

**College of Arts and Sciences  
DEPARTMENT OF ENGLISH  
Rank and Tenure Procedures and Criteria**

**PREAMBLE**

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

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

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

**I. PROCEDURE**

**Application for Promotion and Tenure**

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

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

By January 15, the candidate will present to the department (the chair and tenured faculty, hereinafter designated "the department") a list of at least five names of prospective evaluators who will consider them for their qualifications; by January 30, the department will present the candidate with a comparable list of potential reviewers. The candidate and the department will have the opportunity to note any reservations they might have about the respective lists. By February 15, the chair will merge the two lists, selecting two from the list provided by the candidate and two from the list compiled by the department; the candidate will not know the names of the evaluators, whose assessments of the candidate's work will be conducted with confidentiality.

By May 15 the candidate should provide copies of all published materials (books, articles, creative work, etc) to the chair so that these may be sent to outside readers for evaluation.

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

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

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

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

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

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

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

### **The Tenure Review**

The tenure dossier will be reviewed by the tenured members of the department, who will meet in September to weigh all of the criteria enumerated below under "Eligibility and Criteria" (publications; student/course evaluations, the chair's summary of those evaluations along with colleague responses, teaching reviews, the candidate's dossier, four letters from outside evaluators, and letters from program directors if the candidate has requested these). The tenured members of the department will then conduct by secret ballot a confidential vote on the merits of the application. A simple majority of yes votes is sufficient for a candidate to proceed to the dean of the College of Arts and Sciences for consideration by the college's rank, tenure, and sabbatical committee. Should the candidate decide that the application ought to proceed, the materials required by the college will be delivered to the dean.

For its own part, the department will seek to keep a candidate for tenure involved in and informed of the various stages of his or her review, while maintaining the confidentiality that has been the longstanding practice of the university in tenure deliberations. Thus, a candidate for tenure will have an active role in the selection of student, collegial, and extramural referees, will know the identities of the tenured faculty members selected to participate in the preparation of the chair's summary of the candidate's student evaluations, and will be informed promptly by the chair of the results of the departmental deliberations on his or her application. It is the understanding of the department, however, that all other documents and deliberation pertaining to the tenure review will be kept confidential.

### **Procedures for Applying for Promotion to Professor**

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

### **Mentoring and Evaluation of Untenured Faculty**

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

### **Third-Year Review Process**

This review will follow the procedures used for the regular annual review of untenured faculty described above. Along with the materials mentioned above, the tenured members of the department also have access to the faculty member's student evaluations and his or her past activity reports. In this discussion the chair asks the tenured faculty to review the performance of the individual against the six criteria by which one is to be assessed for tenure and promotion:

a) teaching, b) scholarship, or, where applicable, creative productivity, c) advising, d) service, e) knowledge of the field and f) collegiality. The chair will communicate to the candidate the results of this discussion.

The mentoring committee will communicate their evaluation, not only to the chair, but also to the tenured faculty of the department. At this time, the chair, in consultation with the mentoring committee, will present the candidate's progress to the tenured faculty at a meeting held for that purpose. The results of the discussion will be

communicated to the faculty member, both in a meeting with the chair and in writing. At the end of this process, the candidate will receive a written assessment of his or her performance from the chair, will have an opportunity to discuss and respond to this assessment with the chair, and will be asked to sign the assessment. At this time, the candidate may add, of course, a statement to the review. The written assessment, signed by both the chair and the faculty member, will be forwarded to the dean no later than February 15.

## II. CRITERIA

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

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

#### **Teaching**

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

#### **Scholarship and Creative Productivity**

As evidence of scholarly and creative productivity, a candidate for tenure and promotion will need to have established a pattern of substantial and sustained achievement in his or her fields. In the area of scholarship, one must be able to show that one has established oneself in the profession and that one's research has already achieved currency among peers through such undertakings as regular presentations at conferences deemed consequential in one's fields, editorial responsibility for learned publications and collections, and—more important—one's own publications in organs and forums of recognizable stature in the discipline. The minimum requirement for tenure is five full-length articles, or a monograph, or a substantial scholarly edition. A book-length work should be published by a respected publishing house and articles in peer-reviewed journals or collections.

In areas of creative endeavor, the candidate will need to demonstrate that his or her works have gained currency among peers, as demonstrated by reviews, peer evaluations, and ongoing publication, production, or presentation in reputable and appropriate forums. In assessing scholarly and creative output, the department will also give consideration to the support that the individual's work has received from external funding agencies of recognizable academic and professional stature.

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

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

### **Advising**

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

### **Service**

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

### **Knowledge of the Field**

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

## **Collegiality**

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

## **Eligibility and Criteria for Promotion to Professor**

In compliance with the temporal guidelines indicated in The Faculty Manual of Saint Louis University, one is eligible for promotion to professor who has held the rank of associate professor for, normally, a minimum of five years. The English Department recognizes that a colleague's sustained performance while in the rank of Associate Professor in the areas of Teaching and Advising, and Scholarship and Creative Productivity, together with Service, will all be considered in the case for promotion.

### **Teaching and Advising**

The candidate's teaching and advising should continue to be proficient, vital, and innovative. Normally, it will be expected that this pattern of accomplishment will be reflected in the candidate's sustained contributions to all levels of the Department's undergraduate and graduate programs. Evidence of the candidate's proficiency in teaching and in advising will be drawn from a variety of sources which may include: course syllabi and assignments, student evaluations, observation of classes by peers, contributions to curricular development and refinement, and a record of guiding (either individually or in collaboration with colleagues) graduate students in their preparation for examinations and the submission of their theses and/or dissertations.

### **Scholarship and Creative Productivity**

Normally, the minimum criterion for promotion to professor is the production of a single-authored book, scholarly edition, or translation published by a reputable press or the equivalent. However, a case for promotion may be made on the basis of the production of no fewer than seven peer-reviewed articles, book chapters, or their equivalent. In either case, this work will be above and beyond work considered for promotion to the rank of associate professor. Moreover, he/she should be able to demonstrate a record of notable achievement in his/her field through data such as (e.g.) citations and reviews of work.

### **Service**

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