

A&S Policy Manual

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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

- Ibero-American Studies
- Intercultural Studies, Center for
- Integrated & Applied Sciences
- Center for International Studies
- Medical Humanities Program
- Medieval & Renaissance Studies, Center for
- Micah Program
- Neuroscience at SLU
- Ong Center, The
- Prison Program
- Public and Social Policy
- Russian & Eastern European Area Studies
- Visiting Young Scholars Program

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>)

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.

BY LAWS OF THE FACULTY COUNCIL
OF THE COLLEGE OF ARTS AND SCIENCES

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 the better 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 (UACCA), 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.

College of Arts & Sciences
Faculty Workload

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 1. 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

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