



**PROMOTION and TENURE
GUIDELINES**

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

SAINT LOUIS UNIVERSITY

Approved by Doisy College of Health Sciences Faculty - April 10, 2018; Provost - July 2018

Table of Contents

2.0	COLLEGE RANK AND TENURE COMMITTEE	3
2.1	Committee Membership and Voting Rules.....	3
2.2	Officers	3
2.3	Meetings.....	4
2.4	Periodic review and amendments.....	4
3.0	TIMETABLE/ GUIDELINES FOR DOSSIER.....	4
3.1	Timeline of Submission of Documentation for Tenure and/or Promotion	4
3.2	Timelines for Submission of Documents for Midpoint Review or Optional Review for Promotion.....	4
3.3	Dossier Composition	5
4.0	NORMS FOR ADVANCEMENT IN RANK and/or TENURE	7
4.1	Overview of Criteria for Advancement and Select Supplemental Materials.....	7
4.2	Midpoint Review and Optional Review for Promotion	9
5.0	MINIMUM CRITERIA FOR APPOINTMENT OR PROMOTION: TENURE	10
5.1	Assistant Professor – Tenure Track – Criteria.....	10
5.2	Associate Professor – Tenure Track – Criteria	11
5.3	Professor – Tenure Track – Criteria	12
6.0	MINIMUM CRITERIA FOR APPOINTMENT OR PROMOTION: NON-TENURE TRACK	13
6.1	Instructor – Non-Tenure Track – Criteria.....	14
6.2	Assistant Professor – Non-Tenure Track – Criteria	14
6.3	Associate Professor – Non-Tenure Track – Criteria.....	15
6.4	Professor – Non-Tenure Track – Criteria.....	16

1.0 INTRODUCTION

This document interprets the Faculty Manual of Saint Louis University and applies its contents to the Edward & Margaret Doisy College of Health Sciences. This document provides the procedures for application for promotion within the College, as well as criterion for promotion for tenure track, tenured, and non-tenure track professors. It also provides guidance on the evidence needed to support rank and promotion decisions.

2.0 COLLEGE RANK AND TENURE COMMITTEE

The Doisy College of Health Sciences Rank and Tenure Committee oversees the process for faculty advancement in rank and/or tenure. The committee reviews midpoint documents and final promotion and rank dossiers and produces a written review. The committee also oversees the development and/or revision of Doisy College of Health Sciences Rank and Tenure Guidelines and documents.

2.1 Committee Membership and Voting Rules

The Doisy College of Health Sciences Rank and Tenure Committee will consist of four tenured faculty and two non-tenure track faculty elected at large. All committee members must be at rank of associate professor or above. The length of membership will be for a calendar three-year term. Terms start in the spring semester and terminate at the end of the designated fall semester. Elections will ordinarily be held in the fall semester for upcoming vacancies. All Doisy full time faculty are eligible to vote to elect committee members.

On the DCHS Rank and Tenure Committee, only tenured faculty shall vote on faculty candidates for promotion to associate professor with tenure and tenured full professor. All committee members will be able to vote for those faculty seeking promotion for non-tenured track positions. The chair of the committee does not vote on any candidates. If a chair of a department is on the committee, he or she will not be allowed to vote on candidates within his/her own department. If the chair of a department is seeking promotion and/or tenure, committee members within that chair's department may not vote on that candidate. If any committee member feels they have a conflict of interest concerning any candidate, they should recuse themselves from the vote on the given candidate.

The Doisy College of Health Sciences representative to the University Committee on Academic Rank and Tenure should attend the committee meetings, but will have no discussion or voting status.

2.2 Officers

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

2.3 Meetings

Members are expected to attend all meetings. A quorum of four of the six members must be present to conduct business.

2.4 Periodic review and amendments

A periodic review of this document by the College's faculty will occur. Faculty members may submit a written request to amend this document to the chair of the College's Rank and Tenure Committee. A 2/3 vote of the College's full-time faculty is required for passage of amendments or periodic changes to the guidelines.

3.0 TIMETABLE/ GUIDELINES FOR DOSSIER

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

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

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

1. Intent to seek promotion or tenure - For tenure track faculty, candidates ordinarily would submit materials in the fall semester of their sixth year. However, if a tenure track faculty wants to be considered for rank and tenure before the sixth year, the faculty need to state such by the fall semester prior to submitting applicant materials. For other promotions, faculty should also state their intent to his/her department chair by the previous fall semester before planning to submit an application. It is the responsibility of the candidate to initiate this process. If and when to initiate this process should be discussed in the faculty member's annual review with his/her department chair.
2. Candidates should submit names of potential external reviewers (if applicable) by April 1st of the year they plan to advance their dossier for consideration of promotion.
3. All material for the dossier must be submitted no later than October 1st of the academic year the faculty member is applying for promotion and/or tenure to the Doisy College of Health Sciences Rank and Tenure Committee.
4. The Rank and Tenure Committee should evaluate and present the written evaluations of all the candidates to the dean by November 1st.

3.2 Timelines for Submission of Documents for Midpoint Review or Optional Review for Promotion

1. All materials for a midpoint review/optional review for promotion should be submitted by the

candidate to the Rank and Tenure Committee by March 1st, with the committee completing all evaluations by April 1st.

2. Reports will be distributed to the candidate, the candidate's department chair and the dean.
3. For individuals seeking tenure, the pre-determined date of the midpoint review (unless candidate plans to submit materials early) will be provided. The DCHS Dean's Office maintains these dates based upon hiring documents.
4. For non-tenure track faculty seeking promotion or those tenured faculty seeking promotion to professor, a review can be requested on a timeline that accommodates the candidate's planned and eligible date for promotion. However, reviews for promotion for non-tenure track faculty or tenured faculty seeking promotion to professor may only be requested once every four years.

3.3 Dossier Composition

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

1. Table of Contents
2. Cover Sheet including the following items:
 - a. Name and department.
 - b. Present rank and tenure status and the rank and tenure status applying for with this dossier. If applicable, include number of years of credit applied toward tenure at time of hire.
 - c. Percent workload units assigned to scholarship, teaching, service, and administration. This information should be requested and provided by the department chair.
3. Midpoint Review – A copy of the DCHS Rank and Tenure Committee's Midpoint Review (as applicable) will be included in the dossier. Midpoint reviews are voluntary for promotion in rank to Professor (tenured) and for all promotions among non-tenure track faculty.
4. Candidate's personal statement which should discuss the positive contribution of work to the scholarly community, department/college/university, and/or profession. It should include the following:
 - a. Summary of scholarly achievements to support this promotion.
 - b. Summary of teaching philosophy and success in student teaching and mentoring (if appropriate) to support this promotion.
 - c. Summary of service at the department, college, or university level to support this promotion.
 - d. Any relevant works in progress.
 - e. Future plans for scholarship, teaching, and/or service.

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

5. Curriculum vitae in prescribed format
For the purposes of tenure and/or promotion the CV should be certain to include the following items:
 - a. Degrees earned, including universities and dates.
 - b. If applicable, previous academic experiences.
 - c. List of grants applied for but not funded and a list of grants that were funded. For each list include grant source, years, and scope of work proposed.
 - d. External recognitions for scholarship, teaching, or service.

6. Teaching Information *Note this section is for college purposes only and is not part of the formal document that is advanced to the Office of the Provost.*
- a. Summary table of all courses taught, include percent effort, at Saint Louis University for the last five years or for years of service since last promotion. These tables should include students' assessments concerning relevant sample questions regarding teaching effectiveness, responsiveness to student learning, and content of the courses. Individual verbatim written comments from students may be included for each course in a separate table.
 - b. Brief summary of the following items:
 - i. New course preparations or significant revision of coursework.
 - ii. Involvement in curricular development across department, college, or university.
 - iii. Creative or innovative teaching development.
 - iv. Resources sought out to improve teaching.
7. Colleague Recommendations (Non-Tenure Track ONLY)
- a. Names of potential internal colleagues are submitted to the department chair by April 1st.
 - b. The department chair solicits external reviews.
 - c. The department chair will provide the appropriate form from the Office of the Provost for colleague reviewers to complete.
 - d. **Two** letters should be provided addressing whether the candidate has satisfied college standards in teaching, research and scholarship, and service.
8. External Letters of Evaluation (If applicable)
- a. Names of potential external reviewers without conflict of interest are submitted to the department chair by April 1st.
 - b. The department chair solicits external reviews.
 - c. **Three** letters from external reviewers are sent directly to the department chair. The external evaluators should provide the following documentation:
 - i. Evaluators' curriculum vita, recommended to help determine their qualifications to evaluate the candidate.
 - ii. Statement indicating no conflict of interest in ability to objectively evaluate this candidate's scholarship and/or contribution to the field based upon the Doisy College of Health Sciences Promotion/Tenure Guidelines.
9. Department Chair's Letter of Evaluation of Candidate
- a. The department chair will include the appropriate form from the Office of the Provost.
 - b. The department chair will craft his/her letter to include the *Categories of Evaluation* as outlined by the Office of the Provost.
 - c. See Section 4.1.5 for additional details.
 - d. Typically, the letter should be limited to 2 pages single-spaced emphasizing major contributions.

Dean's Review

- Following completion of the Rank and Tenure Committee's evaluations, the dean will independently review each candidate.
- Required materials will be submitted to the Office of the Provost by December 1st.

4.0 NORMS FOR ADVANCEMENT IN RANK and/or TENURE

The following guidelines supplement those in the Faculty Manual of Saint Louis University while providing more specific standards to promote the development of faculty in the Doisy College of Health Sciences. The expectations described below are the minimum criteria for teaching, scholarship/research, and service to the university and the community. As stated in the 2016 Faculty Manual, **“applicants should recognize that the items that follow are not simply lists of qualifications to be “checked off”; rather, tenure and promotion decisions involve professional judgments about the overall merit of an individual’s achievements.”** The quality, effectiveness, and excellence of a faculty member’s achievement in these areas are emphasized.

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

4.1 Overview of Criteria for Advancement and Select Supplemental Materials

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

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

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

4. External Letters of Evaluation (if applicable)

- a. External letters evaluating the contribution and rigor of scholarship is essential to the promotion process for tenure track and those faculty applying for full professor (tenured). For non-tenure track faculty applying for promotion to the associate professor or professor rank, these letters attesting to the candidate's scholarly and/or significant contributions to the field are also crucial. Because of specialization among faculty, it is often not possible for faculty colleagues or even the department chair to fully understand the contributions of the faculty to the scholarly community or the field. These external letters are akin to a peer review for a journal, an objective evaluation of the worth of the contribution. The writers should not be any of the following: 1) current research mentors, 2) current work colleagues, 3) co-authors on papers or grants within the last five years, 4) faculty's own past mentees, and 5) personal or family friends.
- b. Candidates should provide their department chair a list of six to ten possible external evaluators by April 1st before the corresponding fall semester the candidates will advance their dossier for promotion. The department chair selects the persons on the list to solicit letters. The department chair sends out to potential evaluators the following: 1) request to review documents by a given date, stating if cannot do so to inform department chair via email, 2) the Doisy College of Health Sciences Promotion and Tenure Guidelines, 3) instructions for the reviewer to concentrate review on scholarship/research and/or contribution to the field and to use the DCHS Promotion and Tenure Guidelines to inform their evaluation, 4) curriculum vita of candidate, and 5) selected copies of scholarly works if applicable.
- c. The department chair will request a copy of the external reviewer's CV and request he/she respond to any conflict of interest.

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

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

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

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

4.2 Midpoint Review and Optional Review for Promotion

1. Requirement and Eligibility

Tenure track faculty are required to have a third-year midpoint review of his/her progress toward tenure. The DCHS College Rank and Tenure Committee conducts the midpoint reviews. The findings of the midpoint review are shared with the candidate, the candidate’s department chair, and the dean. The midpoint review will be completed and shared with the various stakeholders on or before April 1st in the spring semester of the appropriate year. The findings of the midpoint review will be part of the dossier should the candidate be presented for consideration of tenure.

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

Non-tenure track faculty may request a review of their materials for advancement in rank if he/she plan to go up for promotion. The DCHS College Rank and Tenure Committee conducts this review. The findings of the review are shared with the candidate, the candidate’s department chair, and the dean. This review will be completed in the spring semester of the appropriate year. The findings of the review, as applicable, should be included in the promotion dossier when the candidate applies for advancement in rank.

It should be noted that a midpoint review is voluntary for promotion in rank to professor (tenured) and for all promotions among non-tenure track faculty. Requests for optional review for promotion can be made by a faculty member once every four years.

2. Process

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

- a. Portfolio for Midpoint review – The portfolio for the midpoint review process shall be that used for requesting promotion or tenure review except that the faculty member will not be required to seek outside reviewers or student letters. The portfolio must include:
 1. Letter from the candidate to the Doisy College of Health Sciences Rank and Tenure Committee describing how the candidate is meeting and working towards the criteria for advancement as outlined in the DCHS Promotion and Tenure Guidelines:
 - a. Evidence of continuing and increasing ability to teach effectively on a university level.
 - b. Evidence of research and scholarly activities.
 - c. Evidence of ability to serve the University and community.
 2. Curriculum vitae.

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

5.0 MINIMUM CRITERIA FOR APPOINTMENT OR PROMOTION: TENURE

*The criteria set forth below in **bold font** represent the minimum criteria a candidate must achieve to be eligible to apply for advancement for tenure track and tenured faculty. Examples of customary evidence to support achievement of each criterion are provided. The criteria set forth below represent the customary criteria a candidate must achieve to be eligible for applying for advancement in rank and/or tenure. Meeting these criteria does not guarantee tenure and/or promotion.*

5.1 Assistant Professor – Tenure Track – Criteria

- **Possession of a research doctorate (Ph.D., Sc.D., etc.), advanced research training (e.g. post-doc or fellowship) or the terminal degree ordinarily required for teaching and research in the faculty member's discipline or related field**
 - Where such practices are customary in a discipline, certification by the appropriate credentialing board of sufficient skill and knowledge to practice a particular specialty.

- **Evidence of ability to teach effectively on a university level; customary supporting evidence may include:**
 - Evaluation by department chair and/or colleagues of teaching including observation, evaluation of teaching materials, assignments and examinations and appraisal identifies teaching to meet the expected standard.
 - Use of current literature to support instructional design.
 - Use of current literature to support course content.
 - Innovative or creative teaching methodologies.

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

5.2 Associate Professor – Tenure Track – Criteria

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

- **Possession of a research doctorate (Ph.D., Sc.D., etc.), advanced research training (e.g. post-doc or fellowship) or the terminal degree ordinarily required for teaching and research in the faculty member's discipline or related field**
 - Where such practices are customary in a discipline, certification by the appropriate credentialing board of sufficient skill and knowledge to practice a particular specialty
- **Evidence of continuing and increasing ability to teach effectively on a university level; customary supporting evidence may include:**
 - Evaluation by department chair and/or colleagues of teaching including observation, evaluation of teaching materials, assignments and examinations and appraisal identifies teaching that exceed the expected standard.
 - Use of current literature to support instructional design.
 - Use of current literature to support course content.
 - Innovative or creative teaching methodologies.
 - Development of new courses.
 - Summaries of instructor and course evaluations which are average to above average and show improvement over time.
 - Effectively advises students, as a chair or a committee member, for thesis, dissertation, and/or

capstone project committees and/or honors projects.

- **Evidence of increasing achievement (a developing body of work) in scholarship/research, particularly scholarly publication and other academically recognized creative achievements; customary supporting evidence may include the following:**
 - First or senior authorship on peer-reviewed journal publications, book chapters, books or, in certain disciplines or professions, peer-reviewed (juried) creative works that illustrate a developed line(s) of inquiry.
 - Direction of, or significant participation in, scholarship/research projects, the findings of which can be disseminated.
 - Actively applies for internal and external funding for scholarship/research, as appropriate for the candidate's discipline.
 - Authorship of book chapters/books.
 - Principal investigator/Co-PI or Project Director on scholarship/research grants or contracts.
 - Peer reviewed or invited scholarly presentations at regional, state, national and/or international professional meetings.
 - Peer reviewed or invited scholarly presentations at regional, state, national and/or international professional meetings.
 - External formal recognition of scholarship; awards for research at the college/university level.
- **Evidence of continuing and increasing service to the university and community; customary supporting evidence may include:**
 - Participation in or leadership of committees within the department and/or college.
 - Participation in or leadership of professional societies, and/or community organizations of significance.
 - Professional work for the benefit of the department, college and/or university (not including work that is financially compensated outside of university salary).
 - Reviewer for peer-reviewed journals and/or grant proposals.
 - Member of an editorial board of a scholarly journal.

5.3 Professor – Tenure Track – Criteria

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

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

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

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

*The criteria set forth below in **bold font** represent the minimum criteria a candidate must achieve to be eligible to apply for advancement in rank among non-tenure track faculty. Examples of customary evidence to support achievement of each criterion are provided. The criteria set forth below represent the customary criteria a candidate must achieve to be eligible for applying for advancement in rank. Meeting these criteria does not guarantee promotion.*

6.1 Instructor – Non-Tenure Track³ – Criteria

Appointment to the rank of instructor ordinarily presupposes the following qualifications¹:

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

6.2 Assistant Professor – Non-Tenure Track – Criteria

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

- **Possession of a minimum of a master's degree in faculty member's discipline or related field**
 - Where such practices are customary in a discipline, certification by the appropriate credentialing board of sufficient skill and knowledge to practice a particular specialty
- **Evidence of ability to teach effectively on a university level; customary supporting evidence may include:**
 - Evaluation by department chair and/or colleagues of teaching including observation, evaluation of teaching materials, assignments and examinations and appraisal identifies teaching to meet expected standard.
 - Use of current literature to support instructional design.
 - Use of current literature to support course content.
 - Innovative or creative teaching methodologies.
 - Summaries of instructor and course evaluations which are average to above average and show improvement over time.
 - Awards for recognition of outstanding teaching at the college level. Effectively advises students, as a committee member for capstone projects/honors projects.
- **Evidence of ability to engage in productive scholarly activity or other academically recognized creative achievements; customary supporting evidence may include:**
 - Publications in non-peer reviewed or peer reviewed journals, including lay publications, or non-peer reviewed creative works.
 - Peer reviewed presentations at local, regional or national professional scholarly conferences.
 - Non-peer reviewed presentations at state, regional and/or national professional meetings.
- **Evidence of ability to serve the university and community; customary supporting evidence may include:**
 - Participation in department and/or college committees.
 - Participation in professional societies and/or community organizations related to discipline.
 - Professional work for the benefit of the department, college and/or university (not including

³ The Faculty Manual of Saint Louis University St. Louis, MO: Saint Louis University; 2017

- work that is financially compensated outside of university salary).
- Participation in the acquisition and execution of entrepreneurial funding.

6.3 Associate Professor – Non-Tenure Track – Criteria

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

- **Possession of a minimum of a master's degree, with doctorate preferred.**
 - Where such practices are customary in a discipline, certification by the appropriate credentialing board of sufficient skill and knowledge to practice a specialty.
- **Evidence of continuing and increasing ability to teach effectively on a university level; customary supporting evidence may include:**
 - Evaluation by the department chair and/or colleagues of teaching including observation, evaluation of teaching materials, assignments and examinations and appraisal identifies teaching to exceed expected standard.
 - Use of current literature to support instructional design.
 - Use of current literature to support course content.
 - Innovative or creative teaching methodologies.
 - Development of new courses.
 - Summaries of instructor and course evaluations which are generally above average and show improvement over time.
 - Awards for recognition of outstanding teaching at the college or university levels.
 - Effectively advises students as a committee member for theses or as a chair or committee member for capstone and/or honors projects.
- **Evidence of continuing and increasing achievement in scholarship/research and other academically recognized creative achievements; customary supporting evidence may include:**
 - Publications in non-peer reviewed or peer reviewed journals.
 - Peer reviewed and/or invited presentations at regional and/or national professional scholarly conferences.
 - Creative works which may be peer-reviewed or juried.
 - Authorship of book chapters or books; editorial or peer reviewed.
 - Provides clinical/discipline specific expertise to a funded research project(s) or contract(s)
 - Invited presentations (such as a keynote address, a personal invitation to present in area of expertise) at state professional meetings.
 - External formal recognition of scholarship; award for research at the college/university level.
- **Evidence of continuing and increasing service to the university and community; customary supporting evidence may include:**
 - Participation in, or leadership of, committees within the department college or university, or community organizations related to discipline.
 - Professional work for the benefit of the department, college and/or university (not including work that is financially compensated outside of university salary).
 - Participation in the acquisition and execution of entrepreneurial funding.
 - Development of new programs, e.g. community programs.

6.4 Professor – Non-Tenure Track – Criteria

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

- **Possession of a doctorate, or in special circumstances consideration will be given to a candidate without a doctorate.**
 - Where such practices are customary in a discipline, certification by the appropriate credentialing board of sufficient skill and knowledge to practice a specialty.
- **Evidence of continuing and increasing ability to teach effectively on a university level; customary supporting evidence may include:**
 - Evaluation by department chair and/or colleagues of teaching including observation, evaluation of teaching materials, assignments and examinations and appraisal identifies teaching to exceed expected standard.
 - Use of current literature to support instructional design.
 - Use of current literature to support course content.
 - Innovative or creative teaching methodologies.
 - Development of new courses or academic programs.
 - Summaries of instructor and course evaluations which are above average.
 - Awards for recognition of outstanding teaching at the college, university, or professional levels.
 - Effectively advises students, as a chair or committee member, for theses and/or capstone projects/honors projects.
 - Serves as a mentor to junior faculty in advancing teaching excellence.
- **Evidence of sustained productivity that has made a notable contribution to the candidate's field or discipline, including scholarly publication and other academically recognized creative achievements; customary supporting evidence may include:**
 - Peer-reviewed journal publications, book chapters or books, or, in certain disciplines or professions, peer-reviewed (juried) creative works.
 - Peer-reviewed presentations at state, regional, and/or national professional meetings.
 - Provides clinical/discipline specific expertise to a funded research projects or contracts.
 - Actively participates in scholarship/research grants or contracts as a Co-PI or PI.
 - Invited or scholarly presentations at national professional meetings.
 - Awards for recognition of outstanding research/scholarship.
 - External formal recognition of scholarship; awards for research/scholarship at the professional level.
- **Evidence of continuing and increasing service to the university and community; customary supporting evidence may include:**
 - Participation in and leadership of committees within the department, college, university, professional societies, and/or community organizations of significance that may or may not directly relate to the discipline.
 - Participation in extracurricular activities of the department, college, and/or university.
 - Professional work for the benefit of the department, school, college and/or university (not including work that is financially compensated outside of university salary).
 - Professional consultative service.
 - Participation in the acquisition and execution of entrepreneurial funding.
 - Development of new programs, e.g. community programs.