

College of Arts and Sciences
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
Rank and Tenure Procedures
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I. PROCEDURES

Evaluation of Application for Promotion and Tenure

While 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 Rank and Tenure Procedures in the *College Policy Binder*, 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. The Department Chair will ensure that current copies of both documents are available in the Department office.

Role of the Candidate

It is the candidate's responsibility to inform the Department Chairperson of his or her intention to apply for promotion by April 1 of the year in which the tenure application is going to be made in order to give the Chair and the candidate's mentor(s) enough time to solicit letters. The candidate must prepare the dossier, in consultation with the Department Chairperson and his/her mentors. The candidate's part of the dossier must be submitted to the Department Chair by September 1. The candidate should be familiar with *The Faculty Manual* of Saint Louis University and the College Policy Binder, particularly those sections pertaining to types of faculty, advancement, and norms for appointment, retention and advancement as these provisions will ultimately govern how the candidate's application for tenure will be evaluated and judged.

Role of the Department

When a faculty member has properly informed the Department Chair of his or her intention to seek promotion or tenure, the Department Chair shall convene a Promotion 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 promotion to the associate level and shall include all of the Department's full professors when the candidate seeks promotion to full professor. The Chair of the department will convene a Rank and Tenure Committee no later than the first week of September. The Rank and Tenure Committee will elect their own chair at their first meeting. The Committee Chair will schedule subsequent meetings as needed. This procedure will be followed at third-year review for tenure and non-tenure track faculty, tenure and promotion reviews.

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

The Chair of the Committee will conduct the Promotion and Tenure meeting after it is called to order by the Department Chair. The Department Chair may be excused from part of the discussion by a majority vote of the Committee if the Department Chair is the principal in the issue under discussion. The Department Chair does not vote with the Committee. After adequate discussion, the members of the Committee will vote. 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 as pass or fail to the Committee. Members of the department's Promotion and Tenure Committee must be present for the discussion and vote. Absentee ballots are not allowed. Members of the Department's Promotion and Tenure Committee who are unable to participate and benefit from the Promotion and Tenure meeting may not cast their vote on the candidate's application for tenure and promotion.

The Committee shall write a letter reporting the committee's vote and summarizing the committee's rationale for its decision. This letter shall be written, circulated to members of the Committee for comment and majority approval in five business days. The Committee shall attempt to represent all perspectives in the Committee's letter. Dissenting opinions may be included. Once approved by the Committee, the Committee chair will deliver the letter to the candidate and the Department Chair. No vote totals will be reported in this letter. The Department Chair will include the Committee's letter in the candidate's dossier. The actual voting result will be reported in the "coversheet."

Following the meeting, the Department Chair shall discuss the recommendation of the Department with the candidate. If the vote is marginal, the Chair should discuss the options with the candidate and, if the candidate wishes, provide a written summary of the status of the candidate's case. In such a case, it is crucial that the Department Chair makes a reasonable effort to ascertain the perceived weaknesses of the candidate's application and communicate those perceived weaknesses to the candidate. The candidate may withdraw the application. If the dossier is to go forward, the Chair will add his or her recommendation. The Chair's recommendation should include detailed reasons for the recommendation. The complete dossier must be submitted to the Office of the Dean by October 1.

Mentoring and Evaluation of Untenured Faculty

It is the goal of the Department, the College of Arts and Sciences, and the entire Saint Louis University community that all faculty members have the opportunity to succeed in teaching, scholarship, and service. 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 should be from the same discipline as the mentee. The mentor's

responsibilities include helping the new faculty member build strengths in teaching, scholarship, student mentoring, service, and collegiality. 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 promotion at the departmental level in the form of annual evaluations, provided by the Chair, and possibly the Program Director, in consultation with the mentor(s). While satisfactory performance on annual evaluations is very important, it may not be sufficient to obtain tenure and promotion. A complete and thorough evaluation of progress toward tenure is provided through the third year review process.

Third Year Review Process

During the fall semester of a faculty member's third year, the department will conduct a thorough review of the faculty member's progress toward promotion and tenure according to previously referenced procedures. The Third Year Review Committee will be responsible for reviewing the faculty member's progress as it appears in the candidate's Third Year Dossier. The Third Year Dossier must be prepared in accordance with the above referenced guidelines pertaining to a candidate's Tenure Dossier, except that the Third Year Dossier shall not include external reviews. The candidate's part of the Third Year Dossier must be submitted to the Chair of the Department by September 1st of the candidate's third year. The Third Year Review Committee will meet and discuss the candidate's progress. Member(s) of the Third Year Review Committee 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. In addition, the faculty member's mentors will provide written evaluations of progress to both the Third Year Review Committee and the Chair. The Chair will use the mentors' evaluations, the Third Year Review Committee's letter, as well as the Chair's own evaluation of the candidate's progress toward tenure in writing a third year review letter. After preparation of the third year review letter and distribution to the candidate and the Dean, the Chair will meet with the candidate to discuss the evaluations.

II. CRITERIA

Criteria for Promotion to Associate Professor with Tenure

For non-tenure track faculty, the criteria applied to evaluate quality for promotion to the rank of Associate Professor are modified from that for tenure-track positions in order to fit the candidate's job responsibilities as an administrator and/or teacher.

Time in rank should be negotiated at the time of hiring and indicated in the candidate's promotion dossier.

Teaching

The Department of Sociology and Anthropology views the education and training of students at the undergraduate and graduate levels as its primary mission. Therefore, a significant emphasis is placed on teaching. The Department evaluates an individual's teaching through various methods, including, but not limited to tenured faculty and the Chair's evaluations, peer or Center for Teaching Excellence classroom visitations, student course evaluations and unsolicited letters and review of examinations, course syllabi, and other related materials.

A significant element in the evaluation of teaching is the overall judgment of students. Questionnaires designed to reflect comprehensive student judgment concerning teaching qualities will be administered at the conclusion of every class. The Chair will also solicit three evaluations from students and at least two of these students must be from the list provided by the candidate. The candidate will also be given the opportunity to veto potential student reviews on the basis that they may not be able to provide an unbiased assessment.

Good teachers may receive public recognition in a variety of ways. Students, both individually and through organizations, may seek them out 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 mentoring/advising loads.

Each faculty member will have a teaching assignment that is governed by the Department's needs and the faculty member's workload distribution as determined by the Chair on an annual basis. These assignments may include consideration of (among other factors) the development of new courses, modifications to existing courses, and number of students in their courses. Faculty who teach more (or less) than the standard departmental load (based on Arts and Sciences policy, currently 3-2) will be held to commensurately lower or higher research or services requirements.

A further goal for the Department of Sociology and Anthropology is the involvement of undergraduate and graduate students in original research projects. Therefore, junior 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 students, and the number of publications with students as co-authors.

Mentoring/Advising/Consulting

The candidate for tenure and promotion must provide quality mentoring/advising to students. They must demonstrate a reasonable knowledge of the policies and procedures of the Department that apply to mentoring/advising of undergraduate and graduate

students. Examples of effective mentoring may include the number of mentees/advisees (formal and informal) served per year, writing letters of recommendation, and assisting students in obtaining access to placements which offer them opportunities for intellectual, academic or professional success. Faculty members may want to document their mentoring with mentoring work sheets (Appendix A).

The candidate for tenure and promotion may also serve faculty and the community as a consultant. Given the candidate's area of expertise, he/she may be sought as a resource person by community groups and faculty across the University. Effective consulting is measured by the number of faculty, staff, and community members served per year, the number of sessions and the amount of time such consulting entails and the impact of such consulting.

Scholarship and Research

A recommendation for promotion and/or tenure must include supporting evidence that the individual's contributions have had an impact on the discipline; that is, the research should have made a significant contribution to knowledge that is recognized by professional colleagues within the appropriate academic discipline. One common method of documenting such impact is through outside 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.¹ A minimum of four letters² are required from outside evaluators.³ The candidate will be asked to provide a list of potential reviewers that may provide a biased assessment of their work. External reviews will not be solicited from such persons. Then, without ever seeing the complete list, the applicant is assured that those he/she sees as potentially biased are, in fact, struck from the list. The candidate should provide a list of 5-10 potential evaluators; the Chairperson and the candidate's mentor(s) should add names to that list; the Chairperson, in consultation with mentors, chooses the evaluators. All external reviewers should possess a terminal degree. At least two of the selected evaluators will be from the candidate's list.

Evidence of effective and sustained research and creativity must be presented. Quantity is a consideration but quality is an even more important consideration. 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 and the number of undergraduate and graduate students advised for research purposes including membership on thesis and dissertation committees, and serving as an investigator and/or consultant on grants. The number of publications should be the equivalent of approximately one peer-reviewed⁴

¹ These experts will not include any relatives, co-authors or formal mentors.

² The candidate will not see the letters.

³ The candidate will not know the identity of the selected outside evaluators. The evaluators should be recognized scholars in the candidate's field. The evaluators will be asked to make their evaluation primarily on the candidate's research and professional reputation but may add any relevant information.

⁴ Peer review is demonstrated by the competitive selection of the publication outlet, external reviews, professional editing of the manuscript, or other documentation of the outlet's peer review process.

publication per year (5 publications).⁵ This number will vary depending on the discipline and research area, type of publications, collaborators, impact of the publication as well as other considerations. In order to count as a publication for tenure purposes, the candidate must provide a copy of the publication or documentation indicating final acceptance by the publisher.

While quality counts more than quantity in evaluating a candidate's research record, the normal expectation is an average of one-peer-reviewed publication per year, along with two or more pieces of scholarly work during the probationary period. The fewer the peer-reviewed pieces, the higher the quality must be to merit tenure. Though there is a variation in books and articles, the department will consider a book the equivalent of three to six articles, depending on the quality of the work and the prestige of the outlet, as judged by the standards of the discipline.

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 expert evaluation is required for acceptance; favorable review of the candidate's books, appointments or awards that require evaluation of professional competence; and receipt of fellowships or grants. Frequent citation by other scholars may also provide evidence of good research. Similarly, invitations to serve as editor, peer reviewer, member of site visit teams or other evaluative functions of the scholarly work of their peers are all examples of evidence of scholarly activity. Subventions should be explained.

Service: University, Professional, and Community

While service is valued and required, there is typically less emphasis on service for junior faculty. Opportunities for service contributions abound and may take many forms. Professional service may occur within a discipline, through international, national, regional, and state organizations, or in the community at large; it may also occur in an administrative unit, such as the Department, College, or on the campus. A case should be made for the impact and quality of one's contributions. There should be evidence that one's efforts and judgment are held in high regard. For example, letters from community members, committee members or students expressing appreciation for one's contributions

⁵ Numerical Information for Peer Institutions that represent benchmark institutions used to justify these standards:

Marquette: 6 peer reviewed articles in mid to top journals (3-2 teaching load).

Boston College: 1 book in national press plus additional articles or 4 articles in mid to top journals plus additional articles in lower journals.

University of Miami. 1 book in a national press plus additional articles or 5 articles top journals plus additional articles in mid to lower presses (2-2 teaching load).

Loyola University (Chicago). 1 book and 2-3 peer reviewed articles or 6 peer reviewed articles. Quality of venue makes a difference (2-3 teaching load).

Santa Clara University. Six peer-reviewed articles or chapters in high quality journals.

Fordham University. One book or the equivalent (3-6 articles) in peer reviewed journals.

may help to establish the value of one's service. Any remuneration for services should be explained.

Collegiality

Candidates need to demonstrate collegial behavior and a willingness to actively work with and for the faculty and staff in the Department to facilitate the smooth, cooperative functioning of the Department. This collegiality may take the form of participating in departmental and university events, actively contributing to committees and engaging in collaborative research when appropriate. Candidates are expected to actively assist their colleagues, communicate with them and treat them with respect.

Criteria for Promotion to Professor

For non-tenure track faculty, the criteria applied to evaluate quality for promotion to the rank of Professor are modified from that for tenure-track positions in order to fit the candidate's job responsibilities as an administrator and/or teacher.

Ordinarily, at least five complete years in rank at the University or another university of equal standing is required for submission of application for promotion from associate professor to professor. Thus, the candidate for promotion to professor may apply as early as the fall of the sixth year in rank.

For promotion to professor, it is expected that the candidates will substantially strengthen their credentials beyond those required for promotion to associate professor. One's university career may take a variety of paths, each of which could constitute an important and valued contribution to the Department, College and University. Therefore, a certain degree of flexibility has been incorporated into the criteria for advancement to the position of professor. Service, which played a minor but important role in the tenure decision, now may play a major role in the decision for promotion to professor. Therefore, the three major criteria for advancement to professor are scholarship, teaching, and service. Superior performance in scholarship/research is required, along with superior performance in either teaching or service. As with the promotion to associate professor, significant contributions to advising, mentoring and collegiality are also required.

Teaching

Promotion to Professor requires broad evidence of expertise and commitment to teaching. These may be demonstrated by the candidate's course evaluations and annual reviews, peer reviews, development of pedagogical materials, offering independent studies, teaching additional classes and larger classes. The candidate for promotion is encouraged to participate in the supervision of student research projects. 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 two

evaluations from students and at least one of these students must be from the list provided by the candidate. The candidate will also be given the opportunity to veto potential student reviews on the basis that they may not be able to provide an unbiased assessment. Any faculty member emphasizing their mastery of teaching as a basis for their petition for promotion to full professor may want to develop a teaching portfolio. See Appendix B for a list of the typical contents for a teaching portfolio.

Mentoring/Advising/Consulting

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, the College of Arts and Sciences and the University, especially as they apply to the mentoring of undergraduate and graduate students in the Department. Examples of effective mentoring may include the number of advisees (formal and informal) served per year, writing letters of recommendation and assisting students in obtaining access to placements which offer them opportunities for intellectual, academic or professional development. Faculty members may want to document their mentoring with mentoring work sheets (Appendix A).

The candidate for promotion may also serve faculty and the community as a consultant. Given the candidate's area of expertise, he/she may be sought as a resource person by community groups and faculty across the University. Effective consulting may be measured by the number of faculty and community members served per year, the number of sessions, the amount of time such consulting entails and its impact. In some cases, consulting may produce detailed reports, assessments or evaluations of various kinds.

Scholarship and Research

A senior faculty member is expected 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 senior faculty research productivity will vary by discipline, research area and type of output, candidates should at minimum publish the equivalent of five articles in mid to upper level peer-reviewed journals after their promotion to associate professor.⁶ Consideration will also be given to: other types of

⁶ Numerical Information for peer institutions that represent benchmark institutions used to justify these standards:

Marquette: In rank, 6 peer reviewed articles in mid to top journals (3-2 teaching load)

Boston College: In rank, 1 book in national press plus additional articles or 4 articles in mid to top journals plus additional articles in lower journals.

University of Miami. In rank, 1 book in a national press plus additional articles or 5 articles top journals plus additional articles in mid to lower presses (2-2 teaching load).

Loyola University (Chicago). Generally, a second book is considered a necessary condition, but usually not sufficient. It needs to be accompanied by a handful of articles/chapters, depending on how long one has been in rank. Other measures, such as invited talks, elected offices in professional societies, awards, also come into play.

publications; invited lectures; conference presentations; and the number of undergraduate and graduate students advised for research purposes including membership on thesis and dissertation committees; external and internal funding and serving as an investigator and/or consultant on grants. Ultimately, to be promoted to full professor, a faculty member must demonstrate, through their research and scholarship, a significant impact on their field(s). To count as a publication the candidate must provide a copy of the publication or documentation indicating final acceptance by the publisher.

While quality counts more than quantity in evaluating a candidate's research record, the normal expectation is an average of one-peer-reviewed publication per year, along with two or more pieces of scholarly work in rank. The fewer the peer-reviewed pieces, the higher the quality must be to merit promotion. Though there is a variation in books and articles, the department will consider a book the equivalent of three to six articles, depending on the quality of the work and the prestige of the outlet, as judged by the standards of the discipline.

In evaluating a faculty member's scholarship, quantity is a consideration but quality is an even more important consideration. 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. Peer review may be demonstrated by competitive selection of the publication outlet, external reviews, professional editing of the manuscript, or other documentation of the outlet's peer review process. Subventions should be explained.

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. 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.

Santa Clara University. At least comparable for time period. Most recent promotions have 11 publications after 6 years in rank and another had 20 publications with 12 years in rank.

Fordham University. In rank, 1 book or the equivalent (3-6 articles) in peer-reviewed journals for promotion.

Collegiality

Candidates will continue to demonstrate collegial behavior and a willingness to actively work with and for the faculty and staff in the department to facilitate the smooth, cooperative functioning of the Department. This collegiality may take the form of participating in Departmental and University events, actively contributing to committees and engaging in collaborative research when appropriate. Candidates are expected to actively assist their colleagues, communicate with them and to treat them with respect.

Criteria for Promotion to Emeritus/a Status

Emeritus/a status is an honor that may be granted to retiring tenured or non-tenure-track faculty members who have served the University for at least ten years, have distinguished themselves throughout their career and who plan to remain professionally active following retirement. 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/a Faculty Policy* available on the Web site of the Vice President for Frost Campus. The maintenance of such a relationship is important to the department in that emeritus/faculty members constitute a valuable resource for both colleagues and students of the department.

While the faculty member is responsible for requesting emeritus/a status by notifying the chair of the Department by April 1, the dossier submitted will consist of only the candidate's *curriculum vita*. Following the protocol for promotion to Professor, a committee of all tenured Professors in the department will be convened to discuss and vote on a recommendation to grant emeritus/a status. The Department Chair will summarize the recommendations of the committee and write a letter detailing the faculty member's work and significant contributions to the Department, College and University. This must be submitted to the Dean of the College by October 1.

III. ADVANCEMENT OF NON-TENURE-TRACK FACULTY

Non-tenure-track faculty members are individuals who are not eligible for tenure, although some may have renewable appointments. The four ranks of Non-tenure-track faculty are, in ascending order, Instructor, Assistant Professor, Associate Professor, and Professor; however, for internal purposes, the University prefaces the name of the rank with "Non-Tenure-Track."

Yearly Renewal

Should the Chair determine that employment should not continue, and that the contract not be renewed, she or he should bring the matter to the attention of the full voting faculty—minus the faculty member in question—for discussion and recommendations. Any determination and recommendation not to renew will be submitted by the Chair to

the Dean of Arts & Sciences, with explanation. Non-tenure-track faculty members who have been continuously employed for a minimum of three years but whose contract is not renewed will have one full academic year remaining unless circumstances indicate otherwise.

Advancement or appointment to the rank of Assistant Professor presupposes the qualifications for the rank of Instructor with the following additions: Possession of a doctorate and evidence of ability to teach effectively on a university level.

Third-Year Review

Non-Tenure-Track faculty members may elect to undergo a third-year review at any point on or after their third year of continuous full time employment.

After notification of the Chair by February 1, the faculty member submits to the Chair a dossier containing evidence of quality and quantity of contributions to the Department no later than September 1 of that same year.

The Chair of the Department should convene a Third Year Review Committee composed of all of the faculty members at or above the rank sought by the candidate no later than the first week of September. The Third Year Review Committee will be responsible for reviewing the faculty member's progress as it appears in the candidate's Third Year dossier. The Third Year Review Committee will meet and discuss the candidate's progress. Member(s) of the Third Year Review Committee will write a letter summarizing the committee's discussion and assessment of the candidate's progress. This letter will be circulated and approved by the committee before being provided to the Chair of the Department and the candidate. In addition, the faculty member's mentors will provide written evaluations of progress to both the Third Year Review Committee and the Chair. The Chair will use the mentors' evaluations, the Third Year Review Committee's letter, as well as the Chair's own evaluation of the candidate's progress in writing a separate third year review letter. After preparation of the Committee's third year review letter and distribution to the candidate and the Dean, the Chair will meet with the candidate to discuss the evaluation.

Advancement Review

The candidate must have served at least five years as non-tenure-track faculty with renewable appointment at SLU to be eligible for promotion.

The candidate should notify the Chair by April 1 and submit to the Chair a dossier by September 1 preceding the review for promotion, following established policies of the University and College of Arts & Sciences.

The Chair of the Department will convene an Advancement Review Committee composed of all of the faculty members at or above the rank sought by the candidate.

The Advancement Review Committee will be responsible for reviewing the faculty member's progress as it appears in the candidate's dossier. The Advancement Review Committee will meet and discuss the candidate's progress. Member(s) of the Advancement Review Committee will write a letter summarizing the committee's discussion and assessment of the candidate's progress. This letter will be circulated to and approved by the committee before being provided to the Chair of the Department and the candidate. In addition, the faculty member's mentors will provide written evaluations of progress to both the Advancement Review Committee and the Chair. The Chair will use the mentors' evaluations, the Advancement Review Committee's letter, as well as the Chair's own evaluation of the candidate's progress toward advancement in writing a summary review letter. After preparation and review by the committee of their summary letter, the Chair will meet with the candidate to discuss the evaluations.

The process of assessment of non-tenure track faculty will follow procedures similar to those for tenure track faculty members with modifications of criteria for job performance expectations appearing in the candidate's personnel file. These criteria are expected to represent continued and expanded mastery of all appropriate categories of evaluation as non-tenure track faculty members petition for promotion to higher institutional ranks.

In those cases where NTT faculty member's position is primarily based on teaching, a set of four reviewers will be selected to evaluate the candidate's qualifications.⁷ The candidate will submit a list of up to six potential reviewers who are working in comparable discipline areas within the Department or in other departments within or outside the University. The Chair can add up to six potential reviewers to the list, if desired. From this list, the candidate will select two reviewers and the chair will select two reviewers. All individual reviewers must be at or above the rank sought by the candidate. This list may also include the Center for Teaching Excellence as one of the four or as an additional review. The candidate will also be given the opportunity to veto potential reviewers on the basis that they may not be able to provide an unbiased assessment. Reviews shall not be solicited from persons so designated. In addition, the candidate will submit a list of six student names who can serve as evaluators. The Chair will solicit three evaluations from students and at least two of these students must be from the list provided by the candidate. The candidate will also be given the opportunity to veto potential student reviews on the basis that they may not be able to provide an unbiased assessment. Reviews shall not be solicited from persons so designated.

Appendix A: Mentoring Spreadsheet

Mentoring Spreadsheet					
Entry	Date	Time Spent	Student Name	Nature of Service	Additional Notes/Reminders

⁷ These experts should not include any relatives, co-authors or formal advisors.

Student Contact Record					
Entry	Date	Time Spent	Student Name	Nature of Service	Additional Notes/Reminders
1	3/2/11	15 min	Jane Doe	registration advising	follow-up in 2 weeks
2	####	1 hr. 25 min	John Smith	6 letters of recommendation; advised for spring registration; went over grad requirements	
3	####	20 min	Bill Bailey	discussed research design for final	Draft due 4/13/11

Appendix B: Teaching Portfolio

Candidates may find it useful to construct a unified teaching portfolio that will allow them to present materials related to teaching with an emphasis on reflection, evaluation and illustrative documentation. Candidates should consult the following list in constructing their Teaching Portfolio. The Portfolio should not exceed 20 pages, exclusive of appendices.

Suggested Contents of a Teaching Portfolio

- Statement of Teaching Philosophy
- Curricular Development, Integration and Assessment Activities
- Teaching Responsibilities
- Teaching Methodology, Strategies, Objectives
- Description of Course Materials (illustrative Syllabi, Handouts, Assignments may be included as appendices)
- Teaching Goals: Short- and Long-Term
- Efforts to Improve Teaching
- Summary of Student Ratings, particular evaluations may be highlighted
- Innovations in Teaching
- Products of Teaching (Evidence of Student Learning)
- The Teaching Portfolio should be a summary which highlights your best work or important information not called for in other places of the Dossier.

Appendix C: Rank and Tenure Procedures and Resources:

College of Arts and Science Policy Manual for rank and tenure procedures: <http://www.slu.edu/x16360.xml>

Arts and Science promotion policy for non-tenure track faculty: <http://www.slu.edu/x16362.xml>

Academic Affairs for rank and tenure resources: <http://www.slu.edu/x30337.xml>