

10. FACULTY RANK & TENURE PROCEDURES

May, 1998; Revised: July, 1999; August 2008; February 2016; November 2020
See also applicable information in 2.B. and 2.C. of the CHCE Policy Manual

INTRODUCTION

Candidates applying for promotion and/or tenure in the Albert Gnaegi Center for Health Care Ethics should be familiar with the current edition of the *Faculty Manual of Saint Louis University*, with which the following guidelines are consistent.

These guidelines implement an understanding of education that is holistic, including teaching, research, and service. This understanding of education reflects the mission of Saint Louis University as a Jesuit institution.

Hence, to be successful in achieving promotion and tenure, the faculty member must provide evidence of an ongoing and developing commitment to holistic education in academic teaching, scholarly research, and professional service.

The PhD program in Health Care Ethics in the Albert Gnaegi Center for Health Care Ethics (CHCE) offers a research, interdisciplinary degree at Saint Louis University. Because of the research focus of the program, faculty must become established as scholarly leaders, nationally or internationally, in their specialty area. Because of the interdisciplinary nature of the program, evidence of interdisciplinary skills (teaching, research, service) in addition to specialty competence will contribute significantly to the candidate's file.

I. CRITERIA FOR PROMOTION AND TENURE

Tenure and Associate Professor.

1. *Teaching.* Faculty must be teachers who inspire students, for example by nurturing objectivity, creativity, and enthusiasm. The candidate can provide evidence of proficient teaching ability in different ways. The following items must be provided: (a) a teaching portfolio; and (b) colleague(s) evaluation of classroom performance. Supplementary items may include: evidence of academic advising and student mentoring; evidence of course innovation or development, and elicited letters from colleagues or students to comment on teaching and/or mentoring.

2. *Research.* Research scholarship is crucial in a PhD program. The candidate must provide evidence of a national reputation for outstanding independent work in bioethics and clearly identify a research agenda. The emphasis will be upon the quality of scholarly research and publication, as evidenced by the standards of the candidate's scholarly domain. Papers may appear in journals focused on bioethics or medical humanities, in journals appropriate to the discipline (e.g., philosophy, law, sociology, theology, anthropology), in health policy publications, or in more traditional medical,

nursing, public health, or science journals. Promotion committees may find it useful to identify an outside reviewer who can provide guidance on types of journals and articles that would be expected for someone of the faculty member's background and rank to have as part of their portfolio.

Ordinarily, minimal criteria for evidence of scholarship will include:

- At least one peer-reviewed academic monograph as sole or primary author and at least three peer-reviewed academic publications; or
- At least seven peer-reviewed academic publications as sole or primary author
 - Note: The number of required articles or books can be modified if appropriate for their length or significance

If appropriate, other types of publications will count toward this evidence, although the amount of these publications a) will need to exceed the amounts specified above and b) cannot be the sole type of evidence for tenure. These may include:

- Co-authored peer-reviewed academic monograph
- Co-authored peer-review publications
- Selective but not peer-reviewed publications
- Selective invitations to speak at academic conferences

Finally, other types of research evidence will serve as supplemental evidence of research. These may include:

- Second or subsequent author in monograph or peer-reviewed articles
- Articles in non-refereed journals or professional journals
- Encyclopedia articles
- Chapters in scholarly books
- Edited collections of scholarly essays

Ordinarily, the reviewed evidence of scholarship should be produced during the tenure-track period (whether this occurs at SLU or another university).

The submission of grant and contract proposals is strongly encouraged of all faculty members, and grant funding will be viewed as evidence of the ability to conduct independent research. Expecting bioethics scholars to receive funding from any particular source (such as the NIH) may not be appropriate but sources should be recognized based on their appropriateness for the project. However, independent grant funding will not be part of the minimum requirements for tenure unless this requirement is clearly specified (e.g. identifying an expected funded percent effort and timeline) in a letter provided at the time of hire.

3. *Service.* Service is an integrative part of university education. Ordinarily, faculty members are expected to provide service to their Center, College or School, University, and the scholarly and local communities. Because junior faculty must establish their reputation as scholars for tenure, their service may not be as extensive as that of senior faculty. Nonetheless, junior faculty must contribute to the mission of the university through service, which can include: graduate examination boards; oversight of practica;

oversight of graduate, teaching, or research assistants; involvement in CHCE colloquia and grand rounds; Institutes and workshops; collaborative projects with other departments; committee work and governance; professional consultations. Other evidence of service can include: peer-review for journals; service on ethics committees; activities with professional associations; extra-mural and community service, such as presentations or retreats for non-academic groups.

Collegiality is a crucial part of service across the university and in the community. Candidates are encouraged to provide appropriate evidence of collegiality for evaluation when applying for promotion and/or tenure.

Full Professor.

Faculty seeking promotion to full professor must have achieved a national or international reputation, readily evidenced, for example, by publications or evaluations by other nationally visible scholars.

Criteria for the promotion from Associate to Full Professor apply as follows.

1. *Teaching.* The candidate will have an outstanding record of excellence in teaching as well as in advising and mentoring students.
2. *Research.* The candidate will demonstrate an outstanding record of research, with sustained progress in scholarship and enhancement of professional reputation. Ordinarily, the candidate's research and publication as primary author will include at least the following: an additional scholarly book published with an academically recognized publisher or the equivalent (four substantive articles) in refereed, academic journals.

Other evidence of scholarly research may include a substantial development of those items listed for promotion to Associate Professor.

3. *Service.* The candidate will document an outstanding record of service and collegiality.

Finally, given the nature of the PhD program, the prominence of interdisciplinary skills will enhance the quality of the candidate's application for promotion to full professor.

II. THE PROCESS FOR PROMOTION AND TENURE

Ordinarily, six years of service at the rank of assistant professor at the University or at another university of equal standing is required for tenure and promotion from assistant professor to associate professor. The candidate applies in the fall of the sixth year of employment at Saint Louis University. The final decision to grant tenure must be made by the end of the candidate's sixth year. Up to three years of credit for work at another institution may be negotiated at the time of hire, which shortens the time until the final decision. Early promotion and tenure is allowed for the exceptionally well-qualified

candidate.

Ordinarily, for promotion from associate to full professor five years are required at the rank of associate professor at the University or another university of equal standing. A candidate for promotion to full professor may apply in the Fall of the fifth year in rank.

If a candidate has a joint appointment an agreement should be reached during the candidate's first year concerning the method of evaluation. The agreement should include: the candidate and the Center directors and Deans for each academic unit in which an appointment is held. Secondary appointments do not require additional procedure; the tenure process will occur within the Center in which the primary appointment is held.

Role of the candidate

Ordinarily, the candidate must inform the Center director of the intention to apply for promotion/tenure by May 1. This is to allow sufficient time for the candidate and director to obtain an application packet from the Rank and Tenure office, to solicit letters of evaluation, and to prepare the candidate's dossier for the Center's consideration by September 1. The candidate must provide the director with all materials required by the University Rank and Tenure Committee by August 15 to enable time for review by the director and photocopying.

Role of Evaluators.

The candidate will supply a list of:

1. The names and contact information of at least five external tenured faculty colleagues who are qualified to comment on the candidate's scholarship and standing in the field. This list should not include members of his/her dissertation committee or close collaborators. The candidate may also submit the name of any colleagues who may be biased against the candidate.
2. The names and contact information of at least five faculty internal to the University who are qualified to comment on the candidate's service and/or collegiality. This list should include at least three faculty from outside the Center.
3. The names and contact information of at least five current or former students from the University who are qualified to comment on the candidate's teaching.

The director will solicit letters of recommendation from these lists as well as from other scholars, colleagues and students not listed by the candidate and chosen by the Director. This process will be conducted in accordance with the requirements of the Rank and Tenure Committee of SLU, using their forms where appropriate.

Role of the Center Faculty

All members of the CHCE faculty who hold tenure and a rank at least equivalent to the rank being sought by an applicant will be eligible to vote on matters of tenure and

promotion. Members seeking tenure or promotion must recuse themselves from votes. If an eligible voting member is unable to attend the review meeting, the director should obtain the member's vote in absentia or electronically. Voting members should receive a copy of the applicant's dossier at least 2 weeks in advance of the review meeting. The vote of the eligible CHCE faculty will be communicated by the Center Director to the applicant, who may request an explanation and/or written reasons for a negative recommendation. If the faculty member decides to continue the application, the recommendation of the CHCE faculty is forwarded to the College of Arts & Sciences Promotion & Tenure Committee by October 1, along with the Center Director's recommendation.

In evaluating applications, the eligible CHCE faculty members consider the following:

1. These published Center criteria for tenure and promotion.
2. The candidate's part of the dossier.
3. The letters of recommendation from students.
4. The letters of recommendation from University faculty.
5. The letters of recommendation from external scholars.

Role of the Center Director

Ordinarily the Center director is responsible for administering the promotion process and directing the meeting of the eligible CHCE faculty members. This responsibility may occasionally be delegated to a full professor. If the Center director is the candidate, the administration of the process is delegated to a full professor who will direct the CHCE faculty committee.

III. PREPARATION OF THE DOSSIER FOR PROMOTION & TENURE

The Candidate's Responsibility

1. General Information.

- a. Name (present rank and Center).
- b. Degrees earned (institutions, dates).
- c. Academic experience (institution, rank, dates).
- d. Number of years of credit toward tenure negotiated at time of hire.
- e. Academic recognition (awards, fellowships, scholarships).
- f. Candidate's statement (including: assessment of the candidate's role in the mission of the University; brief history and projection of the candidate's academic development): two page maximum.

2. Teaching Portfolio. The candidate will develop a *Teaching Portfolio* that includes the following items).

- a. Candidate's philosophy of education.

- b. Curriculum development and instructional design, including a list of courses taught and new courses.
- c. Teaching skills, including teaching effectiveness.
- d. Assessment of learner performance, including summaries of evaluations from student, colleagues, and the director.
- e. Advising, with evidence of advising effectiveness (including the director's evaluation)
- f. Educational administration.
- g. Recognition (teaching awards, honors etc., including criteria and method of selection).
- h. Continuing education/development.
- i. Long-term goals.

3. Research scholarship.

- a. Candidate's research narrative.
- b. Publications.
- c. Work in press.
- d. Work in progress.
- e. Grants: external/internal, proposed/funded.
- f. Lectures, papers, at professional meetings or educational institutions.
- g. Other.

4. Service.

- a. Candidate's service narrative.
- b. Professional.
- c. Center.
- d. University.
- e. Community.
- f. Other.

5. Appendices (ordinarily for Center purposes only)

- a. Complete course evaluations
- b. Syllabus and course materials
- c. Curriculum Vitae
- d. Examples of scholarship (copy of books, reprints, articles)
- e. Further Evidence of excellence in teaching, research, and service
 - i. Elicited letters
 - ii. Grant materials
 - iii. Awards
 - iv. Other
- f. External letters
- g. Chair's evaluations
- h. Committee's evaluations

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The Center's Responsibility

The Center director or delegate is responsible for assembling the Center's dossier, as follows.

1. The cover sheet and vote of the Center.
2. The Center criteria for promotion and tenure.
3. The candidate's part of the dossier.
4. The recommendation of the Center director.
5. The recommendation of the Center committee.
6. Evaluations from internal (university) colleagues (described previously).
7. Evaluations from students (described previously).
8. Letters from outside evaluators (described previously).