College of Arts and Sciences
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
Rank and Tenure Procedures and Criteria
Approved by the Department February 5, 2020
Approved by the CAS Rank and Tenure Committee February 1, 2022
Approved by the CAS Dean February 2, 2022
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I.   PROCEDURES

Evaluation of Application for Promotion and Tenure

It is the responsibility of the candidate for promotion and tenure to prepare a dossier for evaluation as described in *The Faculty Manual of Saint Louis University* and the College of Arts and Sciences (CAS) Rank and Tenure Procedures and Criteria document, available on the Saint Louis University (SLU) website (https://www.slu.edu/arts-and-sciences/-pdf/cas-rank-and-tenure.pdf). It is the responsibility of the faculty and Chair of the Department of Sociology and Anthropology to administer the promotion process and carefully evaluate every candidate's dossier.

Role of the Candidate

Typically, by January 15 on or before the fifth year of service, candidates should inform the Department Chair of their intention to apply for tenure and/or promotion in the Fall of that same calendar year. This gives the Chair an opportunity to confer with the candidate, as well as time to solicit letters from external reviewers and students.

By February 15, the candidate should provide the Chair a list of 5–10 potential external reviewers; if necessary, the candidate can also submit a list of reviewers who may be biased and who should not be solicited. By April 1, the candidate should provide a curriculum vitae (CV) and other materials (e.g., examples of work) to be sent to external reviewers. These materials may be accompanied by a statement that explains how the candidate's various projects fit into their overall agenda. For research intensive faculty, the materials should likely include all or a sample of publications from their time in rank. For those with teaching-focused workload assignments, such as non-tenure-track (NTT) faculty, that statement may need to explain one's philosophy of teaching and how one's instructional strategies and efforts relate to that.

By April 1, the candidate should also provide the Chair with a list of 5–10 current or recent students that could serve as student evaluators; if necessary, the candidate may also submit a list of students who could be biased and who should not be solicited.

The candidate must prepare their dossier in a format consistent with College and University guidelines, in consultation with their mentor(s) and the Department Chair. The candidate's part of the dossier must be submitted to the Chair by July 1. The candidate should be familiar with SLU's *Faculty Manual* and the CAS Rank and Tenure Procedures and Criteria document, particularly those sections pertaining to types of faculty, and norms for appointment, retention,

and advancement, as these provisions will ultimately govern how the candidate's application for tenure/promotion will be evaluated and judged. The candidate should also familiarize themselves with the Department's guidelines.

A final consideration is that, in order for a publication to count for promotion purposes, the candidate must provide a copy of the publication or documentation indicating final acceptance by the publisher.

Role of the Department

The Department Chair is responsible for administering the promotion process at the departmental level as specified in the Arts and Sciences Policy Manual (sections 4.2 and 4.3), including the responsibility for assembling the Department's part of the dossier.

It is the duty of the candidate to alert the Chair by January 15 of their intention to apply for promotion; however, a proactive Chair can remind potential candidates of this deadline.

By February 15, the Chair receives the candidate's list of potential external reviewers; then, in consultation with the candidate's mentors, the Chair creates their own list of potential reviewers. By April 1, the Chair receives the candidates CV and materials for external review. The Chair then solicits letters (due by August 1) from at least three evaluators, with at least two coming from the candidate's list. All external reviewers should possess a terminal degree. The CAS Rank and Tenure Procedures and Criteria document (p. 8) outlines several other procedures, such as external reviewers must (a) be sent the department criteria for promotion and tenure; (b) submit letters on letterhead; (c) ordinarily hold a higher rank than that of the applicant (or the Chair's letter can offer an explanation); (d) be asked to comment in their letters on any connections with the candidate; and (e) be free of conflict-of-interest affiliations. Conflicts of interest include (but are not limited to) the reviewer being a mentor, mentee, or collaborator with the applicant within the past five years, as well as being a close friend. A further complexity that the Chair needs to address with external reviewers involves workload variations between faculty members. The Chair should inform reviewers about the candidate's role within the Department and indicate whether the focus of the evaluation should be primarily on research, primarily on teaching, or on some other categories or mixture of categories. Moreover, the Chair should remind external reviewers to evaluate only the candidate's work for which they have direct knowledge; along with scholarship, this may include observations of the candidate's presentations or non-University committee service. The Chair should inform reviewers that the applicant will not see their letters; and the Chair should ensure this confidentiality is maintained. The Chair should indicate in their letter to the CAS Rank and Tenure Committee how external reviewers were nominated and selected, clearly stating which reviewers came from the candidate's list and which came from the Chair's list.

By April 1, the Chair should receive the candidate's list of 5–10 current or recent students that could serve as student evaluators; then, in consultation with the candidate's mentors, the Chair creates their own list of potential student evaluators. The Chair then solicits a minimum of four evaluations, with at least half (but not all) coming from the candidate's list (due by August 1). The Chair indicates in their letter to the CAS Rank and Tenure Committee how student

evaluators were nominated and selected, making it clear which students came from the candidate's list and which did not.

By August 15, the Department Chair shall convene a Rank and Tenure Committee (hereinafter referred to as "the Committee"). The Committee shall include all tenured faculty in the Department holding the rank of Associate and above in the case of faculty seeking tenure and/or promotion to the associate level, and the Committee shall include all the Department's tenured Professors when the candidate seeks promotion to Professor with tenure. NTT faculty do not vote on the tenure and promotion of tenure-track (TT) faculty. However, when the candidate is NTT, the committee shall include all TT and NTT faculty in the Department holding the rank (or higher) for which the candidate is applying. In the situation where there are insufficient numbers for a committee (fewer than three), the Department Chair, in consultation with the candidate and the Dean, will seek additional appropriate faculty capable of evaluating the candidate.

The Chair of the Department will provide the candidate's dossier along with necessary documents — including letters from external reviewers and students — to the Committee by August 31. The Committee will hold its first meeting no later than the second week of September. The Committee will elect their own chair at its first meeting. The Committee Chair will schedule subsequent meetings as needed.

The Chair of the Committee, who is selected by the Committee members, will conduct the Promotion and Tenure meeting after it is called to order by the Department Chair. The Department Chair can remain to answer questions or they may be excused by a majority vote of the Committee. The Department Chair does not vote with the Committee, nor do they actively participate in the discussion of the candidate. After everyone has had the opportunity to speak, the members of the Committee will vote by secret ballot. The Committee Chair and a second person selected by the Committee will immediately count the votes of the Committee and will report the results of the vote. Members of the Committee must be present for the discussion and vote. Absentee ballots are not allowed, nor should any written notes from absent members be shared at the meeting. Members of the Committee who are unable to participate and benefit from the Promotion and Tenure meeting may not cast a vote on the candidate's application for tenure and/or promotion. Synchronous participation via Zoom or similar application may be acceptable as a last resort, if in-person attendance is not feasible.

The Chair of the Committee shall write a draft reporting the committee's vote (including totals) and summarizing the committee's rationale for its decision and explaining any minority votes. This draft should list attendees (but votes remain confidential). This draft shall be circulated to members of the Committee for approval to be completed within five business days. Once approved by the Committee, the Committee Chair will deliver the letter to the Department Chair. The Department Chair will include the Committee's letter in the candidate's dossier.

In accordance with the Faculty Manual (Sec. III.E.4), only the CAS Dean can discuss the recommendation of the Committee with the candidate.

When the dossier goes forward, the Chair will add their recommendation letter, which will include detailed reasons for their recommendation as well as information about the selection

processes for external reviewers, student evaluators, and colleague letter writers. The complete dossier must be submitted to the Office of the Dean by October 1.

II.   MENTORING AND REVIEWS OF PROGRESS

Mentoring of New Faculty

It is the goal of the Department, the College, and the entire SLU community that all faculty members have the opportunity to succeed. To foster this success, the Department Chair will assign at least one faculty mentor to each new faculty member of the Department of Sociology and Anthropology. All faculty mentors shall be tenured and, when possible, at least one mentor shall be from the same discipline as the mentee. The mentor's responsibilities include helping the new faculty member build strength and collegiality in teaching, scholarship, student mentoring, and/or service. The faculty mentors will schedule regular discussions with the new faculty member and will be available to answer questions.

The new faculty member will be made aware of their progress toward tenure and/or promotion at the departmental level in the form of annual evaluations provided by the Chair, possibly in consultation with the mentor(s). Although satisfactory performance on annual evaluations is very important, it does not guarantee tenure and promotion. A more complete and thorough evaluation of progress toward tenure and/or promotion is provided through the "midpoint review process" for TT faculty and the "third-year review process" for NTT faculty.

Midpoint and Third-Year Review Processes

During a faculty member's third year, the department will conduct a thorough review of the faculty member's progress toward promotion and/or tenure. The Midpoint Review Committee (for TT faculty) or the Third-Year Review Committee (for NTT faculty) will be responsible for reviewing the faculty member's progress as it appears in the candidate's dossier. The dossier is typically prepared and processed in accordance with the above referenced procedures described in the sections on Role of the Candidate and Role of the Department (e.g., regarding the formation of the committee), except that the due date can be later in the year and the dossier will not include letters from external reviewers and students. The Review Committee will meet and discuss the candidate's progress. The Chair of the Committee, who is selected by the Committee members, will write a letter summarizing the Committee's discussion and assessment of the candidate's progress. The letter will be circulated to and approved by the Committee prior to being finalized. The final letter will be provided to the Chair of the Department and the candidate. The midpoint and third-year review processes are formative evaluations, intended to assist the candidate in their progress toward promotion and/or tenure. However, the Committee's letter should be included in the candidate's subsequent dossier when applying for promotion; it will be among the materials forwarded to the CAS Rank and Tenure Committee, the University Committee on Academic Rank and Tenure, and the Provost. It is also important to note that a positive midpoint or third-year review does not guarantee promotion and/or tenure.

Midpoint Review for TT and NTT Associate Professors

After at least two years in rank, an Associate Professor (TT and NTT) may request a review of progress towards promotion to full professor. Generally, the same procedures should be followed as in midpoint and third-year reviews of Assistant Professors, except that the review committee will consist only of Professors. This review is optional and will be conducted at the request of the candidate. Chairs should address Associate Professors' progress toward promotion as a normal part of annual performance review.

III.   CRITERIA FOR PROMOTION AND/OR TENURE OF TT AND NTT FACULTY

Faculty may perform varied work assignments depending on the needs of the Department. For example, some may focus on teaching and carry a large course load. Others may administer a lab or an undergraduate program or conduct and publish original research. Thus, criteria for evaluating applicants must be somewhat flexible and sensitive to the particular role(s) the candidate has held.

Criteria for Promotion to Associate Professor with Tenure

A TT Assistant Professor can apply for tenure and promotion once they meet the criteria, but this must occur no later than the beginning of their sixth year in rank. As described in the section on "Role of the Candidate," applicants should inform the Department Chair of their intention by January 15 of the year they apply for promotion.

Teaching

The Department of Sociology and Anthropology views the education and training of students at the undergraduate and graduate levels as central to its mission. Therefore, a significant emphasis is placed on teaching. The Department evaluates an individual's teaching through various methods, including, but not limited to, classroom observations by senior colleagues; student course evaluations and unsolicited letters; and review of examinations, course syllabi, and related materials.

One element in the assessment of teaching is the overall evaluation by students. The University requires that course evaluations be administered at the end of every course, and a summary of these will be included in the dossier. The Chair will also solicit at least four evaluations from students selected from a list compiled in consultation with the candidate, as described earlier in the sections on Role of the Candidate and Role of the Department.

Student evaluations should not be the sole nor even the main evidence of effective teaching. Good teaching may be recognized in a variety of other ways that may be documented in the dossier. For instance, students both individually and through organizations, may seek out teachers more often and may nominate them for awards. Quality teachers continually update and revise their classes, try innovative pedagogical approaches, create new classes and/or independent studies where needed and appropriate, and work to improve and strengthen the whole curriculum. Dedicated teachers are often involved in student organizations and carry heavier than average mentoring and advising loads.

To help document the quality of their teaching, candidates must schedule at least two classroom observations by senior TT or NTT faculty and make these reports available to the Committee.

A further goal for the Department of Sociology and Anthropology is the involvement of undergraduate and graduate students in original research projects. Therefore, faculty members are encouraged to involve students in their research efforts. Student involvement in faculty research may be measured by the number of undergraduate and/or graduate students supervised, the number of presentations made with or by students, and the number of publications with students as co-authors.

Mentoring and Advising

The candidate for tenure and promotion must provide quality mentoring and advising to students. They must demonstrate a reasonable knowledge of the policies and procedures of the Department by helping their undergraduate and/or graduate students sign up for appropriate courses, complete requirements, and declare majors and minors. Other evidence of effective mentoring may include the number of advisees (formal and informal) served per year, the number of undergraduate and graduate students advised for research purposes (including thesis and dissertation committees), writing letters of recommendation, and assisting students in obtaining access to placements which offer them opportunities for intellectual, academic, or professional success.

Scholarship and Research

Evidence of sustained research must be presented. Quantity is a consideration but quality is even more important. The primary measure of quality research activity is publication in peer reviewed publications. Consideration will also be given to other types of publications, invited lectures, conference presentations, external and internal funding, development of valuable datasets or data analysis software or techniques, contributions to public sociology and anthropology (e.g., significant publications in mainstream press and in online venues), and serving as an investigator and/or consultant on grants. Normally, the number of publications should be five peer reviewed articles. The number may vary depending on the discipline and research area, type of publications, collaborators, impact and quality of the publication, workload assignment for scholarship, as well as other considerations.

Though there is variation in books and articles, the department will normally consider a published book the equivalent of three to six articles. The number of publications a book will count for depends on such factors as length, quality, prestige of the press, and awards. A single high-quality book might thus be sufficient in meeting the number of publications required for promotion and tenure. Candidates should seek the guidance of their Chair and mentors, and then explain in their dossiers the number of articles they believe their book is equivalent to. The Department Committee should carefully consider the candidate's calculation but is not bound by it. For co-authored publications, candidates should specify in their dossier the specific contributions they made to the work and whether name placement was meaningful.

It is the responsibility of the candidate to provide evidence of the quality and impact of their work. Evidence of favorable judgment by colleagues includes publications in journals where peer review is required for acceptance; favorable reviews of the candidate's books; appointments or awards that require evaluation of professional competence; and receipt of fellowships or grants (including size, number, and source). Frequent citation by other scholars may also provide evidence of good research. Similarly, invitations to serve as editor, peer reviewer, as a member of site visit teams, or in other evaluative functions of the scholarly work of their peers are all examples of evidence of scholarly activity and reputation.

A recommendation for promotion and/or tenure must include supporting evidence that the individual's research has made a significant contribution to knowledge that is recognized by professional colleagues within the appropriate academic discipline. One common method of documenting such a contribution is through external evaluations by recognized scholars within their academic discipline. The most relevant letters of evaluation usually are written by experts recognized nationally and internationally for their own achievements. A minimum of three letters are required from external reviewers, as described earlier in the sections on Role of the Candidate and Role of the Department.

Service: University, Professional, and Community

Opportunities for service contributions abound and may take many forms. The chair will consult with the candidate to ensure that their service contribution is reasonable and productive. Professional service is generally carried out through professional and scientific groups. Common activities include organizing or moderating symposia and sessions at professional meetings and serving on professional committees. Participation in peer review of publications and grant proposals is another important form of professional service. Community service relevant to the candidate's field, skills, or the University's mission is also appropriate and important. When possible, there should be some evidence that one's efforts and judgment are held in high regard. Such evidence might include prestigious awards for service, or it might include brief letters from students, from members or chairs of committees, or from participants on a community board or project, expressing appreciation for one's service contributions.

Intensive leadership roles are not expected from an assistant professor. However, such work is valuable and meritorious. Candidates who lead committees or help administrate the department by serving as Undergraduate Coordinator, Graduate Coordinator, Associate Chair, Department Chair, or similar roles should be recognized and credited for their significant contributions.

Criteria for Promotion to Professor with Tenure

For promotion to Professor, it is expected that candidates will substantially strengthen their credentials beyond those required for promotion to Associate Professor. The three major criteria for advancement to Professor are scholarship, teaching, and service (which includes administration). However, strengths in one area might compensate for weaknesses in another area, especially if a candidate's workload assignment emphasizes that area.

Teaching

Promotion to Professor normally requires broad evidence of expertise and commitment to teaching. These may be demonstrated by course evaluations, class observations by senior TT and NTT faculty members, development of pedagogical materials, offering independent studies, and teaching new or additional courses, including courses at the graduate level when possible. The candidate for promotion is encouraged to participate in the supervision of student research projects and involve students in the faculty member's research when possible. Candidates are expected to keep abreast of developments in their fields and incorporate them into their teaching. Developing new courses, significantly revising existing courses, and strengthening curriculum are also important and strongly encouraged. The Chair will also solicit at least four evaluations from students selected from a list compiled by the chair in consultation with the candidate, as described earlier in the sections on Role of the Candidate and Role of the Department.

Mentoring and Advising

The applicant for promotion to Professor must provide quality mentoring/advising to their students and assigned mentees. They must demonstrate a reasonable knowledge of the policies and procedures of the Department by helping their undergraduate and/or graduate students enroll in appropriate courses, complete requirements, and declare majors and minors. Other evidence of effective mentoring may include the number of advisees (formal and informal) served per year, the number of undergraduate and graduate students advised for research purposes (including thesis and dissertation committees), writing letters of recommendation, and assisting students in obtaining access to placements which offer them opportunities for intellectual, academic, or professional success.

Scholarship and Research

A senior faculty member is encouraged (depending on workload expectations) to maintain a continuous and expanding research agenda. Research activity may be shown through peer-reviewed publications that demonstrate a national or international reputation. Submitting internal and external funding applications is also encouraged. Although Associate Professors' research productivity will vary by discipline, research area, and type of output, as well as by workload assignments, ordinarily candidates should at minimum publish the equivalent of six peer reviewed articles. Consideration will also be given to other types of publications, invited lectures, conference presentations, development of valuable datasets or data analysis software or techniques, contributions to public sociology and anthropology (e.g., significant publications in mainstream press and in online venues), and serving as an investigator and/or consultant on grants.

Though there is variation in books and articles, the department will normally consider a published book the equivalent of three to six articles. The number of publications a book will count for depends on such factors as length, quality, prestige of the press, and awards. A single high-quality book might thus be sufficient in meeting the number of publications required for promotion. Candidates should seek the guidance of their Chair and mentors, and then explain in their dossiers the number of articles they believe their book is equivalent to. The Department Committee should carefully consider the candidate's calculation but is not bound by it. For co-

authored publications, candidates should specify in their dossier the specific contributions they made to the work and whether name placement was meaningful.

In evaluating a faculty member's scholarship, quantity is a consideration but quality is even more important. The candidate is expected to provide evidence for the quality of their research and scholarship. Evidence may include demonstrations of the selectivity of the publication outlet or conference/invited talk, circulation or pertinent evaluation of the publication, significance of the audience, impact factor of the publication, and citations of the work. The primary measure of quality research activity is publication in peer reviewed publications.

One common method of demonstrating scholarly impact is through external evaluations by recognized experts within an academic discipline. The most relevant letters of evaluation usually are written by scholars recognized nationally and internationally for their own achievements. A minimum of three letters are required from external reviewers, as described earlier in the sections on Role of the Candidate and Role of the Department.

Service: University, Professional, and Community

Promotion to Professor requires evidence of significant contributions in University, professional, or community service. Contributions in service to the University may be measured by the extent of participation in Departmental, College, or University committees and in serving as chair on Department, College, or University committees. Special projects or administrative roles are other examples. Candidates who serve as Undergraduate Coordinator, Graduate Coordinator, Associate Chair, Department Chair, or other similar roles should be recognized and credited for their significant contributions. Professional service is generally carried out through professional and scientific groups. Common activities include organizing or moderating symposia and sessions at professional meetings and serving on professional committees. Participation in peer review of publications and grant proposals is another important form of professional service. Community service relevant to the candidate's field, skills, or the University's mission is also appropriate and important. When possible, there should be some evidence that one's efforts and judgment are held in high regard. Such evidence might include prestigious awards for service, or it might include brief letters from students, from members or chairs of committees, or from participants on a community board or project, expressing appreciation for one's service contributions.

Criteria for Promotion to NTT Associate Professor

NTT application procedures are outlined above (see "I. Procedures") with modifications made as appropriate. For example, NTT applicants who are not expected to conduct research do not need external evaluators to evaluate their publication record; however, such evaluators could comment on the applicant's teaching, by examining syllabi, assignments, exams, student evaluations, participation in teaching trainings, peer evaluations, and other evidence.

Teaching

Virtually all NTT faculty will engage in teaching, with different course loads (though a typical expectation is 21 workload units per year). Thus, the applicant should provide evidence of effective instruction.

The Department evaluates an individual's teaching through various methods, including, but not limited to, classroom observations by senior TT and NTT colleagues; student course evaluations and unsolicited letters; and review of examinations, course syllabi, and related materials.

One element in the assessment of teaching is the overall evaluation by students. The University requires that student evaluations be administered at the end of every course, and a summary of these will be included in the dossier. The Chair will also solicit at least four evaluations from students selected from lists compiled in consultation with the candidate and their mentors, as described earlier in the sections on Role of the Candidate and Role of the Department.

Student evaluations should not be the sole nor even the main evidence of effective teaching. Good teaching may be recognized in a variety of other ways that may be documented in the dossier. For instance, students both individually and through organizations, may seek out teachers more often and may nominate them for awards. Quality teachers continually update and revise their classes, try innovative pedagogical approaches, create new classes and/or independent studies where needed and appropriate, and work to improve and strengthen the whole curriculum. Dedicated teachers are often involved in student organizations and carry heavier than average mentoring and advising loads.

To help document the quality of their teaching, candidates must schedule at least two classroom observations by senior TT or NTT faculty and make these reports available to the Committee.

Candidates may bolster their applications for promotion by providing evidence of involvement of students in original research projects, in "hands-on" data collection and analysis, in internships, or in independent studies.

Mentoring and Advising

Most NTT faculty will be expected to provide high quality mentoring and advising to students. They must demonstrate a reasonable knowledge of the policies and procedures of the Department by helping their undergraduate and/or graduate students enroll in appropriate courses, complete requirements, and declare majors and minors. Other evidence of effective mentoring may include the number of advisees (formal and informal) served per year, the number of undergraduate and graduate students advised for research purposes (including thesis and dissertation committees), writing letters of recommendation, and assisting students in obtaining access to placements that offer them opportunities for intellectual, academic, or professional success.

Scholarship and Research

NTT faculty may or may not be expected to engage in research and scholarship. If that is part of their role, then evidence of sustained research must be presented, congruent with their workload assignment.

Quantity is a consideration, but quality is even more important. The primary measure of quality research activity is publication in peer reviewed publications. Consideration will also be given to other types of publications, invited lectures, conference presentations, external and internal funding, development of valuable datasets or data analysis software or techniques, contributions to public sociology and anthropology (e.g., significant publications in mainstream press and in online venues), and serving as an investigator and/or consultant on grants. The number of publications will vary depending on workload expectations, as well as on the discipline and research area, type of publications, collaborators, impact and quality of the publication, and other considerations.

It is the responsibility of the candidate to provide evidence of the quality and impact of their work. Evidence of favorable judgment by colleagues includes publications in journals where peer review is required for acceptance; favorable reviews of the candidate's books; appointments or awards that require evaluation of professional competence; and receipt of fellowships or grants (including size, number, and source). Frequent citation by other scholars may also provide evidence of good research. Similarly, invitations to serve as editor, peer reviewer, as a member of site visit teams, or in other evaluative functions of the scholarly work of their peers are all examples of evidence of scholarly activity and reputation.

When research is an expectation of the NTT faculty member's role, the best practice would be to obtain supporting evidence that the individual's research has made a meaningful contribution to knowledge that is recognized by professional colleagues within the appropriate academic discipline. One common method of documenting such a contribution is through external evaluations by recognized scholars within their academic discipline. The most relevant letters of evaluation usually are written by experts recognized nationally and internationally for their own achievements. A minimum of three letters are required from external reviewers, as described earlier in the sections on Role of the Candidate and Role of the Department.

Service: University, Professional, and Community

Most NTT faculty will be expected to engage in service as part of their role depending upon their workload expectations. Opportunities for service contributions abound and may take many forms. The chair will consult with the candidate to ensure that their service contribution is reasonable and productive. Candidates who lead committees or help administrate the department by serving as Undergraduate Coordinator, Graduate Coordinator, Associate Chair, Department Chair, or similar roles should be recognized and credited for their significant contributions. Professional service is generally carried out through professional and scientific groups. Common activities include organizing or moderating symposia and sessions at professional meetings and serving on professional committees. Participation in peer review of publications and grant proposals is another important form of professional service. Community service relevant to the candidate's field, skills, or the University's mission is also appropriate and important. When possible, there should be some evidence that one's efforts and judgment are held in high regard.

Such evidence might include prestigious awards for service, or it might include brief letters from students, from members or chairs of committees, or from participants on a community board or project, expressing appreciation for one's service contributions.

Criteria for Promotion to NTT Professor

The criteria for evaluating NTT applicants must again be flexible and sensitive to the particular role(s) the candidate has held. For promotion to NTT Professor, it is expected that the candidates will substantially strengthen their credentials beyond those required for promotion to NTT Associate Professor. In other words, the criteria for promotion to NTT Associate Professor should again be met and exceeded for the candidate applying for NTT Professor. The same procedures also apply, such as the careful documentation of effectiveness in one's roles and the inclusion of evaluations by external reviewers.

Teaching

In the area of teaching, the candidate should maintain and expand the abilities and efforts normally demonstrated before promotion to the prior rank of NTT Associate Professor. For example, a candidate could further develop their skills by not only attending but leading professional development workshops on teaching-related topics. Evidence of new course development, innovation, or experimentation should be provided, as appropriate. The candidate should invite observations of their teaching by peers and by the Reinert Center for Transformative Teaching and Learning and then indicate the positive revisions they made to their courses as a result. Nominations and awards for teaching are not required but would be also positive indications of continued improvement.

Mentoring and Advising

A successful applicant should maintain the effective performance of mentoring and advising normally demonstrated prior to promotion to NTT Associate Professor. Candidates could build on their abilities and efforts in a number of ways. For example, they could improve the documentation and advice they offer students, by creating new handouts or procedures. The candidate might create and/or lead student groups, clubs, or activities, similar to running an undergraduate honor society. A candidate might develop improved procedures for tracking students' successes after SLU and help promote alumni interaction with the Department — among many other possibilities.

Scholarship and Research

NTT faculty may or may not be expected to engage in research and scholarship. If that is part of their role, then evidence of sustained and expanded research would be expected, congruent with their workload assignment. Growth in one's research may be demonstrated via an increase in the quantity of publications and/or the quality of outlet in which one's publications appear; the increased inclusion of undergraduates in one's research; the strategic acquisition of new skills and expertise which results in demonstrable outcomes in furthering one's research agenda; an increase in grants applied for or received; or other indicators.

Service: University, Professional, and Community

Most NTT faculty will be expected to engage in service as part of their role depending upon their course load. In those cases, there should be evidence of continued and improved performance in this area. An increase in the level and/or quality of one's service can be demonstrated in many ways, such as by taking on leadership roles on committees in the Department, College, or University; leading workshops or trainings for students or faculty at SLU; or assuming an administrative role in the Department or in a professional or community organization.

Criteria for Emeritus Status — for TT and NTT Faculty

Emeritus/a status is an honor that may be granted to retiring tenured or NTT faculty members who have served the University for at least ten years, who have distinguished themselves throughout their career, and who plan to remain professionally active following retirement by having a tie with the University. Emeritus/a status recognizes the achievement of high distinction on the part of the faculty member and an ongoing relationship with the University, as described in the Retired and Emeritus Faculty Policy available on the Provost's website. The maintenance of such a relationship is important to the department in that Emeritus/a faculty members constitute a valuable resource for both colleagues and students of the Department.

While the faculty member is responsible for requesting Emeritus status by notifying the chair of the Department, the dossier submitted will consist of only the candidate's CV and a cover letter which summarizes their relevant contributions in teaching, research and scholarship, and service (including administration). Ordinarily, the candidate should notify the Department Chair as soon as possible so that the Department will be able to make necessarily arrangement in terms of course offerings. The Department Chair will convene a meeting of all tenured members of the Department. These members will discuss the candidate's CV and then vote by secret ballot. The Department Chair shall write a letter evaluating the application of a candidate for Emeritus/a status and submit that letter alongside the vote total to the CAS Rank and Tenure Committee.