a person may be promoted if he or she falls slightly below expectations in one of the two areas of teaching or research, but makes up for this by an outstanding record in the other area.

Criteria for Promotion to Associate Professor with Tenure

In the area of teaching, we expect the candidate to present student ratings that are close to average for the department, course materials that indicate well planned, current, challenging courses, and a self-evaluation that indicates a scholarly approach. We expect positive, but realistic, evaluations from colleagues. Testimonials from a few individual students carry little weight. An outstanding teaching record can balance a research record that falls slightly below expectations.

As a part of teaching, we include advising and supervision. Candidates for promotion must show that they have met their responsibilities as advisors. There should be no evidence that this responsibility is avoided. Supervision is a very important component of graduate training in psychology. It is a major and essential part of the work of faculty in our clinical program. These faculty members are expected to receive favorable evaluations of their supervision. In our applied-experimental program, supervision is not as extensive, but where it occurs positive evaluations also are expected.

Candidates should be involved in research. For tenure and promotion to Associate Professor, the research should have the promise of leading to a significant contribution to the discipline of psychology. An average of one or two publications each year in refereed journals is a reasonable expectation. There are other considerations, however, that caution against rigid counting of publications. For example, one long publication in a high quality journal may be more difficult
to achieve than several short reports of experiments. An outstanding research record can balance a teaching record that falls slightly below expectations.

All faculty serve on department committees. For promotion to Associate we expect some service to the College or University, or to professional organizations.

Skills and knowledge of the field are implied in the above criteria, and are assessed using the materials submitted for teaching and research.

We expect candidates to receive positive statements from colleagues concerning collegiality both in the written evaluations’ and during the discussion that is part of our process. Positive ratings of collegiality reflect the faculty member’s ability to work cooperatively with colleagues in pursuing the business and objectives of the Department, College, and University.

Criteria for Promotion to Professor

A distinguishing quality for promotion to full professor is that the faculty member should have realized the promise of a significant research and scholarly contribution to the discipline of psychology. This should be evidenced in (a) a general recognition within the scientific/scholarly community in the individual’s areas of inquiry that can be documented through external letters, publication citations, and/or other means, and (b) a record of significant scholarly accomplishments appropriate to the individual’s field. Typically, the latter criterion will involve publications in the form of articles in appropriate refereed journals, chapters in scholarly edited volumes, and/or academic books. Research grants, editorial appointments and activities, and presentations at major national and international conferences may be considered as well. Owing to necessary differences in the form of scientific inquiry, and the resources necessary for it, what constitutes a strong record of research and scholarship varies across psychology’s sub disciplines. Accordingly, different combinations of research contributions may have merit.

In addition to a strong record of research, we expect continued outstanding performance in teaching, including advisement and supervision as relevant to the faculty member’s teaching roles.

The faculty member should maintain a satisfactory record of service at the department, college, and university levels, and continued positive evaluations of collegiality (as defined in the criteria for promotion to Associate Professor).
I. PROCEDURES

Evaluation of Application for Promotion and Tenure

While it is the responsibility of the candidate for promotion and tenure to prepare a dossier for evaluation as described in *The Faculty Manual of Saint Louis University* and the College of Arts and Sciences Rank and Tenure Procedures in the *College Policy Binder*, it is the responsibility of the faculty and Chair of the Department of Sociology and Anthropology to administer the promotion process and carefully evaluate every candidate’s dossier. The Department Chair will ensure that current copies of both documents are available in the Department office.

Role of the Candidate

It is the candidate’s responsibility to inform the Department Chairperson of his or her intention to apply for promotion by April 1 of the year in which the tenure application is going to be made in order to give the Chair and the candidate’s mentor(s) enough time to solicit letters. The candidate must prepare the dossier, in consultation with the Department Chairperson and his/her mentors. The candidate’s part of the dossier must be submitted to the Department Chair by September 1. The candidate should be familiar with *The Faculty Manual* of Saint Louis University and the College Policy Binder, particularly those sections pertaining to types of faculty, advancement, and norms for appointment, retention and advancement as these provisions will ultimately govern how the candidate’s application for tenure will be evaluated and judged.

Role of the Department

When a faculty member has properly informed the Department Chair of his or her intention to seek promotion or tenure, the Department Chair shall convene a Promotion and Tenure Committee (hereinafter referred to as “the Committee”). The Committee shall include all tenured faculty in the Department holding the rank of associate and above in the case of faculty seeking tenure and promotion to the associate level and shall include all of the Department’s full professors when the candidate seeks promotion to full professor. The Chair of the department will convene a Rank and Tenure Committee no later than the first week of September. The Rank and Tenure Committee will elect their own chair at their first meeting. The Committee Chair will schedule subsequent meeting as needed. This procedure will be followed at third-year review for tenure and non-tenure track faculty, tenure and promotion reviews.
The Department Chair is responsible for administering the promotion process at the departmental level as specified in Arts and Sciences Policy Manual (sections 4.2 and 4.3) and this document including the responsibility for assembling the Department’s part of the dossier.

The Chair of the Committee will conduct the Promotion and Tenure meeting after it is called to order by the Department Chair. The Department Chair may be excused from part of the discussion by a majority vote of the Committee if the Department Chair is the principal in the issue under discussion. The Department Chair does not vote with the Committee. After adequate discussion, the members of the Committee will vote. The Committee Chair and a second person selected by the Committee will immediately count the votes of the Committee and will report the results of the vote as pass or fail to the Committee. Members of the department’s Promotion and Tenure Committee must be present for the discussion and vote. Absentee ballots are not allowed. Members of the Department’s Promotion and Tenure Committee who are unable to participate and benefit from the Promotion and Tenure meeting may not cast their vote on the candidate’s application for tenure and promotion.

The Committee shall write a letter reporting the committee’s vote and summarizing the committee’s rationale for its decision. This letter shall be written, circulated to members of the Committee for comment and majority approval in five business days. The Committee shall attempt to represent all perspectives in the Committee’s letter. Dissenting opinions may be included. Once approved by the Committee, the Committee chair will deliver the letter to the candidate and the Department Chair. No vote totals will be reported in this letter. The Department Chair will include the Committee’s letter in the candidate’s dossier. The actual voting result will be reported in the “coversheet.”

Following the meeting, the Department Chair shall discuss the recommendation of the Department with the candidate. If the vote is marginal, the Chair should discuss the options with the candidate and, if the candidate wishes, provide a written summary of the status of the candidate’s case. In such a case, it is crucial that the Department Chair makes a reasonable effort to ascertain the perceived weaknesses of the candidate’s application and communicate those perceived weaknesses to the candidate. The candidate may withdraw the application. If the dossier is to go forward, the Chair will add his or her recommendation. The Chair’s recommendation should include detailed reasons for the recommendation. The complete dossier must be submitted to the Office of the Dean by October 1.

**Mentoring and Evaluation of Untenured Faculty**

It is the goal of the Department, the College of Arts and Sciences, and the entire Saint Louis University community that all faculty members have the opportunity to succeed in teaching, scholarship, and service. To foster this success, the Department Chair will assign at least one faculty mentor to each new faculty member of the Department of Sociology and Anthropology. All faculty mentors shall be tenured and, when possible, at least one mentor should be from the same discipline as the mentee. The mentor’s
responsibilities include helping the new faculty member build strengths in teaching, scholarship, student mentoring, service, and collegiality. The faculty mentors will schedule regular discussions with the new faculty member and will be available to answer questions.

The new faculty member will be made aware of their progress toward tenure and promotion at the departmental level in the form of annual evaluations, provided by the Chair, and possibly the Program Director, in consultation with the mentor(s). While satisfactory performance on annual evaluations is very important, it may not be sufficient to obtain tenure and promotion. A complete and thorough evaluation of progress toward tenure is provided through the third year review process.

**Third Year Review Process**

During the fall semester of a faculty member’s third year, the department will conduct a thorough review of the faculty member’s progress toward promotion and tenure according to previously referenced procedures. The Third Year Review Committee will be responsible for reviewing the faculty member’s progress as it appears in the candidate’s Third Year Dossier. The Third Year Dossier must be prepared in accordance with the above referenced guidelines pertaining to a candidate’s Tenure Dossier, except that the Third Year Dossier shall not include external reviews. The candidate’s part of the Third Year Dossier must be submitted to the Chair of the Department by September 1st of the candidate’s third year. The Third Year Review Committee will meet and discuss the candidate’s progress. Member(s) of the Third Year Review Committee will write a letter summarizing the committee’s discussion and assessment of the candidate’s progress. The letter will be circulated to and approved by the committee prior to being finalized. The final letter will be provided to the Chair of the Department and the candidate. In addition, the faculty member’s mentors will provide written evaluations of progress to both the Third Year Review Committee and the Chair. The Chair will use the mentors’ evaluations, the Third Year Review Committee's letter, as well as the Chair's own evaluation of the candidate's progress toward tenure in writing a third year review letter. After preparation of the third year review letter and distribution to the candidate and the Dean, the Chair will meet with the candidate to discuss the evaluations.

**II. CRITERIA**

**Criteria for Promotion to Associate Professor with Tenure**

Time in rank should be negotiated at the time of hiring and indicated in the candidate’s promotion dossier.

*Teaching*

The Department of Sociology and Anthropology views the education and training of students at the undergraduate and graduate levels as its primary mission. Therefore, a significant emphasis is placed on teaching. The Department evaluates an individual’s
teaching through various methods, including, but not limited to tenured faculty and the Chair’s evaluations, peer or Center for Teaching Excellence classroom visitations, student course evaluations and unsolicited letters and review of examinations, course syllabi, and other related materials.

A significant element in the evaluation of teaching is the overall judgment of students. Questionnaires designed to reflect comprehensive student judgment concerning teaching qualities will be administered at the conclusion of every class. The Chair will also solicit three evaluations from students and at least two of these students must be from the list provided by the candidate. The candidate will also be given the opportunity to veto potential student reviews on the basis that they may not be able to provide an unbiased assessment.

Good teachers may receive public recognition in a variety of ways. Students, both individually and through organizations, may seek them out more often and may nominate them for awards. Quality teachers continually update and revise their classes, try innovative pedagogical approaches, create new classes and/or independent studies where needed and appropriate, and work to improve and strengthen the whole curriculum. Dedicated teachers are often involved in student organizations and carry heavier mentoring/advising loads.

Each faculty member will have a teaching assignment that is governed by the Department’s needs and the faculty member’s workload distribution as determined by the Chair on an annual basis. These assignments may include consideration of (among other factors) the development of new courses, modifications to existing courses, and number of students in their courses. Faculty who teach more (or less) than the standard departmental load (based on Arts and Sciences policy, currently 3-2) will be held to commensurately lower or higher research or services requirements.

A further goal for the Department of Sociology and Anthropology is the involvement of undergraduate and graduate students in original research projects. Therefore, junior faculty members are encouraged to involve students in their research efforts. Student involvement in faculty research may be measured by the number of undergraduate and/or graduate students supervised, the number of presentations made with students, and the number of publications with students as co-authors.

*Mentoring/Advising/Consulting*

The candidate for tenure and promotion must provide quality mentoring/advising to students. They must demonstrate a reasonable knowledge of the policies and procedures of the Department that apply to mentoring/advising of undergraduate and graduate students. Examples of effective mentoring may include the number of mentees/advisees (formal and informal) served per year, writing letters of recommendation, and assisting students in obtaining access to placements which offer them opportunities for intellectual, academic or professional success. Faculty members may want to document their mentoring with mentoring work sheets (Appendix A).
The candidate for tenure and promotion may also serve faculty and the community as a consultant. Given the candidate’s area of expertise, he/she may be sought as a resource person by community groups and faculty across the University. Effective consulting is measured by the number of faculty, staff, and community members served per year, the number of sessions and the amount of time such consulting entails and the impact of such consulting.

Scholarship and Research

A recommendation for promotion and/or tenure must include supporting evidence that the individual’s contributions have had an impact on the discipline; that is, the research should have made a significant contribution to knowledge that is recognized by professional colleagues within the appropriate academic discipline. One common method of documenting such impact is through outside evaluations by recognized scholars within their academic discipline. The most relevant letters of evaluation usually are written by experts recognized nationally and internationally for their own achievements.\(^1\) A minimum of four letters\(^2\) are required from outside evaluators.\(^3\) The candidate will be asked to provide a list of potential reviewers that may provide a biased assessment of their work. External reviews will not be solicited from such persons. Then, without ever seeing the complete list, the applicant is assured that those he/she sees as potentially biased are, in fact, struck from the list. The candidate should provide a list of 5-10 potential evaluators; the Chairperson and the candidate’s mentor(s) should add names to that list; the Chairperson, in consultation with mentors, chooses the evaluators. All external reviewers should possess a terminal degree. At least two of the selected evaluators will be from the candidate’s list.

Evidence of effective and sustained research and creativity must be presented. Quantity is a consideration but quality is an even more important consideration. The primary measure of quality research activity is publication in peer reviewed publications. Consideration will also be given to other types of publications, invited lectures, conference presentations, external and internal funding and the number of undergraduate and graduate students advised for research purposes including membership on thesis and dissertation committees, and serving as an investigator and/or consultant on grants. The number of publications should be the equivalent of approximately one peer-reviewed\(^4\) publication per year (5 publications).\(^5\) This number will vary depending on the discipline.

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1. These experts will not include any relatives, co-authors or formal mentors.
2. The candidate will not see the letters.
3. The candidate will not know the identity of the selected outside evaluators. The evaluators should be recognized scholars in the candidate’s field. The evaluators will be asked to make their evaluation primarily on the candidate’s research and professional reputation but may add any relevant information.
4. Peer review is demonstrated by the competitive selection of the publication outlet, external reviews, professional editing of the manuscript, or other documentation of the outlet’s peer review process.
5. Numerical Information for Peer Institutions that represent benchmark institutions used to justify these standards:

   **Marquette:** 6 peer reviewed articles in mid to top journals (3-2 teaching load).
and research area, type of publications, collaborators, impact of the publication as well as other considerations. In order to count as a publication for tenure purposes, the candidate must provide a copy of the publication or documentation indicating final acceptance by the publisher.

While quality counts more than quantity in evaluating a candidate’s research record, the normal expectation is an average of one-peer-reviewed publication per year, along with two or more pieces of scholarly work during the probationary period. The fewer the peer-reviewed pieces, the higher the quality must be to merit tenure. Though there is a variation in books and articles, the department will consider a book the equivalent of three to six articles, depending on the quality of the work and the prestige of the outlet, as judged by the standards of the discipline.

It is the responsibility of the candidate to provide evidence of the quality and impact of their work. Evidence of favorable judgment by colleagues includes publications in journals where expert evaluation is required for acceptance; favorable review of the candidate’s books, appointments or awards that require evaluation of professional competence; and receipt of fellowships or grants. Frequent citation by other scholars may also provide evidence of good research. Similarly, invitations to serve as editor, peer reviewer, member of site visit teams or other evaluative functions of the scholarly work of their peers are all examples of evidence of scholarly activity. Subventions should be explained.

Service: University, Professional, and Community

While service is valued and required, there is typically less emphasis on service for junior faculty. Opportunities for service contributions abound and may take many forms. Professional service may occur within a discipline, through international, national, regional, and state organizations, or in the community at large; it may also occur in an administrative unit, such as the Department, College, or on the campus. A case should be made for the impact and quality of one’s contributions. There should be evidence that one’s efforts and judgment are held in high regard. For example, letters from community members, committee members or students expressing appreciation for one’s contributions may help to establish the value of one’s service. Any remuneration for services should be explained.

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**Boston College**: 1 book in national press plus additional articles or 4 articles in mid to top journals plus additional articles in lower journals.

**University of Miami**: 1 book in a national press plus additional articles or 5 articles top journals plus additional articles in mid to lower presses (2-2 teaching load).

**Loyola University (Chicago)**: 1 book and 2-3 peer reviewed articles or 6 peer reviewed articles. Quality of venue makes a difference (2-3 teaching load).

**Santa Clara University**: Six peer-reviewed articles or chapters in high quality journals.

**Fordham University**: One book or the equivalent (3-6 articles) in peer reviewed journals.
**Collegiality**

Candidates need to demonstrate collegial behavior and a willingness to actively work with and for the faculty and staff in the Department to facilitate the smooth, cooperative functioning of the Department. This collegiality may take the form of participating in departmental and university events, actively contributing to committees and engaging in collaborative research when appropriate. Candidates are expected to actively assist their colleagues, communicate with them and treat them with respect.

**Criteria for Promotion to Professor**

Ordinarily, at least five complete years in rank at the University or another university of equal standing is required for submission of application for promotion from associate professor to professor. Thus, the candidate for promotion to professor may apply as early as the fall of the sixth year in rank.

For promotion to professor, it is expected that the candidates will substantially strengthen their credentials beyond those required for promotion to associate professor. One’s university career may take a variety of paths, each of which could constitute an important and valued contribution to the Department, College and University. Therefore, a certain degree of flexibility has been incorporated into the criteria for advancement to the position of professor. Service, which played a minor but important role in the tenure decision, now may play a major role in the decision for promotion to professor. Therefore, the three major criteria for advancement to professor are scholarship, teaching, and service. Superior performance in scholarship/research is required, along with superior performance in either teaching or service. As with the promotion to associate professor, significant contributions to advising, mentoring and collegiality are also required.

**Teaching**

Promotion to Professor requires broad evidence of expertise and commitment to teaching. These may be demonstrated by the candidate’s course evaluations and annual reviews, peer reviews, development of pedagogical materials, offering independent studies, teaching additional classes and larger classes. The candidate for promotion is encouraged to participate in the supervision of student research projects. Candidates are expected to keep abreast of developments in their fields and incorporate them into their teaching. Developing new courses, significantly revising existing courses and strengthening curriculum are also important and strongly encouraged. The Chair will also solicit two evaluations from students and at least one of these students must be from the list provided by the candidate. The candidate will also be given the opportunity to veto potential student reviews on the basis that they may not be able to provide an unbiased assessment. Any faculty member emphasizing their mastery of teaching as a basis for their petition for promotion to full professor may want to develop a teaching portfolio. See Appendix B for a list of the typical contents for a teaching portfolio.
**Mentoring/Advising/Consulting**

The applicant for promotion to professor must provide quality mentoring/advising to their students and assigned mentees. They must demonstrate a reasonable knowledge of the policies and procedures of the Department, the College of Arts and Sciences and the University, especially as they apply to the mentoring of undergraduate and graduate students in the Department. Examples of effective mentoring may include the number of advisees (formal and informal) served per year, writing letters of recommendation and assisting students in obtaining access to placements which offer them opportunities for intellectual, academic or professional development. Faculty members may want to document their mentoring with mentoring work sheets (Appendix A).

The candidate for promotion may also serve faculty and the community as a consultant. Given the candidate’s area of expertise, he/she may be sought as a resource person by community groups and faculty across the University. Effective consulting may be measured by the number of faculty and community members served per year, the number of sessions, the amount of time such consulting entails and its impact. In some cases, consulting may produce detailed reports, assessments or evaluations of various kinds.

**Scholarship and Research**

A senior faculty member is expected to maintain a continuous and expanding research agenda. Research activity may be shown through peer-reviewed publications that demonstrate a national or international reputation. Submitting internal and external funding applications is also encouraged. Although senior faculty research productivity will vary by discipline, research area and type of output, candidates should at minimum publish the equivalent of five articles in mid to upper level peer-reviewed journals after their promotion to associate professor.\(^6\) Consideration will also be given to: other types of publications; invited lectures; conference presentations; and the number of undergraduate and graduate students advised for research purposes including membership on thesis and dissertation committees.

\(^6\) Numerical Information for peer institutions that represent benchmark institutions used to justify these standards:

- **Marquette**: In rank, 6 peer reviewed articles in mid to top journals (3-2 teaching load)
- **Boston College**: In rank, 1 book in national press plus additional articles or 4 articles in mid to top journals plus additional articles in lower journals.
- **University of Miami**: In rank, 1 book in a national press plus additional articles or 5 articles top journals plus additional articles in mid to lower presses (2-2 teaching load).
- **Loyola University (Chicago)**: Generally, a second book is considered a necessary condition, but usually not sufficient. It needs to be accompanied by a handful of articles/chapters, depending on how long one has been in rank. Other measures, such as invited talks, elected offices in professional societies, awards, also come into play.
- **Santa Clara University**: At least comparable for time period. Most recent promotions have 11 publications after 6 years in rank and another had 20 publications with 12 years in rank.
- **Fordham University**: In rank, 1 book or the equivalent (3-6 articles) in peer-reviewed journals for promotion.
dissertation committees; external and internal funding and serving as an investigator and/or consultant on grants. Ultimately, to be promoted to full professor, a faculty member must demonstrate, through their research and scholarship, a significant impact on their field(s). To count as a publication the candidate must provide a copy of the publication or documentation indicating final acceptance by the publisher.

While quality counts more than quantity in evaluating a candidate’s research record, the normal expectation is an average of one-peer-reviewed publication per year, along with two or more pieces of scholarly work in rank. The fewer the peer-reviewed pieces, the higher the quality must be to merit promotion. Though there is a variation in books and articles, the department will consider a book the equivalent of three to six articles, depending on the quality of the work and the prestige of the outlet, as judged by the standards of the discipline.

In evaluating a faculty member’s scholarship, quantity is a consideration but quality is an even more important consideration. The candidate is expected to provide evidence for the quality of their research and scholarship. Evidence may include demonstrations of the selectivity of the publication outlet or conference/invited talk, circulation or pertinent evaluation of the publication, significance of the audience, impact factor of the publication and citations of the work. The primary measure of quality research activity is publication in peer reviewed publications. Peer review may be demonstrated by competitive selection of the publication outlet, external reviews, professional editing of the manuscript, or other documentation of the outlet’s peer review process. Subventions should be explained.

Service: University, Professional, and Community

Promotion to Professor requires evidence of significant contributions in University, professional or community service. Contributions in service to the University may be measured by the extent of participation in Departmental, College, or University committees and in serving as chair on Department, College or University committees. Special projects or administrative roles are other examples. Professional service is generally carried out through professional and scientific groups. Common activities include organizing or moderating symposia and sessions at professional meetings and serving on professional committees. Participation in peer review of publications and grant proposals is another important form of professional service. Community service relevant to the candidate’s field/skills or the University’s mission is also appropriate and important.

Collegiality

Candidates will continue to demonstrate collegial behavior and a willingness to actively work with and for the faculty and staff in the department to facilitate the smooth, cooperative functioning of the Department. This collegiality may take the form of participating in Departmental and University events, actively contributing to committees
and engaging in collaborative research when appropriate. Candidates are expected to actively assist their colleagues, communicate with them and to treat them with respect.

Criteria for Promotion to Emeritus/a Status

Emeritus/a status is an honor that may be granted to retiring tenured or non-tenure-track faculty members who have served the University for at least ten years, have distinguished themselves throughout their career and who plan to remain professionally active following retirement. Emeritus/a status recognizes the achievement of high distinction on the part of the faculty member and an ongoing relationship with the University, as described in the Retired and Emeritus/a Faculty Policy available on the Web site of the Vice President for Frost Campus. The maintenance of such a relationship is important to the department in that emeritus/faculty members constitute a valuable resource for both colleagues and students of the department.

While the faculty member is responsible for requesting emeritus/a status by notifying the chair of the Department by April 1, the dossier submitted will consist of only the candidate’s curriculum vita. Following the protocol for promotion to Professor, a committee of all tenured Professors in the department will be convened to discuss and vote on a recommendation to grant emeritus/a status. The Department Chair will summarize the recommendations of the committee and write a letter detailing the faculty member’s work and significant contributions to the Department, College and University. This must be submitted to the Dean of the College by October 1.

III. ADVANCEMENT OF NON-TENURE-TRACK FACULTY

Non-tenure-track faculty members are individuals who are not eligible for tenure, although some may have renewable appointments. The four ranks of Non-tenure-track faculty are, in ascending order, Instructor, Assistant Professor, Associate Professor, and Professor; however, for internal purposes, the University prefaces the name of the rank with “Non-Tenure-Track.”

Yearly Renewal

Should the Chair determine that employment should not continue, and that the contract not be renewed, she or he should bring the matter to the attention of the full voting faculty—minus the faculty member in question—for discussion and recommendations. Any determination and recommendation not to renew will be submitted by the Chair to the Dean of Arts & Sciences, with explanation. Non-tenure-track faculty members who have been continuously employed for a minimum of three years but whose contract is not renewed will have one full academic year remaining unless circumstances indicate otherwise.
Advancement or appointment to the rank of Assistant Professor presupposes the qualifications for the rank of Instructor with the following additions: Possession of a doctorate and evidence of ability to teach effectively on a university level.

Third-Year Review

Non-Tenure-Track faculty members may elect to undergo a third-year review at any point on or after their third year of continuous full time employment.

After notification of the Chair by February 1, the faculty member submits to the Chair a dossier containing evidence of quality and quantity of contributions to the Department no later than September 1 of that same year.

The Chair of the Department should convene a Third Year Review Committee composed of all of the faculty members at or above the rank sought by the candidate no later than the first week of September. The Third Year Review Committee will be responsible for reviewing the faculty member’s progress as it appears in the candidate’s Third Year dossier. The Third Year Review Committee will meet and discuss the candidate’s progress. Member(s) of the Third Year Review Committee will write a letter summarizing the committee’s discussion and assessment of the candidate’s progress. This letter will be circulated and approved by the committee before being provided to the Chair of the Department and the candidate. In addition, the faculty member’s mentors will provide written evaluations of progress to both the Third Year Review Committee and the Chair. The Chair will use the mentors’ evaluations, the Third Year Review Committee's letter, as well as the Chair's own evaluation of the candidate's progress in writing a separate third year review letter. After preparation of the Committee’s third year review letter and distribution to the candidate and the Dean, the Chair will meet with the candidate to discuss the evaluation.

Advancement Review

The candidate must have served at least five years as non-tenure-track faculty with renewable appointment at SLU to be eligible for promotion.

The candidate should notify the Chair by February 1 and submit to the Chair a dossier by September 1 preceding the review for promotion, following established policies of the University and College of Arts & Sciences.

The Chair of the Department will convene an Advancement Review Committee composed of all of the faculty members at or above the rank sought by the candidate. The Advancement Review Committee will be responsible for reviewing the faculty member’s progress as it appears in the candidate’s dossier. The Advancement Review Committee will meet and discuss the candidate’s progress. Member(s) of the Advancement Review Committee will write a letter summarizing the committee’s
discussion and assessment of the candidate’s progress according to the same procedures for tenure track faculty members. This letter will be circulated to and approved by the committee before being provided to the Chair of the Department and the candidate. In addition, the faculty member’s mentors will provide written evaluations of progress to both the Advancement Review Committee and the Chair. The Chair will use the mentors’ evaluations, the Advancement Review Committee's letter, as well as the Chair's own evaluation of the candidate's progress toward advancement in writing a summary review letter. After preparation and review by the committee of their summary letter, the Chair will meet with the candidate to discuss the evaluations.

In those cases where NTT faculty member’s position is primarily based on teaching, a set of four reviewers will be selected to evaluate the candidate’s qualifications. The candidate will submit a list of up to six potential reviewers who are working in comparable discipline areas within the Department or in other departments within or outside the University. The Chair can add up to six potential reviewers to the list, if desired. From this list, the candidate will select two reviewers and the chair will select two reviewers. All individual reviewers must be at or above the rank sought by the candidate. This list may also include the Center for Teaching Excellence as one of the four or as an additional review. The candidate will also be given the opportunity to veto potential reviewers on the basis that they may not be able to provide an unbiased assessment. Reviews shall not be solicited from persons so designated. In addition, the candidate will submit a list of six student names who can serve as evaluators. The Chair will solicit three evaluations from students and at least two of these students must be from the list provided by the candidate. The candidate will also be given the opportunity to veto potential student reviews on the basis that they may not be able to provide an unbiased assessment. Reviews shall not be solicited from persons so designated.

Appendix A: Mentoring Spreadsheet

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<tr>
<th>Entry</th>
<th>Date</th>
<th>Time Spent</th>
<th>Student Name</th>
<th>Nature of Service</th>
<th>Additional Notes/Reminders</th>
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<th>Student Name</th>
<th>Nature of Service</th>
<th>Additional Notes/Reminders</th>
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<tr>
<td>1</td>
<td>3/2/11</td>
<td>15 min</td>
<td>Jane Doe</td>
<td>registration advising</td>
<td>follow-up in 2 weeks</td>
</tr>
<tr>
<td>2</td>
<td>####</td>
<td>1 hr, 25 min</td>
<td>John Smith</td>
<td>6 letters of recommendation; advised</td>
<td>for spring registration; went over grad</td>
</tr>
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These experts should not include any relatives, co-authors or formal advisors.
Appendix B: Teaching Portfolio

Candidates may find it useful to construct a unified teaching portfolio that will allow them to present materials related to teaching with an emphasis on reflection, evaluation and illustrative documentation. Candidates should consult the following list in constructing their Teaching Portfolio. The Portfolio should not exceed 20 pages, exclusive of appendices.

Suggested Contents of a Teaching Portfolio

- Statement of Teaching Philosophy
- Curricular Development, Integration and Assessment Activities
- Teaching Responsibilities
- Teaching Methodology, Strategies, Objectives
- Description of Course Materials (illustrative Syllabi, Handouts, Assignments may be included as appendices)
- Teaching Goals: Short- and Long-Term
- Efforts to Improve Teaching
- Summary of Student Ratings, particular evaluations may be highlighted
- Innovations in Teaching
- Products of Teaching (Evidence of Student Learning)
- The Teaching Portfolio should be a summary which highlights your best work or important information not called for in other places of the Dossier.

Appendix C: Rank and Tenure Procedures and Resources:

College of Arts and Science Policy Manual for rank and tenure procedures: http://www.slu.edu/x16360.xml

Arts and Science promotion policy for non-tenure track faculty: http://www.slu.edu/x16362.xml

Academic Affairs for rank and tenure resources: http://www.slu.edu/x30337.xml
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

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.

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).

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

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1 Excludes annotated bibliographies, republished material in another media, etc.
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

- 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
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.
Promotion Policy for Non-Tenure Track Faculty

A person serving as a permanent non-tenure track faculty member may be eligible for promotion. Departments should establish criteria for promotion of non-tenure track faculty within their first year of service. These criteria should be consistent with the responsibilities assigned to the faculty member, and must be approved by the Dean and the College's Rank, Tenure, and Sabbatical Committee. At least one (1) year prior to making the application for promotion, the faculty member and the Chairperson shall establish procedures to be used for the promotion review, and should be analogous to the procedures for tenure-track faculty of the Department in which the non-tenure track faculty member serves.

August 30, 2011