The English as a Second Language Program at Saint Louis University

Non-Tenure Track Faculty Criteria and Procedures for Promotion in Rank

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Approved by the Associate Provost of Undergraduate Education December 16, 2024
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1 INTRODUCTION

This document interprets the promotion guidelines in *The Faculty Manual* of Saint Louis University and applies them to the non-tenure track faculty members in the English as a Second Language Program. All non-tenure track faculty members seeking promotion in the ESL Program are subject to these criteria and procedures.

The ESL Program is housed under Academic Affairs and functions in University Promotion and Tenure documents at the College / School / Library level. The Associate Provost for Undergraduate Education is the comparable administrator to the Dean in promotion processes, and the Academic Director is the comparable administrator to the Department Chair.

The ESL Program includes the Academic English Program and the Pathway Program. Faculty members are appointed to the larger ESL Program and may teach in both Academic English and Pathway Programs.

2 PROMOTION CRITERIA

Promotion in rank is earned through the diligent and persistent demonstration of competence in the assigned areas of teaching, service, and professional development; it signals recognition of achievement from colleagues in the ESL Program and the Saint Louis University community.

2.1 FULL CRITERIA FOR PROMOTION

A master's degree in Teaching English as a Second Language (TESL) is considered the appropriate terminal degree for promotion to non-tenure track assistant professor, associate professor, or professor in the English as a Second Language Program.[1]

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[1] A master's degree in the fields of TESOL, TEFL, Applied Linguistics, Second Language Acquisition, or a related field with evidence verifying formal acquisition of a TESL knowledge base and skill set also satisfies this qualification.

Promotion in rank presupposes inclusion of the criteria of prior level(s) and requires the applicant to demonstrate the following evidence of professional achievement and accomplishment:

	To Assistant Professor *demonstration of effective professional achievement*	To Associate Professor *demonstration of heighted professional accomplishment*	To Professor *demonstration of outstanding professional accomplishment*
Teaching	**Evidence of effective teaching** Candidates will be evaluated on their ability to meet consistently all instructional responsibilities outlined in the ESL Program's *Faculty Handbook*.	**Evidence of continuing and increasing effectiveness in teaching** Candidates will be evaluated on their ability to demonstrate enthusiasm for learning; stimulate intellectual curiosity; encourage independent thinking; create course artifacts that reflect careful planning, orderly presentation of material, thoroughness of coverage, and currency of knowledge; and practice reflective teaching through review and revision of courses.	**Evidence of outstanding accomplishment in teaching** Candidates will be evaluated on their ability to train and / or mentor colleagues, create innovative and exemplary course artifacts, and enhance teaching effectiveness through consistent reflective practice that creates meaningful course improvement.
Service	**Evidence of effective service** Candidates will be evaluated on the service they have rendered, including active participation in and sharing of responsibilities on various committees within the ESL Program.	**Evidence of continuing and increasing effectiveness in service** Candidates will be evaluated on the service they have rendered, including active participation in and sharing of responsibilities on various committees or in administrative roles within the program as well as participation in university committees and activities.	**Evidence of outstanding accomplishment in service** Candidates will be evaluated on the service they have rendered, including active participation in and sharing of responsibilities on various committees or in administrative roles within the program and university as well as participation in professional organizations.
Professional Development	**Evidence of an established agenda of professional development** Candidates will be evaluated on their ability to participate in program-related professional development activities, and their application of those activities to instructional design, delivery, and assessment. Further evidence may include (not limited to) attendance at professional conferences, lectures, and workshops.	**Evidence of continuing and increasing effectiveness in professional development** Candidates will be evaluated on their ability to articulate current standards for university-level English language teaching, and their consistent application of those standards to instructional design, delivery, and assessment. Further evidence may include (not limited to) presentation at conferences or workshops, or the creation of resources for Program use.	**Evidence of outstanding accomplishment in professional development** Candidates will be evaluated on their ability to contribute to the development and application of best teaching practices through participation in and delivery of the professional development activities of the field. Evidence may include (not limited to) presentation at professional meetings or conferences, organization of conferences or conference sessions, public advancement of curricular innovations, achievement of additional certifications, or engagement in the scholarship of teaching and learning.

2.2   TIME IN RANK

The candidate will normally complete five years in rank before applying for promotion. The dossier may be submitted after the candidate's length of service in rank normally exceeds five years, in accordance with the calendar deadlines in Sec. 3.1.

Early applicants for promotion must demonstrate they have met the criteria set forth in Sec. 2.1. Early application is also permitted for faculty who negotiated prior service credit at the time of hire. Such service credit must be documented in writing by the Academic Director and the Provost. Previous service at institutions comparable to Saint Louis University may be considered equivalent to not more than three years of service and will shorten the usual time in rank prior to submission of an application for promotion.

3   PROMOTION PROCESS

3.1   PROMOTION TIMELINE

Milestones must be completed in full by the deadlines that follow, all of the same calendar year. The initial deadline of April 1 is normally in the candidate's fifth year in rank. The candidate may withdraw the application prior to December 1. Barring the candidate's written request to withdraw, the dossier is submitted for the next level of evaluation.

Deadline	Milestone
April 1	Candidate informs Academic Director in writing of intent to apply for promotion
September 1	Candidate submits their part of the dossier to Academic Director for distribution to ESL Promotion Committee
September 15	Academic Director submits Program's part of the dossier to ESL Promotion Committee
October 1	ESL Promotion Committee provides recommendation to Academic Director
November 1	Academic Director provides recommendation and submits dossier, third-year review report, and promotion criteria to Associate Provost
November 15	Associate Provost provides candidate a written summary of their own and all prior recommendations
November 30	Candidate may submit written request to withdraw application from further consideration
December 1	Associate Provost provides recommendation and submits completed dossier to UCART

3.2 ROLE OF THE CANDIDATE

The candidate is responsible for the application for promotion and for providing evidence of having satisfied the criteria for promotion. It is solely the candidate's decision to apply, although the candidate may choose to discuss the decision with the Academic Director before formally applying. It is the candidate's responsibility to inform the Academic Director in writing of intent to apply for promotion and to provide the dossier in full to the ESL Promotion committee by the dates specified above. The candidate should be familiar with the ESL Program's criteria and procedures for promotion contained herein as well as those in *The Faculty Manual* of Saint Louis University. The candidate may consult with a UCART representative about UCART processes, as identified in the UCART Standard Operating Procedures.

3.3 ROLE OF THE ESL PROMOTION COMMITTEE

The ESL Promotion Committee is responsible for evaluating the candidate's dossier and providing a recommendation for or against promotion of the candidate. The committee will normally consist of three non-tenure track faculty members in the ESL Program who are at least one rank above the rank of the candidate.[2] The ESL Program's non-tenure track faculty will elect the committee members; current candidates for promotion shall recuse themselves from this vote. The committee will select from its ranks a chair. Participation in the ESL Promotion Committee is a serious obligation from which a faculty member is not lightly excused.

The Academic Director will normally convene the initial meeting of the ESL Promotion Committee. A representative of the University Committee on Academic Rank and Tenure may serve in a consultative role to the committee at any stage in its deliberations, but is limited to the activities identified in the UCART Standard Operating Procedures.

The ESL Promotion Committee members and chair meet, discuss, and vote individually by secret ballot for or against the promotion of the candidate. The committee registers its vote at the College / School / Library level on the candidate's dossier cover sheet. The committee summarizes its recommendation in writing and submits the letter and cover sheet to the Academic Director.

3.4 ROLE OF THE ACADEMIC DIRECTOR

The Academic Director is normally responsible for administering the promotion process. The Academic Director convenes the initial meeting of the ESL Promotion Committee, assembles the Program's part of the dossier including soliciting and assembling recommendations, and provides the Program's part of the dossier to the ESL Promotion Committee for evaluation.

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[2] If the ESL Program's non-tenure track faculty do not meet the eligibility requirements to serve on the ESL Promotion Committee, the Associate Provost will invite one or more full-time faculty members at least one rank above the rank of the candidate from an academic unit in the University appropriate to the candidate's areas of responsibility and practice to serve on the Committee. The ESL Program's non-tenure track faculty will vote to approve committee members selected in this manner; current candidates for promotion shall recuse themselves from this vote.

The Academic Director adds their own detailed recommendation to the dossier following the ESL Promotion Committee's evaluation. To the extent possible, the letter from the Academic Director addresses both positives and negatives in the candidate's dossier and accounts for substantive differences in the content of the Academic Director's letter and that of the ESL Promotion Committee. The Academic Director explains the reasons behind any dissenting votes or recusals in the ESL Promotion Committee. The Academic Director describes the candidate's workload percentages and responsibilities during the period under review and how the workload percentages fit with the promotion criteria. The Academic Director comments on the candidate's scholarly qualification if the degree is in a related field.

3.4.1   Alternate Forms of Administration
The Program may delegate all or part of the Academic Director's administrative duties to one faculty member or a committee of faculty at least one rank above the candidate.[3]

3.4.2   When the Academic Director is the Candidate
When the Academic Director is the candidate, the administration of the process is handled as in section 3.4.1 and the Academic Director's administrative duties are delegated in full.

3.5   ROLE OF THE ASSOCIATE PROVOST
The Associate Provost is responsible for reviewing the candidate's dossier in full and submitting the final dossier to UCART. The Associate Provost provides the candidate with information about promotion proceedings in a written summary reflecting their own recommendation and recommendations made at prior levels before moving the dossier to its final stage with UCART. The Associate Provost assembles (or delegates assembly of) the dossier for submission to UCART and submits the dossier to UCART by December 1.

4   DOSSIER CONTENTS

Dossiers should be concise and adhere to the following format in the order given. Information included should be from the period under review only; there should not be duplicated content in the candidate's dossier for promotion from assistant to associate and in the dossier for associate to full, for example.

4.1   CANDIDATE'S PART OF THE DOSSIER
The ESL Promotion Committee reviews the candidate's part of the dossier. This dossier includes appendices that are not submitted to UCART (see Promotion and Tenure Resources).

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[3] If the ESL Program's non-tenure track faculty do not meet the eligibility requirements to administer the promotion process in part or full, the Associate Provost will invite a full-time faculty member at least one rank above the rank of the candidate from an academic unit in the University appropriate to the candidate's areas of responsibility and practice to serve as delegate. The ESL Program's non-tenure track faculty will vote to approve a delegate selected in this manner; current candidates shall recuse themselves from this vote.

I. Candidate's curriculum vitae – *for promotion, the CV includes the following items:*
   a. General information
      i. Name, present rank, and program affiliation
      ii. Degrees earned, including institutions and dates
      iii. Academic experience, including institution(s), rank, and dates
      iv. Recognitions such as awards, fellowships, and scholarships
   b. Teaching
      i. List of courses taught during period under review (courses new to the candidate indicated)
      ii. Summary of colleague teaching evaluation(s) and student feedback
      iii. Summary of course development, including new preps and course revisions
      iv. Other teaching activities (if applicable)
   c. Service
      i. ESL Program
         1. Administrative role(s) held, including dates of appointment (if applicable)
         2. Committee role(s) held, including dates of appointment
      ii. Saint Louis University
         1. Role(s) held, including dates of appointment
      iii. TESL Profession (if applicable)
         1. Role(s) held, including dates of appointment
      iv. Other service (if applicable)
   d. Professional development
      i. Participant activities, including location and dates
      ii. Presenter activities, including location and dates
      iii. Other professional development (if applicable)

II. Candidate's statement assessing their role in the mission of the University and the Program (not to exceed three pages)

III. Appendices – *not for UCART submission*
   a. Teaching
      i. Philosophy of teaching
      ii. Statement of teaching effectiveness
         1. Description and self-evaluation of instructional design, delivery, and assessment
         2. Summary of colleague evaluation(s) of instructional design, delivery, and assessment
      iii. Evidence of teaching effectiveness
         1. Colleague teaching evaluation(s) and student feedback forms

  iv. Sample teaching and course artifacts (e.g., syllabi, assessments, lessons, rubrics, student artifacts, feedback to students)
 b. Service
  i. Administrative job description (if applicable)
  ii. Description of activities and impact on program, university, profession
  iii. Evidence of service effectiveness
  iv. Sample committee artifacts
 c. Professional Development
  i. Description of activities and impact on teaching &/or professional practice
  ii. Evidence of professional development effectiveness
  iii. Sample professional development artifacts
 d. Other (if applicable)

4.2 PROGRAM'S PART OF THE DOSSIER

The Academic Director is responsible for assembling the program dossier in the following standard order (listed from the top down):

I. Application Cover Sheet and Vote Summary
 a. If applicable, documentation regarding negotiated years of credit towards promotion
 b. If applicable, written acknowledgement of an early application, whether because of negotiated prior service credit or belief that applicable standards have been met

II. Third-Year Review Report

III. Recommendations
 a. Recommendations of ESL colleagues (NTT Departmental SLU Colleague Form)
  i. Colleagues are preferably senior to the candidate. The candidate selects one colleague, and the ESL Promotion Committee selects one colleague.
 b. Recommendation of non-ESL SLU faculty colleague (NTT Non-Departmental SLU Colleague Form)
  i. The faculty colleague is preferably senior to the candidate and is selected by the candidate.
  ii. This recommendation is **required** for promotion to full professor, but **optional** for all ranks below.
 c. Recommendations of at least two students[4]
  i. Students should not currently be under the candidate's instruction. The candidate provides a list of students from which the candidate chooses one and the ESL Promotion Committee chooses at least one.

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[4] Student recommendations are not included in the dossier submitted to the UCART.

      ii. Recommendations from the students may, if deemed appropriate by the ESL Promotion Committee,[5] be submitted as transcripts of an interview with the Academic Director or their appointed delegate.

    d. Explanation of the selection process for recommenders

      i. The Academic Director provides this separate statement, indicating which respondents were selected by the candidate, recommended by the candidate, or selected independently by the ESL Promotion Committee. The statement should also indicate the conditions under which students provided recommendations.

    IV. Program criteria for promotion

5 LONG-TERM CONTRACT ELIGIBILITY

Non-tenure track faculty members become eligible for long-term contracts following promotion in rank, per the University's Policy on Long-Term Non-Tenure Track Contracts. The relationship between promotion in rank and contract eligibility status are detailed below.

Years of Service at SLU	Rank	Eligible for 1-year NTT contract	Eligible for up to 3-year NTT contract	Eligible for up to 5-year NTT contract
Any	Instructor	☑		
1 year	Assistant	☑		
2 years	Assistant	☑		
3 years	Assistant	☑		
4 years	Assistant	☑		
5 years	Assistant	☑		
6 years	Assistant	☑		
7 years	Associate	☑	☑	
8 years	Associate	☑	☑	
9 years	Associate	☑	☑	
10 years	Associate	☑	☑	
11 years	Associate	☑	☑	
12 years	Associate	☑	☑	
13+ years	Full	☑	☑	☑

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[5] This may be the case for a student who is at a language proficiency level that might impede understanding of the task or clear communication of their recommendation to the dossier's evaluators.

6 THIRD YEAR REVIEW PROCEDURES

After a faculty member completes their third annual faculty activity report following initial hire, the Academic Leadership Team conducts a review of the faculty member's overall job performance and progress towards future promotion to associate professor.

6.1 CANDIDATE'S ARTIFACTS

The faculty member under review submits the following artifacts for evaluation by February 15, after completing the third annual faculty activity report on the prior calendar year:

I.   Curriculum vitae
II.   All prior annual faculty activity reports
III.   Most recent annual evaluation from the Academic Director
IV.   Student course evaluations for all classes taught during the review period
V.   Teaching observations conducted during the review period

6.2 ROLE OF THE ACADEMIC LEADERSHIP TEAM

The Academic Leadership Team convenes to review the artifacts and evaluate the faculty member's demonstrated progress towards meeting the criteria in 2.1 above. By March 15, the Academic Leadership Team meets with the faculty member to discuss the review results. By April 15, the Academic Director provides the faculty member and the Associate Provost with a copy of the third-year review report, which will be included in the promotion dossier as noted in 4.2 above. The report summarizes the faculty member's progress, sets goals for the time between the third-year review and eligibility for promotion, and documents any other pertinent information from the review meeting.

6.3 THIRD-YEAR REVIEW RUBRIC

The Academic Leadership Team uses the rubric below to guide assessment of the candidate. The completed rubric may be shared with the candidate &/or summarized in the written report.

	Expand current practice	Continue current practice	Evidence Provided
Ability to stimulate intellectual curiosity			
Ability to encourage independent thinking			
Ability to create course artifacts that reflect careful planning, orderly presentation of material, thoroughness of coverage, and currency of knowledge			
Ability to practice reflective teaching through review and revision of courses			

Active participation in and sharing of responsibilities on various committees or in administrative roles within the program			
Participation in University committees and activities			
Ability to articulate current standards for university-level English language teaching			
Consistent application of those standards to instructional design, delivery, and assessment			
Further evidence of professional development, e.g., presentation of workshops or lectures, creation of resources for program use			

1. What progress has the candidate made towards meeting the criteria for promotion to associate professor?

2. What additional work does the candidate need to undertake to meet and build further evidence of attainment of the criteria for promotion to associate professor?

3. Is the candidate on track regarding letters of recommendation?