

**PROMOTION and TENURE
GUIDELINES**

**EDWARD and MARGARET DOISY
COLLEGE OF HEALTH SCIENCES**

SAINT LOUIS UNIVERSITY

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1.0 INTRODUCTION

This document interprets the Faculty Manual of Saint Louis University and applies its contents to the Edward & Margaret Doisy College of Health Sciences. This document provides the procedures for application for promotion and/or tenure within the College, as well as criteria for promotion and/or tenure for tenure track, tenured, and non-tenure track professors. It also provides guidance on the evidence needed to support rank and promotion decisions. While this document is designed to reflect the most recent iteration of the Faculty Manual of Saint Louis University, the contents of the Faculty Manual supersede this document.

2.0 COLLEGE RANK AND TENURE COMMITTEE

The Doisy College of Health Sciences Rank and Tenure Committee oversees the process for faculty advancement in rank and/or tenure. The committee reviews midpoint review documents, third-year review documents, and final promotion and tenure dossiers and produces a written review. The committee also reviews applications for faculty emeritus(a) and sabbaticals and oversees the development and/or revision of Doisy College of Health Sciences Rank and Tenure Guidelines and procedural documents.

2.1 Committee Membership and Voting Rules

The Doisy College of Health Sciences Rank and Tenure Committee will consist of four tenured faculty and two non-tenure track faculty elected at large. There should be no more than two committee members from the same DCHS academic department. All committee members must be at rank of associate professor or above. The length of membership will be for a calendar three-year term. Terms start in the spring semester and terminate at the end of the designated fall semester. Elections will ordinarily be held in the fall semester for upcoming vacancies. All Doisy full time faculty are eligible to vote to elect committee members with a simple majority required for election. The election process is carried out through the DCHS Faculty Council to all full-time DCHS faculty.

On the DCHS Rank and Tenure Committee, only tenured faculty shall vote on faculty candidates for promotion to associate professor with tenure and tenured full professor. All committee members are eligible to vote for those faculty seeking promotion for non-tenured track positions. The chair of the committee does not vote on any candidate except when their vote is necessary to reach a quorum. If a department chair is on the committee, they cannot vote on candidates within their own department. If the chair of a department is seeking promotion and/or tenure, committee members within that chair's department may not vote on that candidate. If any committee member feels they have a conflict of interest concerning any candidate, they should recuse themselves from the vote on the given candidate.

The Doisy College of Health Sciences representative to the University Committee on Academic Rank and Tenure should attend the committee meetings but will not engage in candidate discussions or have voting status.

2.2 Officers

The officers of the committee are chair and secretary. Officers must be tenured faculty. They will be elected at the first spring semester meeting of the committee. The chair will set the agenda, conduct the meetings and be responsible for all communication outside of the committee. The secretary will write, distribute and keep the committee minutes. The secretary will assume the role of chair if the chair is unable to continue.

2.3 Meetings

Members are expected to attend all meetings. To conduct business, a quorum is defined as three or more committee members eligible to vote for all applications under review at that time. When in-person attendance is not feasible, synchronous participation via an online conferencing platform is acceptable. Absence from the live discussion precludes a committee member from voting on an application.

2.4 Periodic review and amendments

A periodic review of this document by the College's faculty will occur. Faculty members may submit a written request to amend this document to the chair of the College's Rank and Tenure Committee. A 2/3 vote of the College's full-time faculty is required for passage of amendments or periodic changes to the guidelines. Following a successful vote by the DCHS faculty, the recommended changes to the guidelines document must be approved by the dean and submitted to UCART and the Provost for review. Only the Provost has approval authority.

3.0 TIMETABLE/ GUIDELINES FOR DOSSIER

It is the responsibility of all candidates, in consultation with their department chairperson, to review the Doisy College of Health Sciences Rank and Tenure Guidelines and Procedures document for the timeline for submission of materials and to adhere to the required documentation and deadlines.

Ordinarily, tenured and non-tenure track candidates are eligible to apply for advancement to the next rank after five years at their current rank. Tenure track faculty seeking promotion to associate professor with tenure are required to apply by the fall of their sixth year of employment. However, both tenure track, tenured, and non-tenure track candidates who believe they have met the criteria for promotion in less than five years may advance their dossier. If the candidate attempts advancement before the full five-year period at their current rank and is not approved by the Provost, they will still be eligible to submit a new application in the usual timeframe.

3.1 Timeline of Submission of Documentation for Tenure and/or Promotion

1. Intent to seek promotion and/or tenure - For tenure track faculty, candidates should notify their chair of their intent to apply for promotion and tenure by October 1 of the year preceding the year in which they intend to apply. Candidates seeking promotion to associate professor with tenure would ordinarily submit materials to their chair by September 1 of their sixth year. However, if a tenure track faculty member wants to be considered for promotion to associate professor with tenure before the sixth year, the faculty member must submit applicant materials by September 1 of the year in which they intend to be considered for promotion. For post-tenure promotions and non-tenure track promotions, faculty should notify their department chair of

their intent to apply by February 1 of the spring semester of the year in which they intend to apply. Non-tenure track faculty may apply for early promotion for reasons other than negotiated prior service credit. Candidates seeking post-tenure promotions and non-tenure track promotions should submit materials to their chair by September 1 of the year in which they are applying.

2. When to initiate this process should be discussed in the faculty members' annual review with their department chair. It is solely the responsibility of the candidate to make promotion and tenure decisions and decide when to initiate the process.
3. Candidates should submit 6-10 names of potential internal and external reviewers (if applicable), to their department chair by April 1st of the year they plan to advance their dossier for consideration of promotion.
4. All material for the dossier must be submitted by the department chair to the Office of the Dean and to the Doisy College of Health Sciences Rank and Tenure Committee no later than October 1st of the academic year the faculty member is applying for promotion and/or tenure.
5. The Rank and Tenure Committee should evaluate and present the written evaluations of all the candidates to the dean by November 1st.

3.2 Timelines for Submission of Documents for Midpoint Review/Third-Year Review

1. Non-tenure-track faculty: Third-year review is required for all non-tenure-track faculty during the first rank and tenure cycle of employment, defined as the completion of a minimum of 4 full semesters but not more than six full semesters of full-time SLU employment.
2. Pre-tenure faculty: Midpoint review is required in the third year of the probationary period for all pre-tenure faculty preparing to apply for tenure.
3. For both pre-tenure (midpoint review) and NTT faculty (third-year review), the required review can be delayed by an official university leave.
4. All materials for a midpoint or a third-year review for promotion must be submitted by the candidate to the DCHS Rank and Tenure Committee by March 1st, with the committee completing all evaluations by April 1st.
5. Reports will be distributed to the candidate, the candidate's department chair and the dean.
6. For all new faculty hires in the DCHS, the pre-determined date of the midpoint review (TT faculty) and the third-year review (NTT faculty) (unless candidate plans to submit materials early) will be provided in a letter to the candidate, their department chair, and the Chair of the R&T Committee from the Office of the Dean. However, identification of timing and material submission process for the midpoint and third-year reviews is the responsibility of the candidate.
7. Optional reviews: For non-tenure track faculty seeking promotion beyond the initial rank and tenure cycle following their hire, or tenured faculty seeking promotion to professor, an optional review can be requested on a timeline that accommodates the candidate's planned and eligible date for promotion. However, optional reviews may only be requested once every four years.
8. Extension of Midpoint Review/Third-Year Review: Any faculty member granted an extension prior to the completion of the midpoint review/third-year review may elect to delay the review for the same time period equivalent to the extension. A faculty member's decision to execute the extension must be submitted in writing to the dean and will become part of the midpoint review report.
9. A positive midpoint review/third-year review does not guarantee a positive promotion or tenure review or future employment.

3.3 Dossier Composition

The following items should be included in each candidate's promotion and/or tenure dossier:

1. Table of Contents: Created by the department chair
2. Cover Sheet: Downloaded from the Provost's website and completed by the department chair; includes the following items:
 - a. Name of candidate and department.
 - b. Present rank and tenure status and the rank and tenure status for which the candidate is applying with this dossier. If applicable, include number of years of credit applied toward promotion and/or tenure at time of hire.
3. Workload Distribution: Percent workload units assigned to scholarship, teaching, service, and administration for the preceding 5 years or applicable fraction if applying early. Workload distribution document will be generated in the Office of the Dean and provided to the department chair for inclusion in the candidate's dossier. A five-year average for each workload category may be a better representation of the overall workload than the current workload distribution for the promotion cycle being evaluated.
4. Curriculum vitae (CV): Provided by the candidate in prescribed format developed and approved in the Office of the Dean.
For the purposes of tenure and/or promotion the CV should be certain to include the following items:
 - a. Degrees earned, including universities and dates.
 - b. If applicable, previous academic experiences.
 - c. Courses taught
 - d. List of grants applied for but not funded and a list of grants that were funded. For each list include grant source, years, and scope of work proposed.
 - e. Publications
 - f. External recognition for scholarship, teaching, or service.
5. Candidate's personal statement which should discuss the positive contribution of work to the scholarly community, department/college/university, and/or profession. It should include the following:
 - a. Summary of scholarly achievements to support this promotion.
 - b. Summary of teaching philosophy and success in student teaching and mentoring (if appropriate) to support this promotion.
 - c. Summary of service at the department, college, university, and/or profession level to support this promotion.
 - d. Any relevant works in progress.
 - e. Future plans for scholarship, teaching, and/or service.

The candidate's personal statement should not exceed four single-spaced pages.

6. Midpoint/Third-Year Review: Provided by the candidate – A copy of the DCHS Rank and Tenure Committee's midpoint review/third-year review will be included in the dossier. Midpoint reviews are required for tenure-track faculty seeking promotion to associate professor with tenure, and third-year reviews are required for non-tenure-track faculty during the first rank and tenure cycle

of employment. Non-required (optional) midpoint or third-year review reports should also be included in the dossier.

7. Teaching Information

- a. Teaching data table (using DCHS TEMPLATE) of each of the courses taught, include percent teaching effort for the last five years or for years of service since last promotion.
- b. Brief summary of the following items as relevant:
 - i. New course preparations, or significant revision of coursework
 - ii. Involvement in curricular developments across department, college or university
 - iii. Creative or innovative teaching methodologies
 - iv. Resources sought out to improve teaching
- c. Evidence of teaching effectiveness (over the most recent 6 semesters the course was taught).
 - i. End -of-term course feedback survey with attention to objective data
 - ii. Chair review of direct observation of teaching
 - iii. Peer-review of direct observation of teaching

8. Department Chair's Letter of Evaluation of Candidate

- a. The department chair will include the appropriate form from the Office of the Provost.
- b. The department chair will craft their letter to include the *Categories of Evaluation* as outlined by the Office of the Provost.
- c. See Section 4.1.5 for additional details.
- d. Chair letter should be approximately 2 pages single-spaced emphasizing the following.
 - i. Major contributions
 - ii. Whether they support the candidate's R&T Request
 - iii. Note any special circumstances or pertinent information not reflected in the dossier that is relevant to their recommendation
 - iv. Address any discrepancies between the chair's recommendation and those of other reviewers.

9. Internal Letters of Evaluation (Colleague Recommendation Letters)

- a. Applicant submits 6-10 names of potential internal (departmental or non-departmental) SLU colleagues without conflict of interest to the department chair by April 1st.
- b. Internal evaluators may be from any college, school or department of the university at higher rank and with suitable knowledge of the candidate.
- c. The department chair solicits colleague recommendations from the list of potential internal evaluators provided by the candidate, or the chair may add other qualified internal evaluators.
- d. The department chair will provide the appropriate form from the Office of the Provost for colleague reviewers to complete.
- e. A minimum of two colleague letters should be provided addressing whether the candidate has satisfied college standards in teaching, research and scholarship, and service. The department chair should include in the candidate's dossier all internal letters of evaluation received. Colleague letters are **not required** for tenured associate professors seeking promotion to tenured professor.
- f. Internal letters of evaluation should be approximately two pages.
- g. Colleague letter writers serving on the DCHS R&T Committee should recuse themselves from discussion and vote for each application in which a letter from them is included.

10. External Letters of Evaluation (If applicable)

- a. Applicant submits 6-10 names of potential external reviewers without conflict of interest to the department chair by April 1st.
- b. The department chair solicits external reviews from the list of potential external evaluators provided by the candidate, or the chair may add other qualified external evaluators.
- c. Letters from external reviewers are sent directly to the department chair. Non-tenure track candidates require a minimum of two (2) letters for promotion to Associate Professor and three (3) letters for promotion to Professor; tenure track and tenured candidates require a minimum of two (2) letters for promotion to Assistant and Associate Professor and three (3) letters for promotion to Professor. The department chair should include in the candidate's dossier, all external letters of evaluation received. The external evaluators should provide the following documentation:
 - i. Evaluators' curriculum vita, recommended to determine their qualifications to evaluate the candidate.
 - ii. Statement indicating no conflict of interest in ability to objectively evaluate this candidate's scholarship and/or contribution to the field based upon the Doisy College of Health Sciences Promotion/Tenure Guidelines.
 - iii. Relationship with the candidate, if any.
 - iv. Evaluation of the materials provided with a focus on scholarship/research and service to the profession.

11. Dean's Review

- a. Following completion of the Rank and Tenure Committee's evaluations, the dean will independently review each candidate.
- b. The Dean will submit their review letter with the rest of the review letters and dossier to the Office of the Provost by December 1st.
- c. The dean provides candidates with summaries of recommendations made at all levels of the college. (Sec. III.E.4.; p. 17 of the 2024 edition of the Faculty Manual) prior to submitting dossiers to the provost.

4.0 NORMS FOR ADVANCEMENT IN RANK AND/OR TENURE

The following guidelines supplement those in the Faculty Manual of Saint Louis University while providing more specific standards to promote the development of faculty in the Doisy College of Health Sciences. The expectations described below are the minimum criteria for teaching, scholarship/research, and service to the university and the community. As stated in the current Faculty Manual, **"applicants should recognize that the items that follow are not simply lists of qualifications to be "checked off"; rather, tenure and promotion decisions involve professional judgments about the overall merit of an individual's achievements."** The quality, effectiveness, and excellence of a faculty member's achievement in these areas are emphasized.

The relative weight of each area should be consistent with the faculty member's workload, determined by the department chair per the Doisy College of Health Science Faculty Workload Policy. Ordinarily, scholarship/research is more heavily weighted for tenured and tenure track faculty than non-tenure track faculty. The typical review period for evaluating candidate's accomplishments is the last five years (i.e., time since appointment or last advancement in rank). In instances where the time since appointment or last advancement in rank exceeds five years, the committee may consider how the candidate's productivity since the last advancement in rank contributed to the accomplishments

achieved during the last five years. In instances of early application for promotion and/or tenure or prior service credit, approved by the provost at the time of hire, fewer than five years will be considered.

4.1 Overview of Criteria for Advancement and Select Supplemental Materials

1. **Teaching** – Customary and supporting evidence of the ability to teach effectively on a university level can be found in the subsequent section titled, Minimum Criteria for Appointment or Promotion.
2. **Scholarship/Research** – Boyer’s model of Scholarship^{1,2} is the accepted model of scholarship for the Doisy College of Health Sciences. Boyer proposed four overlapping areas of scholarship: The scholarship of discovery, the scholarship of integration, the scholarship of engagement (originally called scholarship of application), and the scholarship of teaching (also called the scholarship of teaching and learning). Candidates should articulate which area(s) of scholarship best align with their scholarly contributions. Customary and supporting evidence of the ability to engage in productive scholarly activity can be found in the subsequent sections titled, Minimum Criteria for Appointment or Promotion.
3. **Service to University and Community** – Service can be to the university, profession or community. When faculty engage in professional practice that is not part of their agreed upon workload, the activity does not count for service. Administrative duties are considered service. Customary and supporting evidence of the ability to engage in service can be found in the subsequent sections titled, Minimum Criteria for Appointment or Promotion.

¹ Boyer, E.L., *Scholarship reconsidered: Priorities of the professoriate*. 1990, New York, NY: John Wiley & Sons.

² Boyer EL. The scholarship of engagement. *Journal of Higher Education Outreach and Engagement*. 2016; 20:15-28. (Reprint of original published in *Journal of Public Service and Outreach* 1996; 1: 11-20)

4. Letters of Evaluation

- a. Internal and external letters of evaluation provide an important perspective to assess the quality of the work submitted in the dossier and to document other contributions the candidate has made in their discipline. The focus of these letters is not to provide a distillation of the CV, but rather a description of direct observations and professional inferences not easily gleaned from the CV.
- b. Internal letters of evaluation do not focus on research/scholarship but may contain a review of research/scholarship along with an evaluation of teaching, service, and contributions to the field. Internal letters of evaluation writers may include current research mentors, current work colleagues, and/or co-authors or research collaborators within the last five years. Examples of exclusion criteria include a faculty’s own past mentees or personal or family friends.
- c. External letters evaluating the contribution and rigor of scholarship are essential to the promotion process for tenure track faculty seeking promotion with tenure and faculty applying for tenured full professor. For non-tenure track faculty applying for promotion to the associate professor or professor rank, external letters are also crucial to attest to the candidate’s scholarly and/or significant contributions to the field. Because of specialization

among faculty, it is often not possible for faculty colleagues or even the department chair to fully understand the contributions of the faculty to the scholarly community or the field. These external letters are akin to a peer review for a journal, an objective evaluation of the worth of the contribution. The writers should not be any of the following: 1) research mentors within last five years, 2) current work colleagues, 3) co-authors on papers or grants within the last five years, 4) faculty's own past mentees, and 5) personal or family friends.

- d. Candidates should provide their department chair with a list of 6-10 possible external evaluators and 6-10 possible internal (colleague) evaluators by April 1st before the corresponding fall semester the candidates will advance their dossier for promotion. The department chair may select potential evaluators from the list to solicit letters or chairs may solicit letters from other qualified candidates not on the candidate's potential evaluators list. The department chair sends out to potential evaluators the following: 1) request to review documents by a given date, stating if the reviewer is unable to accept to inform department chair via email, 2) the Doisy College of Health Sciences Promotion and Tenure Guidelines, 3) instructions for the reviewer to evaluate only the candidate's work for which they have direct knowledge (i.e. research, scholarly presentations, non-university committee service, contributions to the field, national reputation) and to use the DCHS Promotion and Tenure Guidelines to inform their evaluation, 4) curriculum vita of candidate, and 5) selected copies of scholarly works if applicable.
- e. The department chair will request a copy of the external reviewer's CV and request he/she respond to any conflict of interest.

5. Department Chair's Letter of Evaluation of the Candidate

The department chair's letter should be evaluative in nature, not simply a listing of the candidates' accomplishments which are available elsewhere in the dossier.

- a. Teaching – When addressing teaching the letter should provide an overall critique of teaching including: 1) relevant evaluations including comments from students, 2) examples of innovation or development of courses or overall contribution to the curricular development of the department, 3) candidate's growth or seeking of resources to improve teaching, 4) any comments of fellow faculty who have observed the candidate teaching, 5) department chair's own observations of the candidate's teaching and/or teaching materials including assignments and exams, 6) teaching awards, and 7) any other peer review process used to evaluate the candidate's teaching effectiveness.
- b. Scholarship/Research - The department chair should primarily utilize the three external reviewers' letters in the evaluation to inform their summary. Specifically, the department chair should incorporate specific statements in the letters and determine if any themes or commonalities exist in the letters regarding an overall assessment of the candidates' scholarship/research and contribution to the field. In addition, the department chair should state whether the candidate has met their workload expectations for scholarship, which might vary per rank and tenure status as well as area of expertise.

- c. Service – When considering service, the department chair should evaluate whether the candidate has served well in the level of assignments given or approved for them to participate in during this evaluation period. This evaluation should be individualized per expectations and agreed upon annual goals as faculty may vary widely in the level of department, college, university, or professional service. The department chair letter should include whether the candidate appears engaged in furthering their contributions to the department, college, university, and or the field.
- d. Summary Statement – A summary statement should state whether the faculty member has been a positive asset to the department and the level of support given to the application for this promotion. If there are any hesitations or concerns about this candidate, they should be forthrightly stated.
- e. Typically, the department chair’s letter should be approximately two pages single-spaced.

4.2 Midpoint Review, Optional Review, and Third-Year Review for Promotion

1. Requirement and Eligibility

Tenure-track faculty seeking tenure and non-tenure-track faculty at the three-year mark after being hired are required to have a midpoint/third-year review of their progress, respectively. The DCHS Rank and Tenure Committee conducts midpoint/third-year reviews. The findings of these reviews are shared with the candidate, the candidate’s department chair, and the dean of the college on or before April 1st in the spring semester of the appropriate year. The findings of these reviews will be included in the dossier by the candidate at the next promotion and/or tenure cycle should the candidate choose to submit for promotion and/or tenure.

Tenured associate professors may request a non-required “optional review” of their materials for promotion if they plan to seek advancement to tenured professor. The DCHS Rank and Tenure Committee conducts this review. The findings of the review are shared with the candidate, the candidate’s department chair, and the dean of the college. This review will be completed on or before April 1st of the appropriate year. The findings of the review should be included in the dossier should the candidate be presented for consideration for tenured professor.

Non-tenure track faculty may also request a non-required optional review for each promotion cycle after the required third-year review, but these reviews may only be requested once every four years. The DCHS Rank and Tenure Committee conducts this review. The findings of the review are shared with the candidate, the candidate’s department chair, and the dean of the college. This review will be completed in the spring semester of the appropriate year. The findings of the review, as applicable, should be included in the promotion dossier when the candidate applies for advancement in rank.

2. Process

The process for the midpoint/third-year review shall be similar to that for the actual application for promotion or tenure. Exceptions are noted:

Portfolio for Midpoint/Third-year Review – The portfolio for the midpoint/third-year review process shall be that used for requesting promotion or tenure review except that the portfolio

should NOT include:

1. External reviewer letters
2. Internal (colleague) reviewer letters

b. The portfolio must include:

1. Workload summary (submitted by the Office of the Dean)
2. Curriculum vitae (in the format approved by the Office of the Dean)
3. Letter from the candidate to the Doisy College of Health Sciences Rank and Tenure Committee describing how the candidate is meeting and working towards the criteria for advancement as outlined in the DCHS Promotion and Tenure Guidelines:
 - a. Evidence of continuing and increasing ability to teach effectively at a university level.
 - b. Evidence of research and scholarly activities.
 - c. Evidence of ability to serve the University and community.
4. Teaching information

3. Midpoint/Third-Year Evaluation Committee – The committee for the midpoint evaluation will consist of current members of the Doisy College Rank and Tenure Committee. If deemed beneficial, a tenured faculty member whose rank is above the candidate's will be invited to review the candidate's portfolio.

5.0 MINIMUM CRITERIA FOR APPOINTMENT OR PROMOTION: TENURE-TRACK AND TENURED

*The criteria set forth below in **bold font** represent the minimum criteria a candidate must achieve to be eligible to apply for advancement for tenure track and tenured faculty. Examples of customary evidence to support achievement of each criterion are provided. The criteria set forth below represent the customary criteria a candidate must achieve to be eligible for applying for advancement in rank and/or tenure. Application of the activities in the categories listed below should be consistent with the workload distribution provided in the candidate's dossier. Meeting these criteria does not guarantee tenure and/or promotion. Research/scholarship outputs (i.e. publications, grants) vary by discipline, rank, and workload and will be evaluated by the committee accordingly supported by evidence from the external reviewers. First and senior peer-reviewed authored publications will be evaluated at a higher level than secondary peer-reviewed authorship publications.*

5.1 Assistant Professor – Tenure Track – Criteria

- **Possession of a research doctorate (Ph.D., Sc.D., etc.), advanced research training (e.g. post-doc or fellowship) or the terminal degree ordinarily required for teaching and research in the faculty member's discipline.**
 - Where such practices are customary in a discipline, certification by the appropriate credentialing board validating sufficient skill and knowledge to practice a particular specialty.
- **Evidence of ability to teach effectively on a university level; customary supporting evidence may include:**
 - Evaluation by department chair and/or colleagues of teaching including observation, evaluation of teaching materials, assignments and examinations and appraisal identifies teaching to meet the expected standard.

- Use of current literature to support instructional design.
 - Use of current literature to support course content.
 - Innovative or creative teaching methodologies.
 - Development of new courses.
 - Summaries of instructor and course evaluations which are average to above average and show improvement over time.
 - Awards for recognition of outstanding teaching at the college, university, or professional levels.
 - Serves on theses/dissertations/capstone projects committees.
- **Evidence of ability to engage in productive scholarly activity; customary supporting evidence may include the following:**
 - It is expected that the candidate demonstrate success in more than one area:**
 - Peer-reviewed journal publications or, in certain disciplines or professions, peer-reviewed (juried) creative works.
 - Authorship of book chapters and books.
 - Peer reviewed presentations at national and international scholarly conferences.
 - Invited presentations at national and international scholarly conferences.
 - Invited presentations at state and regional professional meetings.
 - Participation in the acquisition and/or execution of internal or external research grants.
 - **Evidence of ability to serve the university and community, where applicable; customary supporting evidence may include:**
 - Participation in departmental, college and/or university committees.
 - Service to a professional organization at local, state and/or national level.
 - Professional work for the benefit of the department, school, college and/or university (not including work that is financially compensated outside of university salary).
 - Reviewer for peer-reviewed journals and/or grant proposals.

5.2 Associate Professor – Tenure Track – Criteria

Appointment or promotion to the rank of associate professor ordinarily presupposes the qualifications for the rank of assistant professor.

- **Possession of a research doctorate (Ph.D., Sc.D., etc.), advanced research training (e.g. post-doc or fellowship) or the terminal degree ordinarily required for teaching and research in the faculty member's discipline.**
 - Where such practices are customary in a discipline, certification by the appropriate credentialing board validating sufficient skill and knowledge to practice a particular specialty
- **Evidence of continuing and increasing ability to teach effectively on a university level; customary supporting evidence may include:**
 - Evaluation by department chair and/or colleagues of teaching including observation, evaluation of teaching materials, assignments and examinations and appraisal identifies teaching that exceed the expected standard.
 - Use of current literature to support instructional design.
 - Use of current literature to support course content.

- Innovative or creative teaching methodologies.
 - Development of new courses.
 - Summaries of instructor and course evaluations which are average to above average and show improvement over time.
 - Awards for recognition of outstanding teaching at the college, university, or professional levels.
 - Effectively advises students, as a committee chair or a committee member, for theses / dissertations / capstone projects / honors projects.
- **Evidence of increasing achievement (a developing body of work) in scholarship/research, particularly scholarly publication and other academically recognized creative achievements; customary supporting evidence may include the following:**
 - First or senior authorship on peer-reviewed journal publications, book chapters, books or, in certain disciplines or professions, peer-reviewed (juried) creative works that illustrate a developed line(s) of inquiry.
 - Authorship of non-peer reviewed book chapters/books.
 - Direction of, or significant participation in, scholarship/research projects, the findings of which can be disseminated.
 - Obtains grant funding (internal and/or external funding) to support scholarship/research, as appropriate for the candidate's discipline.
 - Principal investigator/Co-PI or Project Director on scholarship/research grants or contracts.
 - Peer reviewed or invited scholarly presentations at regional, state, national and/or international professional meetings.
 - External formal recognition of scholarship; awards for research at the college/university level.
 - **Evidence of continuing and increasing service to the university and community; customary supporting evidence may include:**
 - Participation in or leadership of committees within the department and/or college.
 - Participation in or leadership of professional societies, and/or community organizations of significance.
 - Professional work for the benefit of the department, college and/or university (not including work that is financially compensated outside of university salary).
 - Reviewer for peer-reviewed journals and/or grant proposals.
 - Member of an editorial board of a scholarly journal.

5.3 Professor – Tenure Track – Criteria

Appointment or promotion to the rank of professor ordinarily presupposes the qualifications for the rank of associate professor.

- **Possession of a research doctorate (e.g. Ph.D., Sc.D.), advanced research training (e.g. post-doc or fellowship) or the terminal degree ordinarily required for teaching and research in the faculty member's discipline.**
 - Where such practices are customary in a discipline, certification by the appropriate credentialing board validating sufficient skill and knowledge to practice a particular specialty
- **Evidence of continuing and increasing ability to teach effectively on a university level; customary supporting evidence may include:**

- Evaluation by department chair and/or colleagues of teaching including observation, evaluation of teaching materials, assignments and examinations and appraisal identifies teaching to exceed expected standard.
 - Use of current literature to support instructional design.
 - Use of current literature to support course content.
 - Innovative or creative teaching methodologies.
 - Development of new courses.
 - Summaries of instructor and course evaluations which are average to above average.
 - Awards for recognition of outstanding teaching at the college, university, or professional levels.
 - Effectively advises students, as chair for theses / dissertations / capstone projects / honors projects.
 - Serves as a mentor to junior faculty in advancing teaching excellence.
- **Evidence of sustained productivity in scholarship/research that has made a notable contribution to the candidate's field or discipline, particularly scholarly publication and other academically recognized creative achievements; customary supporting evidence may include:**
 - First or senior authorship on peer-reviewed journal publications, book chapters, books, or, in certain disciplines or professions, peer-reviewed (juried) creative works.
 - Contributing authorship of peer-reviewed book chapters or books.
 - Direction of, or significant participation in, scholarship/research projects, the findings of which can be disseminated.
 - Obtains external funding for scholarship/research, as appropriate for the candidate's field.
 - Principal investigator or Project Director on scholarship/research grants or contracts.
 - Peer reviewed or invited scholarly presentations at regional, state, national and/or international professional meetings.
 - External formal recognition of scholarship; awards for research/scholarship at the professional level.
 - Serves as a mentor to junior faculty in advancing research/scholarship excellence.
- **Evidence of continuing and increasing service to the university and community; customary supporting evidence may include:**
 - Participation in and leadership of committees within the department, school, and/or university.
 - Participation in and leadership of professional societies and/or of community organizations of significance.
 - Professional work for the benefit of the department, school, college and/or university (not including work that is financially compensated outside of university salary).
 - Reviewer for peer-reviewed journals and/or external grant proposals.
 - Editor or member of an editorial board of peer-reviewed journals.
 - Professional consultative service.
 - Development of new programs, e.g. community programs.

6.0 MINIMUM CRITERIA FOR APPOINTMENT OR PROMOTION: NON-TENURE TRACK

*The criteria set forth below in **bold font** represent the minimum criteria a candidate must achieve to be eligible to apply for advancement in rank among non-tenure track faculty. Examples of customary evidence to support achievement of each criterion are provided. The criteria set forth below represent the customary criteria a candidate must achieve to be eligible to apply for advancement in rank. Application of the*

activities in the categories listed below should be consistent with the workload distribution provided in the candidate's dossier. Meeting these criteria does not guarantee promotion.

6.1 Instructor – Non-Tenure Track – Criteria

Appointment to the rank of instructor ordinarily presupposes the following qualifications:

- Minimum of a master's degree, in faculty member's discipline.
 - Where such practices are customary in a discipline, certification by the appropriate credentialing board validating sufficient skill and knowledge to practice a particular specialty.
- Possession of adequate training and preparation for teaching, as appropriate, and as evidenced by degrees earned and by educational and/or professional experience.
- Respect for the educational philosophy of the university.
- Possession of the skills, knowledge and ethical integrity expected of a faculty member engaged in teaching, student counseling, and university and community service.
- Potential to meet the norms for the rank of Assistant Professor, non-tenure track.

Non-tenure-track instructors are not eligible for long-term contracts.

6.2 Assistant Professor – Non-Tenure Track – Criteria

Appointment or promotion to the rank of assistant professor ordinarily presupposes the qualifications for the rank of instructor.

- **Possession of a doctorate, or of the terminal degree ordinarily required for teaching and research in the faculty member's discipline.**
 - An exception may be made to this requirement if any of the following are demonstrated: the practical impossibility for the faculty member in question to obtain the doctorate or terminal degree; exceptional value in the educational program of the university; and a record of distinguished and recognized service in one of the professions to include certification by the appropriate credentialing board validating sufficient skill and knowledge to practice a particular discipline or specialty.
- **Evidence of ability to teach effectively on a university level; customary supporting evidence may include:**
 - Evaluation by department chair and/or colleagues of teaching including observation, evaluation of teaching materials, assignments and examinations and appraisal identifies teaching to meet expected standard.
 - Use of current literature to support instructional design.
 - Use of current literature to support course content.
 - Innovative or creative teaching methodologies.
 - Summaries of instructor and course evaluations which are average to above average and show improvement over time.
 - Awards for recognition of outstanding teaching at the college level.
 - Effectively advises students, as a committee member for capstone projects / honors projects.
- **Evidence of ability to engage in productive scholarly activity or other academically recognized creative achievements; customary supporting evidence may include:**
 - Publications in non-peer reviewed or peer reviewed journals, including lay publications, or

- non- peer reviewed creative works.
- Peer reviewed presentations at local, regional or national professional scholarly conferences.
- Non-peer reviewed presentations at state, regional and/or national professional meetings.
- **Evidence of ability to serve the university and community; customary supporting evidence may include:**
 - Participation in department and/or college committees.
 - Participation in professional societies and/or community organizations related to discipline.
 - Professional work for the benefit of the department, college and/or university (not including work that is financially compensated outside of university salary).
 - Participation in the acquisition and execution of entrepreneurial funding.

Non-tenure-track assistant professors are not eligible for long-term contracts.

6.3 Associate Professor – Non-Tenure Track – Criteria

Appointment or promotion to the rank of associate professor ordinarily presupposes the qualifications for the rank of assistant professor.

- **Possession of a doctorate, or of the terminal degree ordinarily required for teaching and research in the faculty member's discipline.**
 - Where such practices are customary in a discipline, certification by the appropriate credentialing board validating sufficient skill and knowledge to practice a discipline or specialty.
- **Evidence of continuing and increasing ability to teach effectively on a university level; customary supporting evidence may include:**
 - Evaluation by the department chair and/or colleagues of teaching including observation, evaluation of teaching materials, assignments and examinations and appraisal identifies teaching to exceed expected standard.
 - Use of current literature to support instructional design.
 - Use of current literature to support course content.
 - Innovative or creative teaching methodologies.
 - Development of new courses.
 - Summaries of instructor and course evaluations which are generally above average and show improvement over time.
 - Awards for recognition of outstanding teaching at the college or university levels.
 - Effectively advises students as a committee member for theses or as a chair or committee member for capstone projects / honors projects.
- **Evidence of continuing and increasing achievement in scholarship/research and other academically recognized creative achievements; customary supporting evidence may include:**
 - Publications in non-peer reviewed or peer reviewed journals.
 - Peer reviewed and/or invited presentations at regional and/or national professional scholarly conferences.
 - Creative works which may be peer-reviewed or juried.

- Authorship of book chapters or books; editorial or peer reviewed.
 - Provides clinical/discipline specific expertise to a funded research project(s) or contract(s)
 - Invited presentations (such as a keynote address, a personal invitation to present in area of expertise) at state professional meetings.
 - External formal recognition of scholarship; award for research at the college/university level.
- **Evidence of continuing and increasing service to the university and community; customary supporting evidence may include:**
 - Participation in, or leadership of, committees within the department college or university, or community organizations related to discipline.
 - Professional work for the benefit of the department, college and/or university (not including work that is financially compensated outside of university salary).
 - Participation in the acquisition and execution of entrepreneurial funding.
 - Development of new programs, e.g. community programs.

Non-tenure track faculty promoted to associate professor with a minimum of six years of service at assistant professor, are eligible for long-term contract consideration of up to three years. Promotion to an associate professor does not guarantee a long-term contract offer which is subject to the criteria provided in section 6.2 of the university Policy on Long-Term Non-Tenure Track Faculty Contracts. Authority to offer long-term contracts rests with the provost in consultation with the governing dean.

6.4 Professor – Non-Tenure Track – Criteria

Appointment or promotion to the rank of professor ordinarily presupposes the qualifications for the rank of associate professor and the following qualifications in addition:

- **Possession of a doctorate, or of the terminal degree ordinarily required for teaching and research in the faculty member's discipline.**
 - Where such practices are customary in a discipline, certification by the appropriate credentialing board validating sufficient skill and knowledge to practice a discipline or specialty.
- **Evidence of continuing and increasing ability to teach effectively on a university level; customary supporting evidence may include:**
 - Evaluation by department chair and/or colleagues of teaching including observation, evaluation of teaching materials, assignments and examinations and appraisal identifies teaching to exceed expected standard.
 - Use of current literature to support instructional design.
 - Use of current literature to support course content.
 - Innovative or creative teaching methodologies.
 - Development of new courses or academic programs.
 - Summaries of instructor and course evaluations which are above average.
 - Awards for recognition of outstanding teaching at the college, university, or professional levels.
 - Effectively advises students, as a chair or committee member, for theses, or capstone projects / honors projects.
 - Serves as a mentor to junior faculty in advancing teaching excellence.

- **Evidence of sustained scholarship/research productivity that has made a notable contribution to the candidate's field or discipline, including scholarly publication and other academically recognized creative achievements; customary supporting evidence may include:**
 - Peer-reviewed journal publications, book chapters or books, or, in certain disciplines or professions, peer-reviewed (juried) creative works.
 - Peer-reviewed presentations at state, regional, and/or national professional meetings.
 - Invited or scholarly presentations at national professional meetings.
 - Provides clinical/discipline specific expertise to funded research projects or contracts.
 - Actively participates in scholarship/research grants or contracts as a Co-PI or PI.
 - Awards for recognition of outstanding research/scholarship.
 - External formal recognition of scholarship; awards for research/scholarship at the professional level.

- **Evidence of continuing and increasing service to the university and community; customary supporting evidence may include:**
 - Participation in and leadership of committees within the department, college, university, professional societies, and/or community organizations of significance that may or may not directly relate to the discipline.
 - Participation in extracurricular activities of the department, college, and/or university.
 - Professional work for the benefit of the department, school, college and/or university (not including work that is financially compensated outside of university salary).
 - Professional consultative service.
 - Participation in the acquisition and execution of entrepreneurial funding.
 - Development of new programs, e.g. community programs.

Non-tenure track faculty promoted to professor with a minimum of six years of service at associate professor, are eligible for long-term contract consideration of up to five years. Promotion to professor does not guarantee a long-term contract offer which is subject to the criteria provided in section 6.2 of the Policy on Long-Term Non-Tenure Track Faculty Contracts. Authority to offer long-term contracts rests with the Provost in consultation with the governing dean.

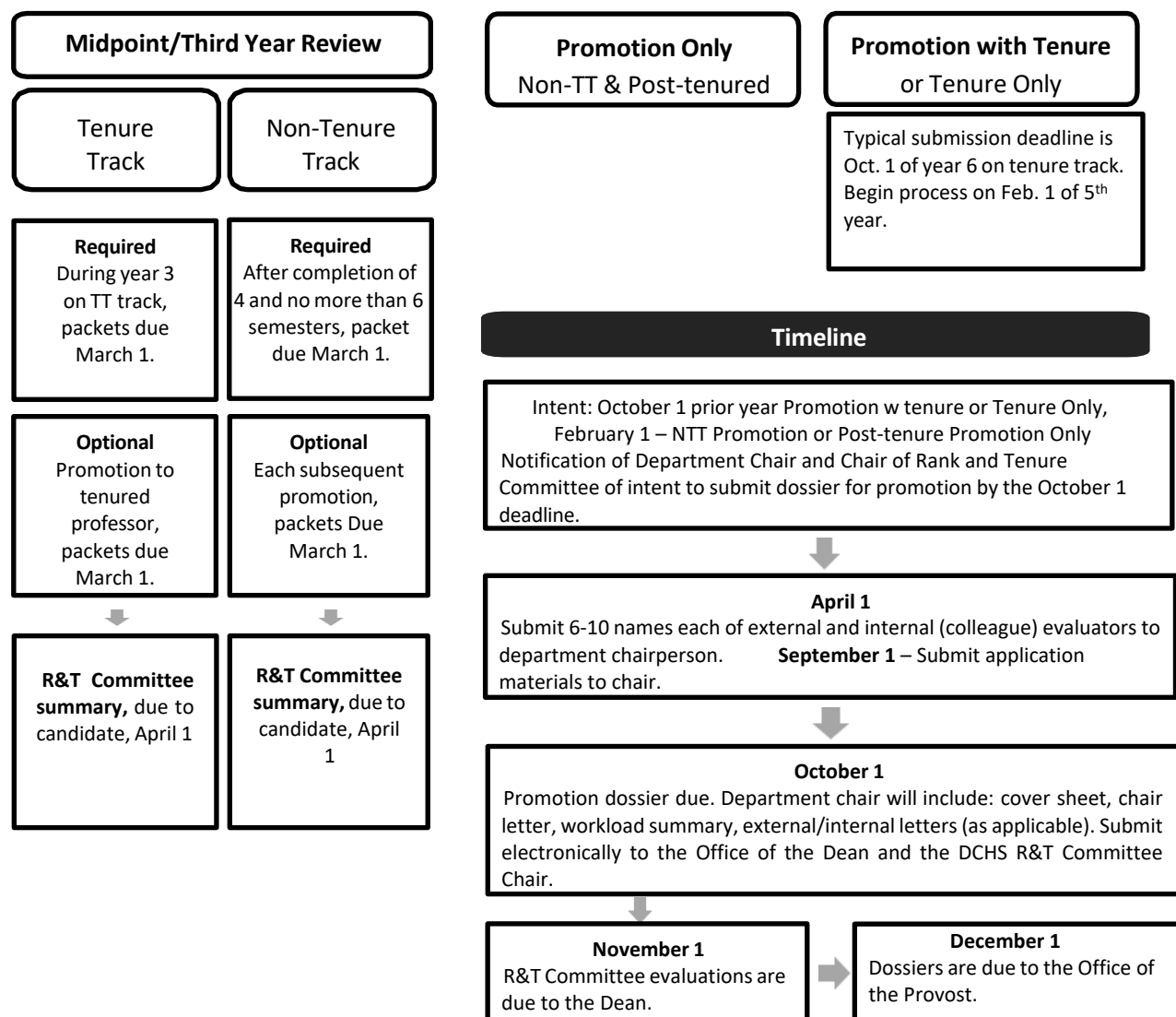
Appendix 1.

Doisy College of Health Sciences
PROCEDURES SUMMARY FOR PROMOTION AND TENURE

The DCHS Promotion and Tenure Guidelines document interprets the [Faculty Manual of Saint Louis University](#) and applies its contents to the DCHS. The DCHS Guidelines document provides the procedures for application for promotion within the College, as well as criterion for promotion for tenure track, tenured, and non-tenure track professors. It also provides guidance on the evidence needed to support rank and promotion decisions. Review the DCHS Guidelines prior to using this Procedures Summary that includes:

1. Timeline for Planning Promotion and Tenure Applications
2. Faculty Guide for Application Timing
3. Summary of Procedures for Faculty Seeking Consideration for Tenure and/or Promotion
4. DCHS Dossier Composition
5. Requirements for External and Internal (SLU Colleague) Letters, Table 1.
6. Checklist of Items For Promotion And Tenure Packets
7. Teaching Data Table for DCHS R&T Dossier

1. Timeline for Planning Promotion and Tenure Applications



2. Faculty Guide for Application Timing

Promotion with Tenure (or Tenure Only)

Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
F	S	F	S	F	S	F	S	F	S	F	S
Hire					Mid point Due 3/1			Intent 10/1 year prior	Names 4/1	Submit to Chair 9/1	Result

Promotion Only, Non-Tenure and Post-tenure

Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
F	S	F	S	F	S	F	S	F	S	F	S
Hire					3 rd Yr Due 3/1				Intent 2/1 Names 4/1	Submit to Chair 9/1	Result

Example: Non-Tenure Track

Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
F	S	F	S	F	S	F	S	F	S	F	S
20	21	21	22	22	23	23	24	24	25	25	26
Hire					3 rd Yr Due 3/1				Intent 2/1 Names 4/1	Submit to Chair 9/1	Result

F=Fall, S=Spring

3. Summary of Promotion and Tenure Procedures

	Promotion with Tenure or Tenure only	Promotion	Early Application for Promotion	Midpoint/Third-Year Review [§]	Sabbatical, Emeritus, Departmental Leave*
	• Tenure Track	• Tenured • Non-Tenure Track	• Tenured • Non-tenure Track	• Tenure Track • Tenured • Non-tenure Track	• Eligible Faculty
Deadline to Notify Intent to Submit Dossier to R&T Committee	By October 1 of prior year (5 th year)	February 1	February 1	Dean's Office alerts candidates for required Midpoint Review	Discuss the request with Dept. Chair in Spring semester
Who to Inform	Dean's Office notifies eligible faculty, Dept. Chair and R&T Committee Chair	Faculty informs Dept. Chair, Dept. Chair informs R&T Committee Chair	Faculty informs Dept. Chair, Dept. Chair informs R&T Committee Chair	Faculty sends Midpoint packet to R&T Committee Chair by March 1	Dept. Chair informs the Dean and R&T Committee Chair
Deadline for Faculty to Submit Names for Letters to Dept. Chair	April 1	April 1	April 1		
Chair Requests Letters	Summer	Summer	Summer		
Dept. Chair Prepares Cover sheet, Candidate Workload Document, Chair Letter, External/Internal Letters & Adds to Candidate's Dossier					
Candidate Submits Application Materials to Chair by Sept. 1.					
Dossier Deadline, Chair submits to Dean's Office	Oct. 1 of 6 th year	Oct. 1	Oct. 1	March 1	Faculty submits application by Aug. 1 of year prior to their Dept. Chair or Dean (if applicant is Dept. Chair)
R&T Committee Evaluations Due to Dean's Office	Nov. 1	Nov. 1	Nov. 1	April 1 Reports will be distributed to the candidate, Dept. chair and the Dean.	Nov. 1
<i>The dean will provide the applicant a written summary of recommendations, (See SLU Faculty Manual Sec.III.E.4).</i>					
Dean's Office Evaluations Due to Office of Provost	Dec. 1	Dec. 1	Dec. 1		Dec. 1 to Office of the Provost, Academic Affairs

[§]Midpoint review is called "3rd year review" for non-tenure track faculty and "optional review" for tenured faculty.

*Emeritus/a packets due the semester prior to retirement and no later than Oct. 1 in the fall and May 1 in the spring semester.

4. DCHS Standard Dossier Composition

Chair will receive dossier from candidate and compile documents in this order	
Provided by Department Chair	1. Table of Contents
	2. Cover Sheet Cover Sheet (OOP Form) named: <i>Promotion and Tenure Cover Sheet & Vote/Support Summary</i>. https://www.slu.edu/provost/faculty-affairs/promotion-tenure-resources/index.php
Dean's Office & sent to Chair, candidate consulted	3. Workload Distribution Percent workload units assigned to scholarship, teaching, service, and administration for the evaluation period (typically last 5 years).
Provided by Candidate	4. Curriculum Vitae (CV) DCHS Template (located in DCHS Administrative Sharepoint site)
	5. Candidate's Personal Statement to support this promotion - Narrative Summary (concise, not to exceed 4 single-spaced pages, font at least 11point in Arial or Times New Roman) including: - Scholarly achievements to support this promotion (role on projects, collaborations, outputs). - Teaching philosophy and success in student teaching and mentoring (if appropriate). - Service to the department, college, university, community, and profession. - Any relevant work in progress. - Future plans for scholarship, teaching, and/or service.
	6. Midpoint Review (Promotion with Tenure) or Third Year Review (New NTT Hire) - Midpoint Review (TT Faculty) - A copy of the DCHS R&T Committee's Midpoint Review (as applicable) will be included in the dossier. - Midpoint reviews are optional for NTT promotion after the first required third year review and for tenured faculty seeking promotion in rank to Professor. - Third Year Reviews of non-tenure track faculty (who have not yet been promoted) are required and will be conducted in the third full year of the faculty member's employment.
	7. Teaching Information - Teaching Data Table (using DCHS Template) for each of the courses taught, include percent teaching effort for the last five years or for years of service since last promotion. Brief summary of the following items as relevant: - New course preparations, or significant revision of coursework - Involvement in curricular developments across department, college or university - Creative or innovative teaching development - Resources sought out to improve teaching - End-of-year course feedback survey with attention to objective data. - Chair and/or Peer-review of teaching (Not required in Midpoint review but recommended in promotion packet).

Provided by Department Chair	8. Department Chair's Letter of Evaluation • OOP Form named: <i>"Recommendation of the Department Chair."</i> https://www.slu.edu/provost/faculty-affairs/promotion-tenure-resources/index.php
	9. Colleague (Internal) Recommendations (See Table in section 5 for letters required) • Chair requests letters from colleague reviewers, either departmental or non-departmental & includes all letters in dossier. • Completes and shares OOP Form with the evaluator: <i>"Recommendation of SLU Departmental Colleague."</i> • Completes and shares OOP Form with the evaluator: <i>"Recommendation of SLU Non-Departmental Colleague."</i> https://www.slu.edu/provost/faculty-affairs/promotion-tenure-resources/index.php
	10. External Letters of Evaluation (See Table in section 5 for letters required) • Chair requests letters from external evaluators & includes all letters in dossier. • Shares OOP Form with the evaluator: <i>"Recommendation of External Reviewer."</i> https://www.slu.edu/provost/faculty-affairs/promotion-tenure-resources/index.php
1. Chair submits completed dossier to Dean's Office 2. Dean's Office forwards dossiers to Chair of the R&T Committee for evaluation 3. R&T Committee Chair submits completed dossier with R&T Committee letter to Dean's Office. Dean's Office adds: 1) Dean's letter; 2) R&T Committee letter between #5 & #6 and; 3) DCHS R&T Guidelines at the end of the dossier. Dean's Office removes from dossier: #3 workload summary; #7 teaching Information; before sending to UCART.	

5. Requirements for External and Internal (SLU Colleague) Letters

<i>Rank</i>	Evaluative Letters External Reviewer	Evaluative Letters Internal (Colleague) Reviewer
<i>Tenure Track/Tenured</i>	Minimum Number Required	Minimum Number Required
Assistant Professor	2	2
Associate Professor	2	2
Professor	3	N/A
<i>Non-Tenure</i>	Minimum Number Required	Minimum Number Required
Assistant Professor	N/A	2
Associate Professor	2	2
Professor	3	2

Note to chair: Letters should be approximately 2 pages, single-spaced. Include all letters received from evaluators. If a letter writer does not meet the criteria and was included, the exceptions are explained in the chair's letter.

Criteria for External Reviewers include:

- Rank at or above the level for which the faculty member is applying for promotion.
- Tenured if the faculty member is applying for tenure.
- Recognized in the field or area of the candidate.
- Able to provide evaluations that are objective and unbiased.
- Indicates no conflict of interest in ability to objectively evaluate this candidate's scholarship and/or contribution to the field based upon the DCHS Promotion/Tenure Guidelines.
 - Ask external reviewer to state the following to start their letter:
 - Rank and tenure status
 - Do you have a conflict of interest with the candidate
 - Examples of exclusion criteria for conflict of interest include individuals who (within the last five years) have collaborated closely and frequently with the candidate in the production of scholarly works, grants, and publications such as co-authors / co-editors or research collaborators; advisors or dissertation mentors; past mentees, current work colleagues, relatives or close friends of the nominee.
 - Focus the evaluation of research/scholarship & applicant reputation
 - Close the letter with: *I recommend or do not recommend promotion and/or tenure*
 - Include external reviewer's CV

Criteria for Internal (Colleague) Reviewers include:

- Rank at or above the level for which the faculty member is applying for promotion.
- Tenured if the faculty member is applying for tenure.
- Agrees to disclose the nature of their relationship with the candidate.
- Indicates no conflict of interest in ability to objectively evaluate this candidate's scholarship and/or contribution to the field based upon the DCHS Promotion/Tenure Guidelines.
 - Current research mentors, current work colleagues, and/or co-authors or research collaborators within the last five years are allowable.
 - Examples of exclusion criteria include a faculty's own past mentees or personal or family friends.
- Current members of R&T Committee or UCART should not write a letter.

6. Checklist of Items for Promotion and Tenure Packets

Packet Item	Y/N
Table of contents	
Cover Sheet - Page 1 is completely filled out. Form <i>"Promotion and Tenure Cover Sheet & Vote/Support Summary."</i>	
Workload Summary Includes past 5 years.	
Curriculum Vitae (CV) In DCHS format.	
Candidate's Personal Statement No more than 4 pages.	
Midpoint Review/Third Year Review Summary from R&T Committee is included.	
Teaching Data Table (Use DCHS template) Includes past 5 years.	
Department Chair's Letter of Evaluation, Signed form and letter <i>"Recommendation of Department Chair."</i>	
Colleague Recommendations, Internal Letters, Signed form for each letter <i>"Recommendation of SLU Departmental Colleague."</i> <i>"Recommendation of SLU Non-Departmental Colleague."</i>	
External Letters of Evaluation, Signed form for each letter <i>"Recommendation of External Reviewer."</i>	

7. Teaching Data Table for DCHS R&T Dossier

Teaching Data Table for DCHS R&T Dossier

5-year period evaluated	Year	Year	Year	Year	Year
Semester					
Course prefix number title					
Credit hours					
# Enrolled					
% Teaching effort					
# Completing evaluation					
Student course eval summaries (Report median score & Indicates year(s) of significant course revision)					
Overall, I would give the effectiveness of the instructor the following rating (if available)					
The instructor communicated ideas and information clearly.					
..... demonstrated Enthusiasm for the subject matter					
..... provided feedback/critique that helped me with subsequent work in the course.					
..... treated students With respect.					
..... was available for assistance when needed.					

Remove this and the text below prior to submitting this chart

- Report no more than 5 years of teaching evaluations. If the course is taught in more than one semester, please indicate this (eg. F22, S23).
- You can report means or median scores; **median scores are preferred**. Indicate which scores you report (see above)
- Do not include student comments
- Understanding the evaluation tools have changed over time, you may adjust the items in the chart to reflect items that demonstrate your evolution in teaching over time. Do not expand the chart. Please place multiple tables on one page to reduce the volume of the dossier.