

**COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF THEOLOGICAL STUDIES
RANK AND TENURE PROCEDURES AND CRITERIA**

Department approval (by unanimous vote) on April 5, 2023
CAS Rank & Tenure Committee approval on May 16, 2023
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Provost approval on June 16, 2025

Faculty in the Department of Theological Studies are evaluated for tenure and promotion in accordance with the *Faculty Manual of Saint Louis University* and the College of Arts and Sciences Rank and Tenure Procedures and Criteria. The Department refers its candidates for tenure and promotion to these documents. Additional departmental procedures and criteria are noted below.

I. PROCEDURES FOR PROMOTION

A. TENURE-TRACK (TT) FACULTY

In accordance with the College of Arts and Sciences Rank and Tenure Procedures and Criteria, TT faculty are promoted on the basis of their research, teaching, and service.

1. Credit Toward Tenure

New hires who come into the Department from full-time faculty positions at other institutions of higher education may request that some of the work done at their previous institution(s) be counted toward earning tenure at Saint Louis University. This request must be made before signing their first contract. In the case of such a request, after reviewing the dossier (*curriculum vitae*, publications, teaching record) of the new hire, the Department Chair recommends to the Dean of the College of Arts and Sciences in writing what parts of the candidate's prior work will be considered admissible evidence for their tenure dossier. Only those aspects of the candidate's record – post-doctoral publications, teaching, advising, and service – that meet a rigorous interpretation of the Department's tenure requirements will be considered admissible evidence. The Dean makes a recommendation to the Provost, who makes the final determination. The Provost's written decision is final, and the letter will be placed in the candidate's tenure dossier.

2. Mentoring

The goal of the Department is to provide every reasonable opportunity for untenured TT faculty to succeed at Saint Louis University. To that end, one of the most important duties of the Department Chair is to function as a mentor for each new faculty member. Additionally, the

Chair will also delegate mentoring responsibilities to a tenured faculty member from the first semester of a new faculty member's employment through their midpoint review. The mentoring of new faculty primarily includes the clear communication of departmental requirements for tenure, and guidance on how best to reach these goals.

3. Annual Reviews

Untenured, TT faculty will be made aware of their progress toward tenure through an annual evaluation at the departmental level. The criteria in the annual evaluation are based upon the criteria for tenure, as documented below (see "II. Criteria for Promotion"). In addition, workloads are assigned concurrent with the annual review and should be aligned with expectations toward tenure and promotion. It is the obligation of the Peer Review Committee and Department Chair to report to the faculty member any deficiencies or other causes for concern that may play a role in a later tenure decision, as well as to suggest ways to overcome these difficulties. (For the membership requirements and responsibilities of the Peer Review Committee, please see the Department's Policy on Committees.)

- By January 1 of each year, faculty will submit two documents to the Department's Peer Review Committee: a report of their professional activities during the past calendar year, and a form on which they evaluate their own teaching, research, service, and (if applicable) administration. This form provides space for three successive departmental levels of evaluation.
- By January 15, the Peer Review Committee offers a second level of evaluation of each faculty member on the above-mentioned form and submits both the reports and evaluation forms to the Chair.
- By January 30, the Chair offers a final assessment of the faculty member. The Chair shares the results of the annual evaluation with each faculty member.

The primary purpose of the annual review is to provide information that allows the faculty member to improve their research, teaching, and service. However, if an untenured TT faculty member is found deficient in one or more areas, the Chair will forward a written review to the Peer Review Committee. After reading the Chair's evaluation and meeting with the untenured faculty member, the Peer Review Committee, along with the Chair, will decide whether or not to recommend renewal. If they decide to recommend non-renewal, a two-thirds vote by the tenured faculty in the Department is needed to confirm making this recommendation to the Dean. Ultimately, only the Provost has the authority to approve a non-renewal.

Satisfactory performance on annual evaluations, however, is not sufficient to obtain tenure. A more thorough evaluation that provides a better measure of progress toward tenure comes at the midpoint review.

4. Midpoint Review of TT Faculty

In the faculty member's third year on the tenure clock, the tenured faculty in the Department will conduct a review of the candidate's progress toward achieving tenure, using as a basis the Department's criteria for tenure. The intent of this review is to provide the candidate with a clear report on this progress, including guidance about how to strengthen the application for tenure.

The candidate will submit a complete dossier (both a print and electronic copy) to the Department Chair by December 15. The dossier will follow the format of the tenure dossier as described in the College rank and tenure documents (less external referee evaluations and colleague evaluations).

The Peer Review Committee will evaluate the candidate's dossier. Each member of the Committee will review the dossier in its entirety and make an evaluation. The Committee Chair will write up a report based on a consensus of the Committee.

This report and the candidate's dossier will be made available to all the tenured members of the Department for examination before they meet to discuss the candidate's strengths and weaknesses.

At a meeting of the tenured faculty early in the spring semester, individual members will be invited to state their views on the candidate, and then sufficient time will be allotted for general discussion. The assessment of the quality of the candidate's profile will be informed by as broad a range of evidence as is available. Following these statements and discussion, the Chair will state their own views on the applicant's candidacy. A vote will be taken by secret ballot. The Chair will count the ballots, which will be checked by a colleague, and declare the results.

If two-thirds or more of the voters determine that the candidate is not likely to achieve tenure, University policies regarding non-renewal of contract will be consulted, as found in the current *Faculty Manual*.

After the meeting, the Chair of the Peer Review Committee will revise, if necessary, the Committee's report in light of the departmental discussion at the meeting and then circulate this report among the meeting participants to ensure its accuracy. The Department Chair will prepare their own separate, confidential recommendation on the applicant's candidacy and then, by February 15, forward the Committee's report and the Chair's recommendation, with the vote, to the Dean of the College of Arts and Sciences. Thereafter the Department Chair will inform the candidate of the outcome of the vote, not disclosing the actual vote count.

A positive midpoint review does not guarantee an eventual positive tenure review.

5. Application for Promotion to Associate Professor with Tenure

Candidates must apply for tenure by their sixth year on the tenure clock, unless an extension has been formally approved by the Provost. The process of application begins in the Spring semester

of the previous academic year. Candidates and Chairs should refer to the CAS deadlines for their respective responsibilities during that semester.

Intent to Apply, Copy of Publications and External Referees

By February 1, the candidate indicates to the Department Chair their intent to apply for tenure, provides the Chair with an electronic copy of the candidate's publications, and provides the names and contact information of at least eight tenured, external faculty who are qualified to comment on the candidate's scholarship and standing in the field. The candidate may also submit the name or names of any referees who may be biased against the candidate. The Chair may add additional names to the candidate's list of potential referees. The Chair will select a group of names from the list to act as external referees, typically asking at least three referees proposed by the candidate.

The Chair will make every effort to avoid potential conflicts of interest in selecting referees. The dissertation adviser of a candidate for tenure and promotion cannot serve as a referee. Scholars who have served on the candidate's dissertation committee, belong to the candidate's home Ph.D. department, are named as co-authors on publications in the last five years, or are close research collaborators with the candidate should be avoided. Any compelling exception is discussed with, and approved by, the Dean.

The Chair will make every effort to secure up to six external referee reports. In no case, may there be fewer than four external reports. External referees will be provided with the candidate's *curriculum vitae*, a copy of peer-reviewed publications, and the Department's criteria for tenure as they pertain to research. The Chair will communicate to external referees that they are to evaluate applications on the basis of the material provided them and not materials that fall outside of it.

Internal Reviews

Colleague Evaluations: SLU departmental or non-departmental colleague letters are no longer required or included in the dossier reviewed by UCART; see the College of Arts and Sciences Rank and Tenure Procedures and Criteria for guidance on evaluations from non-departmental supervisors of a candidate's extra-departmental activities.

Student Evaluations: The candidate will supply to the Chair the names of two students who can fairly and accurately judge the candidate's teaching abilities. The candidate may also submit the name or names of any students who may be biased against the candidate. After selecting one of the candidate's chosen student reviewers, the Chair will select an additional student using the same criteria. Neither student will be currently under the candidate's instruction. The Chair will solicit a form (provided by the CAS) and a letter from both students, asking them to evaluate the candidate's skill as a teacher, knowledge of the subject, and, if appropriate, abilities as an academic advisor. Student letters are not included in the dossier reviewed by UCART.

Dossier and Deliberation

All materials constituting the candidate's portion of the dossier must be submitted to the Chair by September 1. The candidate will provide a print and electronic copy of the dossier. This dossier should consist of native (not scanned) PDFs and must follow the format outlined by the College of Arts and Sciences' Rank and Tenure Procedures and Criteria and include all relevant supporting materials. To this dossier the Chair will add supplementary materials, as outlined above.

The dossier will be made available at least one week in advance to all the tenured members of the Department for examination before they meet to discuss the candidate's strengths and weaknesses. The contents of the dossier will be kept strictly confidential. Faculty on leave may participate in promotion decisions. If so, they will be supplied with an electronic copy of the candidate's dossier and participate either in person or by video conference in the faculty deliberation. Faculty absent from the discussions shall not contribute written materials to be read during the deliberation.

At the meeting of tenured faculty, individual members of the Department will be invited to state their views, and then sufficient time will be allotted for general discussion. The assessment of the quality of the candidate's scholarly profile will be informed by as broad a range of evidence as is available. The Chair should refrain from making comments during the deliberation, so as not to influence the discussion and vote. A vote will be taken by secret ballot. The Chair will count the ballots, which will be checked by a colleague, and declare the results.

After the meeting, two statements will be prepared. A member of the Department will summarize and explain the departmental vote at the meeting and circulate this statement among the meeting participants to ensure the accuracy of the summary. This statement will clearly express the departmental recommendation, provide the numerical vote, and explain the rationale for supporting and dissenting votes. The Chair will produce a separate, confidential recommendation on the applicant's candidacy. This recommendation, if significantly divergent from the departmental recommendation, will explain the basis for the divergence.

Materials Sent to the Dean

By October 1, the Chair will send to the Dean the following materials: a cover sheet on which the vote of the Department is recorded; a copy of the Department's criteria for tenure and promotion; the candidate's part of the dossier and all additional documents (external referee reports, internal recommendations and reviews, the Chair's and the Department's statements and, if applicable, the Provost's decision about credit toward tenure).

In cases where there has been a negative vote or a mixed vote in the Department or from the Chair, the Dean will meet with the candidate to provide a written summary of all recommendations, including the Dean's. The decision to move forward with the process lies solely with the candidate.

B. TENURED FACULTY

1. Annual Reviews of Tenured Faculty

Tenured faculty are subject to annual reviews, as described above in I.A.3.

2. Application for Promotion to Full Professor

Although Faculty are eligible for promotion to the rank of Full Professor at any time, provided they have achieved the rank of Associate Professor, at least five years completed at the Associate level is a typical minimum length before applying for promotion. The procedures are the same as those for promotion to Associate status with the exception that only Full Professors will serve as external referees, and only Full Professors will participate in the deliberation process.

C. NON TENURE-TRACK (NTT) FACULTY

NTT faculty members are individuals who are not eligible for tenure. All NTT faculty with renewable appointments are subject to annual reviews. They may elect to seek promotion.

Like TT and tenured faculty, whose performance is evaluated based on their assigned workload of research, teaching, service, and/or administration, NTT faculty are evaluated according to their particular responsibilities as outlined in their workload assignments. Thus, at the time of employment the Chair of the Department will spell out the workload requirements for each NTT faculty member. Workload requirements might vary among NTT faculty, as well as for an individual NTT faculty member over their time in the Department.

NTT faculty are not prohibited from being involved in multiple duties related to research, teaching, or service. However, decisions regarding hiring, continuation of employment, and evaluation of NTT faculty performance relate to the primary purpose of their appointment.

NTT faculty are eligible for promotion to the rank of Associate Professor at any time, but completing at least five years of continuous service is a typical minimum length before applying for promotion. Likewise, NTT faculty who have achieved the rank of Associate Professor typically serve for at least five years of continuous service before applying for promotion to the rank of Full Professor.

1. Mentoring

The goal of the Department is to provide every reasonable opportunity for NTT faculty to succeed at Saint Louis University. To that end, one of the most important duties of the Department Chair is to function as a mentor for each NTT faculty member. The Chair may also delegate that responsibility to another faculty member in the first semester of the NTT faculty member's employment. The mentoring of an NTT faculty member primarily includes the clear communication of departmental norms as they pertain to their workload responsibilities.

2. Annual Reviews of NTT Faculty

All NTT faculty members undergo annual reviews, as outlined above. They are only evaluated according to their workload responsibilities.

3. Third-Year Review of NTT Faculty

All NTT faculty members undergo a third-year review. This review follows the same process described above in I.A.4, with two exceptions. First, Associate and Full NTT faculty join the tenured faculty in the review process. Second, instead of culminating in a vote, the review process should focus on providing a candid assessment of the NTT faculty member's overall job performance and progress toward achieving future promotion.

4. Application for Promotion to Associate Professor without Tenure, or Full Professor without Tenure

Should NTT faculty seek promotion, the process to be followed is the same as that for TT and tenured faculty, as described above.

Since NTT faculty are only assessed according to the requirements of their workload distribution, the composition of evaluation letters will vary depending upon the responsibilities of the candidate. Evaluations may come from external colleagues in comparable departments outside the University and may include University administrators, depending upon what is appropriate for evaluating the candidate's performance according to their assigned workload.

D. FACULTY EMERITI

Emeritus/a status is an honor that may be granted to retiring tenured or non-tenure track faculty members who meet the criteria described in the Retired and Emeritus/a Faculty Policy available on the website of the Provost. Emeritus/a status recognizes the achievement of high distinction on the part of the faculty member and an ongoing relationship with the University. The maintenance of such a relationship is important to the department in that Faculty Emeriti constitute a valuable resource for both colleagues and students of the department. The faculty member is responsible for requesting Emeritus/a status by notifying the Department Chair. The faculty member should make this request by April 1. By September 1 of the following fall semester, the faculty member will provide a dossier that will consist of their *curriculum vitae* and a letter summarizing their plan for continued professional activity, as well as a statement summarizing how they have distinguished themselves while at SLU. All Associate and Full faculty, regardless of tenure status, will meet in September to discuss the candidate's request and dossier. Following this discussion, the faculty will vote on a recommendation to grant Emeritus/a status. A member of the departmental Peer Review Committee will summarize the discussion held by the faculty, including the outcome of the vote taken for Emeritus/a status. The Department Chair will also provide a letter summarizing the faculty member's professional activities and significant contributions to the Department, College and University. This letter will include a recommendation, either in favor of, or against Emeritus/a status for the faculty

member. The two department documents and the candidate's dossier should be submitted to the Dean by October 1. The status of Emeritus/a is ultimately determined by the Provost.

II. CRITERIA FOR PROMOTION

A. CRITERIA FOR PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

In considering the award of tenure, the Department seeks to apply the highest standards with respect to professional achievement in the areas of research, teaching and service. When making a recommendation for tenure, the Department affirms that the candidate in question meets or exceeds the criteria discussed below. The Department also affirms that the candidate is supportive of the Catholic, Jesuit mission of Saint Louis University.

1. Research

In evaluating research, the Department pays more attention to the quality than the quantity of the faculty member's scholarship. As such, the guidelines below, where they pertain to quantity, do not guarantee that their attainment will merit promotion, or that the failure to attain them will preclude promotion. A determination of the exemplary quality of scholarship is constitutive of promotion.

In assessing this quality, the Department attends to the distinctiveness of the candidate's scholarly contribution, its influence on the field, and the ways in which their scholarship reorganizes knowledge. To help with the assessment of quality, the Department will draw on the judgment of scholars from the appropriate sub-discipline within the Department as well as the external referees. While the Department evaluates past accomplishments, it also takes into consideration future promise, and expects faculty to have made progress in achieving long-term research goals. These goals should reflect a substantive extension of their expertise, the growing sophistication and impact of their work, and clear progress toward their promotion to the rank of Professor.

The centerpiece of the candidate's scholarly profile will be a significant academic monograph that has been published with a reputable university press or a press of similar stature with verifiable peer review. In exceptional cases the department may recognize manuscripts that have not yet been published but that have been accepted for publication with no requirement of further substantial development or revision. A "monograph" presents the candidate's primary and original research (i.e., not a textbook or collection of essays). The candidate may argue for an equivalent (e.g., a critical edition that attempts to construct a text of a work using all available evidence, or a digital research project in which the candidate has played a leading role) by demonstrating that the book or project in question constitutes an important contribution to the scholarly field. The candidate will also have other publications: the Department puts greatest value on peer-reviewed essays in prestigious academic journals, though it recognizes other scholarly contributions such as chapters in high-quality, peer-reviewed, edited volumes and

translations of foundational texts. In addition to such work, it is expected that candidates will have made verifiable progress toward their second monograph that reflects research independent of their first project.

Other types of scholarly writing are desirable (such as co-authored books, edited or co-edited volumes, review articles, book reviews, and contributions to reference works), but they are not substitutes for the types of publications listed in the preceding guidelines. In addition, the candidate's visibility and impact in the profession should be evident by way of papers given at national and international conferences, as well as other forms of professional academic engagement that indicate recognition by one's peers of preeminence in the relevant field.

The preceding guidelines presuppose a 2-2 teaching load, which is the standard research-intensive assignment for tenure-track faculty.

2. Teaching

Candidates are expected to give careful and consistent effort to providing their students with an education that is of the highest quality. They should make continuous improvement of their teaching a fundamental dimension of their careers in the department. As necessary or desirable, faculty are encouraged to avail themselves of the many resources the university provides them to improve their teaching, for example, the Reinert Center for Transformative Teaching and Learning, consultation with senior colleagues, etc.

The Department acknowledges that successful teaching has many configurations, and that the manner of exhibiting these qualities will vary from faculty member to faculty member. Nevertheless, characteristics of such teaching include: the candidate's command of the appropriate subject and evidence of activities that lead to continuous growth in their field; clearly articulated learning goals; setting high expectations for student performance; the ability to organize material and present it with clarity; rigorous standards for assignments and examinations; the capacity to challenge students and awaken in them an awareness of the relationship of the subject to other fields of knowledge; the ability to arouse curiosity in beginning students and to stimulate advanced students to creative, independent work; responsibility in meeting classes, grading and returning examinations and papers in a timely manner.

Primary evidence of teaching effectiveness includes the results of peer evaluation based on class visitations, the review of course materials including syllabi and examinations, and the results of periodic and systematic student evaluation, appropriately documented and explained. Other evidence may be included, such as is listed in the CAS Rank and Tenure statement.

In addition to teaching in their areas of specialization, faculty should be prepared and willing to serve the department and the students through effective teaching of introductory courses. They must be willing to teach at all levels of the curriculum.

Teaching includes not only classroom instruction but also a range of supervisory work, including directing theses at the undergraduate and graduate levels, supervising internships and independent studies, and running exams.

Teaching also includes mentoring, such as writing letters of recommendation and providing guidance for course scheduling. Candidates will supply evidence that demonstrates that they are effective student mentors. Evidence of effectiveness includes: number of students mentored and letters of recommendation written; comments in the formal student letters of recommendation solicited at the time of rank and tenure review.

3. Service

Faculty members are expected to attend all departmental meetings and participate in an informed manner. They will also demonstrate an informed voting record on all hiring decisions. Faculty are to be regularly present at academic and social events sponsored by the Department, as well as College and University ceremonies and convocations.

The Department requires faculty to be service-responsive, accepting an administrative workload commensurate with their rank. The Chair is ultimately responsible for making appropriate committee assignments. Service on one minor committee (standing or *ad hoc*) in the Department each year is a norm for newly-hired, untenured faculty, with expectations for growing committee responsibilities within the Department, College, and University as the candidate approaches tenure. Ordinarily, no more than two committee assignments, or their equivalent, will be assigned per year to untenured faculty. The Chair will make every effort to allow untenured faculty to choose their service assignments and to protect them from heavy administrative responsibilities. The Department also expects various forms of service outside the University, such as organizing professional conferences, serving as a referee for academic journals and presses, and offering expertise to the wider community. Such external service does not replace service to the Department unless specifically negotiated with the Chair.

In evaluating the candidate's administrative work, the Department is less concerned with the number of service assignments than with their significance and the quality of the candidate's contributions to each one. Excellence is measured by responsiveness to tasks, attentiveness to deadlines, strong organizational skills, awareness of best practices in the academy, and the ability to create and implement new procedures and policies that promote a flourishing workplace. A range of evidence, including letters from other faculty, will be considered in assessing this aspect of the candidate's application.

B. CRITERIA FOR PROMOTION TO FULL PROFESSOR

The candidate's application for Full Professor will present a file that is exemplary in its balance of professional responsibilities. The candidate will also exceed the standards for tenure as they concern research, teaching, and service. The following remarks supplement those outlined above.

1. Research

The candidate will have achieved national or international distinction in scholarship, which will be assessed through a variety of means (including reviews, awards and prizes, impact on the field, the ability to attract graduate students, invitations to participate in academic projects, etc.).

The candidate's publications after tenure will include at least one substantial academic monograph with a prestigious university press, or a press of similar stature with verifiable peer review, that meets criteria for excellence (distinctiveness of the candidate's scholarly contribution, its influence on the field, and especially the ways in which their scholarship reorganizes a field). Again, the candidate may argue for an equivalent to the monograph, by demonstrating that a book or other project constitutes an equally important contribution to the scholarly field. The monograph (or equivalent) and other publications will demonstrate continuous scholarly activity since the candidate's promotion and a significant development and expansion of expertise beyond the candidate's earlier work. The candidate must demonstrate an on-going research agenda that approximates the research expected of Assistant and Associate Professors.

2. Teaching

The candidate will have achieved and maintained a record of excellence in teaching.

The candidate will be expected to develop and maintain a strong record of supervision in the department and have a documented record of conscientious mentoring. Candidates can routinely expect to supervise a number of undergraduate projects and graduate student theses and dissertations simultaneously.

3. Service

The candidate will show evidence of distinguished and expanded service to the profession, as well as effective institutional citizenship within the Department, College, and University.

Service on two major committees (standing or *ad hoc*) in the Department, along with significant work on a College or University committee, is a norm for tenured faculty each year. Other configurations of committee work can be negotiated with the Chair provided they do not compromise the mission of the Department. Tenured faculty typically expand their service contributions over untenured faculty by assuming leadership positions on major departmental committees. Tenured faculty are also expected to expand their service—related to professional competencies—beyond the University, into the community and/or the profession at large.

Tenured faculty remain active in less formal ways (for example, as mentors to junior faculty members) and as substantial contributors to the life of the Department.

As a general rule, the major administrative positions in the Department are assumed by tenured faculty.

C. CRITERIA FOR PROMOTION FOR NTT FACULTY

The criteria for promotion of NTT faculty to the ranks of NTT Associate and Full Professor are the same as those for TT and tenured faculty, but they are modified in accordance with the particular workload assignment of the NTT faculty member. If a NTT faculty member's

responsibilities have been modified since the time of hire, the evaluation will be adjusted accordingly (e.g. NTT faculty will be assessed according to their original workload for years 1-3, and their modified workload for years 4-5). Information regarding all changes in the NTT work responsibilities will be sent to the Dean for inclusion in the NTT candidate's file.