

SAINT LOUIS UNIVERSITY
College of Arts and Sciences
Department of Languages, Literatures, and Cultures
Rank and Tenure Procedures and Criteria

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I. Introduction

Humanity is comprised of a wealth of distinct cultures, with their unique histories, worldviews, and ways of expression. The Department of Linguistics, Literatures, and Cultures (LLC) has as its mission to study the contributions to humanity of cultures in terms of languages, literatures, linguistics, other arts, and cultural constructs.

The Department of LLC, thus, engages in teaching a range of world languages and the cultures from which they are inseparable. This entails the extensive research of linguistics, of cultural worldviews and intercultural communication, of literary and other artistic endeavors, and of translation. With our students, we strive to develop critical thinking, reading, and writing skills; speaking, listening, and cultural competencies; strategies for literacy, teaching, and learning across languages and cultures within the Jesuit liberal arts tradition and a sense of global citizenship.

II. Procedures

Evaluation of Application for Promotion, Promotion and/or Tenure, Midpoint Review, and Third-Year Review

The faculty of the Department value transparency and fairness. In that spirit, the following sections describe the roles of all parties involved in the tenure and/or promotion process and clarify the procedures. The present document presupposes the criteria and provisions contained both in *The Faculty Manual of Saint Louis University* and in the *College of Arts and Sciences (CAS) Rank and Tenure Procedures and Criteria: College Level* document. Should content of this document conflict with revisions to the *Faculty Manual*, the CAS guidelines, or relevant University policies or Provost directives, the content will be superseded accordingly.

A. Role of the Candidate (all ranks)

It is the candidate's responsibility to become familiar with the Department's guidelines and the sections in the *Faculty Manual* and the *CAS Rank and Tenure Procedures and Criteria: College Level* document that pertain to tenure and/or promotion. Candidates must inform the Department Chair of their intention to apply for promotion by December 1 of the preceding year, in order to give the Chair sufficient time to solicit the requisite letters. The candidate takes the initiative in convening the Mentoring Committee, as described in Section II. B. below. Finally, it is the candidate's responsibility to respect the timeline established in this document.

B. Role of the Mentoring Committee

The role of the Mentoring Committee is to advise formally and to assist faculty in fulfilling the requirements for midpoint/third-year review, tenure, and/or promotion. As such, the mentoring of faculty is an important means of supporting the growth and success of the candidate and of fostering collegial relationships among members of the department.

1. Mentoring Committees for Tenure-Track Assistant Professors, NTT Instructors, NTT Assistant Professors

In consultation with the candidate (whether tenure-track or non-tenure-track) the Department Chair shall appoint a Mentoring Committee of at least three persons, one of whom will serve as Chair of the Committee, during the new faculty member's first semester. The Mentoring Committee meets with the candidate at least once a year, at the candidate's request. At the end of the academic year, after meeting with the candidate, the Committee writes a report that tracks the candidate's progress. Copies of the report are sent to the Department Chair and to the candidate.

2. Mentoring Committees for Tenured Associate Professors, NTT Associate Professors

Each Associate Professor seeking promotion to the rank of Professor may choose to set up a Mentoring Committee comprised of two to three Professors. At least one of these two to three Professors must be tenured. The Associate Professor Mentoring Committee could include external members, such as recognized scholars in the person's field, or SLU colleagues from a related discipline. The role of this committee is to help the candidate identify appropriate career goals in the areas of teaching, mentoring, service, research and publication. When an Associate Professor officially starts the process of applying for promotion to Professor, they are encouraged to submit, by March 1 in the calendar year in which they are applying for promotion, a draft of their dossier to the Mentoring Committee for feedback prior to the formal application. Associate Professors who are seeking promotion and have chosen to have a Mentoring Committee are encouraged to meet annually with that Committee. After meeting with the candidate,

the Committee writes a report that tracks the candidate's progress. Copies of the report are sent to the Department Chair and to the candidate.

C. Role of the Chair

Normally, the Department Chair is responsible for administering the promotion process at the departmental level. The Department Chair assembles the Department's part of the dossier. The Department Chair chairs the meeting of the departmental faculty that evaluates the candidate and organizes the voting process, but does not participate in the discussion nor vote with the faculty. After the departmental faculty votes, the Chair adds this vote to the dossier. The Chair writes their own evaluation, which includes detailed reasons for their recommendation. The Chair adds their evaluation and recommendation to the candidate's dossier following the departmental vote, but does not share it with the candidate or other department faculty. In the Chair's evaluation letter, they are expected to address any variance between their recommendation and that of the department. The Chair submits the candidate's complete dossier to the Office of the Dean by October 1.

As noted in the *Faculty Manual*, the Dean or comparable administrator, not the Department Chair communicates the Department's recommendation to the candidate prior to December 1, which is the date the dossier is submitted to the University Committee on Academic Rank and Tenure (UCART). If there are perceived weaknesses in the submitted materials, the faculty member may decide to continue or to withdraw the application. If the faculty member does not send a written request for withdrawal to the Dean or comparable administrator, the dossier proceeds to UCART.

When the Chair is the candidate, a tenured faculty member holding the rank of Professor will handle the administration of the process. The faculty member will be selected in consultation with the Chair and the Dean of the College of Arts and Sciences.

Finally, SLU colleague letters from faculty in the candidate's department are considered to be votes, so the Chair must make sure that these letter writers recuse themselves from the department vote on the dossier. Further, if any department faculty member is a representative on the CAS R&T Committee, they can participate in the deliberation and vote at one level (i.e., in the department or the college), and must recuse themselves at the other. UCART members may not write colleague letters for any promotion and/or tenure candidate, even those from academic units other than their own.

D. Role of the Department

The faculty eligible to vote on a particular candidate meet, discuss the case, and vote by secret ballot. These faculty are comprised of all those at or above the rank being sought

and constitute the Department's Committee on Rank, Tenure, and Promotion. For candidates on the tenure track, voting faculty consist of all tenured faculty at or above the rank being sought. For candidates on the non-tenure track, voting faculty consist of all faculty at or above the rank being sought. In their deliberations, the faculty consider the elements of the candidate's dossier and assess whether the candidate has met the department's expectations. As stated in the *CAS Rank and Tenure Procedures and Criteria: College Level* document, participation in the vote is an obligation. The evaluation of fellow faculty members is an important responsibility, not to be taken lightly. Synchronous participation via Zoom (or similar software) is acceptable should in-person attendance not be feasible. Faculty eligible to vote who justifiably cannot attend a meeting (e.g., due to serious illness, on official leave, etc.) do not provide written or verbal input and do not vote. A senior faculty member from the voting body, designated by the voting faculty, shall provide a letter indicating the department vote and rationale for both supporting and dissenting votes. This letter shall be shared with the voting faculty and the Department Chair.

E. Midpoint Review of Tenure-Track Faculty and Third-Year Review of NTT Faculty

For tenure-track faculty, a Midpoint Review is normally conducted during the fifth semester of the candidate's service. Reviews of non-tenure-track faculty will be conducted after completion of at least four (but not more than six) full semesters of the faculty member's SLU employment unless a previously-approved development, family, medical, or other official leave warrants a delay. In preparation for the Midpoint or Third-Year Review, the candidate prepares a dossier, which is shared with the members of their Mentoring Committee. Upon review of the dossier, the Committee can make constructive suggestions about how best to present the content. The candidate is strongly encouraged to follow the guidance for formatting and content provided by the Committee. The Midpoint or Third-Year dossier is evaluated by an Ad hoc Committee of faculty members that is established by the Department Chair for that purpose. The Ad hoc Committee writes a report, which is sent to the candidate and the Department Chair. The Department Chair will include the Committee's report in their overall report on the candidate's performance, which is submitted to the Dean.

F. Timeline and Procedure for Applying for Tenure and/or Promotion

December 1:

Candidates will indicate in writing to the Chair their intention to apply for tenure and promotion the following fall.

January 15 - February 15:

When a candidate applies for tenure and/or promotion, external reviews will be solicited. These scholars cannot be any of the following: 1) Saint Louis University faculty, 2) scholars from the institution at which the candidate was awarded the doctoral degree, 3) current research mentors, 4) colleagues with whom the candidate has worked closely, 4) co-authors on papers or grants within the last 5 years, 5) the candidate's own past mentees, and 6) relatives, personal or family friends. The three evaluators are to be chosen as follows: **a.** the Candidate submits the names of at least three scholars with their affiliation; **b.** the Candidate's colleagues submit the names of scholars and their affiliation, forming a pool of at least three scholars; **c.** from the three names submitted by the Candidate, the chair chooses one; and from the pool submitted by the colleagues, the Chair chooses two. The names of the three scholars chosen to serve as evaluators are to remain unknown to the Candidate. External evaluators must hold the rank of or higher than the rank being sought.

When a Non-Tenure-Track candidate applies for promotion, external reviews will be solicited if necessary. The Chair will make this determination, in consultation with the candidate and the candidate's Mentoring Committee. A determination to solicit external reviews may be the case, for example, of NTT faculty whose area of expertise is unique within the University and/or not widely represented in the Department. These scholars cannot be any of the following: 1) Saint Louis University faculty, 2) scholars from the institution at which the candidate was awarded the doctoral degree, 3) current research mentors, 4) colleagues with whom the candidate has worked closely, 4) co-authors on papers or grants within the last 5 years, 5) the candidate's own past mentees, and 6) relatives, personal or family friends. The three evaluators are to be chosen as follows: **a.** the Candidate submits the names of at least three scholars with their affiliation; **b.** the Candidate's colleagues submit the names of scholars and their affiliation, forming a pool of at least three scholars; **c.** from the three names submitted by the Candidate, the chair chooses one; and from the pool submitted by the colleagues, the Chair chooses two. The names of the three scholars chosen to serve as evaluators are to remain unknown to the Candidate. External evaluators must hold the rank of or higher than the rank being sought.

When soliciting external letters, the Chair will instruct reviewers to evaluate the candidate's dossier on the basis of material provided to them. This material should reflect only the time period under review, not earlier work, unless it was approved in writing by the Provost at the time of hire to be considered with the application and such documentation is provided in the dossier. Further, it is recommended that that

instruction make clear that the reviewers should address only the information in that material about which they have appropriate direct knowledge.

March 1:

In the year in which the candidate applies for promotion, the candidate submits a draft of their dossier to the mentoring committee prior to the formal application. The committee can then make constructive suggestions about how best to present the dossier's content. The candidate is strongly encouraged to follow the guidance for formatting and content provided by the committee.

By May 1:

The candidate for promotion to Associate Professor with Tenure, and for promotion to Tenured Professor, will provide the Chair with materials applicable to the period under review, which may or may not extend back to the time of hire. Those materials include a curriculum vitae, copies of all published materials allowed within the negotiations at the time of hire, and all material with a scheduled publication date. The Chair will then send this compiled material, along with the Department's tenure and promotion guidelines, to the outside evaluators for review.

The candidate for promotion to Non-Tenure Track Assistant, Associate, or Professor will provide the Chair with a curriculum vitae, a statement of teaching and a portfolio of their work. Since many NTT faculty have multiple areas of expertise, or expertise in specific fields such as Linguistics and Second Language Acquisition, their teaching should be evaluated by external experts in those fields (see above, January 15-February 15).

Early August:

The Chair sends a reminder to outside reviewers who have not yet submitted letters.

By August 31:

All letters and the student evaluation forms need to be received.

By September 1:

The candidate submits the complete application dossier to the Chair. Also by September 1, the Chair will have solicited and received letters from two undergraduate students: a. one from a list provided by the candidate and b. the second chosen by the Chair; and, for MA Programs, two current or recently graduated graduate students, to be chosen as follows: a. one from a list provided by the candidate and b. the second chosen by the Chair. The Chair will also have solicited and received two colleague letters: a. one

selected by the candidate and **b.** the second chosen by the Chair. These letters should be written by a faculty member holding a rank superior to the rank of the candidate. Individuals who write colleague letters should recuse themselves from the department vote.

By September 30:

The faculty eligible to vote on a particular candidate meet, discuss the case, and vote by secret ballot. Participation in the vote is an obligation, as stated in the *CAS Rank and Tenure Procedures and Criteria: College Level* document.

After the secret vote is conducted on each Candidate, ballots will be counted by the Chair in the presence of one other voting faculty member, acceptable to those who have voted. The exact numerical result of the vote will be forwarded to the College Rank, Tenure, and Sabbatical Committee, but not revealed to the candidate. The Chair announces to those voting whether or not the candidate's application has received a majority of the votes cast.

October 1:

The candidate's application dossier and required letters are submitted to the Dean's office. Any supporting materials not specifically designated in the "College Rank and Procedures and Criteria" are to be placed in the Appendices.

III. Criteria for Tenure-Track Promotion

The criteria for promotion are in the areas of teaching, mentoring, scholarship and research, and service. Satisfactory performance is a minimum requirement in each area. Effective teaching is essential, and each university professor, at all levels, must engage in scholarly activity. There is a necessary correlation between scholarship and teaching inasmuch as scholarship informs teaching and gives it direction. Per *The Faculty Manual*, faculty normally must have completed five years in their current rank (without prior service credit), although early applications are permissible if the candidate can substantiate an early application.

A. Criteria for Tenure and Promotion to Associate Professor

a. Teaching

Faculty members are expected to demonstrate a high level of instructional competence and effective classroom performance, so as to meet the needs both of the students registered in general courses that may exist outside of LLC program requirements,

including Core courses such as Ignite Seminars, Cura Personalis, etc.; and of those majoring, minoring, or pursuing micro-credentials within LLC. Evidence of instructional competence can be seen in the ability to design and implement new courses or to revise existing courses as required by developments in one's field and by the changing needs of the Department. Such ability may be reviewed through portfolios, syllabi, examinations and other appropriate documents. Evidence of instructional competence can also include the capacity and expertise to coordinate, train, and supervise teaching assistants and to coordinate adjunct faculty. Supervision of final M.A. research papers is also considered. Evaluation of effective classroom performance also takes into consideration the candidate's course feedback survey reports, appropriately documented and explained. Effective performance in the classroom is generally considered to correspond to the "good" to "excellent" range. Evidence of effective classroom performance can also be documented through peer observations conducted through classroom visits on the part of the candidate's Mentoring Committee and of other experienced faculty.

b. Academic Mentoring

Faculty are required to participate in the mentoring of students preparing majors, minors, and certificate programs within the Department. The provision of accurate and appropriate information to their mentees regarding the successful completion of requirements is an obligation of all faculty. The number of students one mentors is determined by both programmatic and departmental needs. Faculty are also expected to be available for general counseling regarding career opportunities as they pertain to language study. Accessibility to faculty by students has been a hallmark of the Department.

c. Research and Scholarship

To qualify for the rank of Associate Professor with tenure in the Department, the candidate should show evidence of a personal dedication to scholarship and research of high quality and significance (cf. College Rank and Tenure Procedures, 2.1.3). The benefits of said dedication will be the production and dissemination of new knowledge and ideas, as well as the enhancement of instructional competence, as greater breadth and depth of scholarship are brought to bear in the classroom. LLC is a multi-disciplinary department, and LLC faculty are engaged in various types of research, including archival research, literary analysis, cultural criticism, linguistic research, translations, and creative endeavors, among others. While research topics and methodologies vary, scholarship must indicate a developing potential to undertake extensive projects which culminate in a monograph, an edited volume, a critical edition, an innovative textbook, or a substantial set of journal articles. Scholarly publications are evaluated with respect to

content and significance and not just counted (cf. College Rank and Tenure Procedures, 2.1.3). Ordinarily, the candidate must have five scholarly articles or book chapters, or one monograph during the period under review. The articles may be in electronic format. All publications must have appeared or have been accepted with no further revisions in well-regarded peer-refereed journals or presses. In the case of publications that have not yet appeared, there must be a letter in the dossier from the editor with a specific publication date.

Given the multi-faceted nature of research in LLC, this rough numerical standard of scholarly productivity (namely, a minimum of five articles or book chapters, or a monograph) may be reached in other ways as indicated below. Critical editions, annotated translations, and edited volumes are considered scholarly work. The scholarly work in an edited or co-edited volume will represent at a minimum the equivalent of one article, apart from any other article contributed to the volume. For co-edited volumes, the candidate must include information on the review process (for example, blind peer-reviewed, etc.). An innovative textbook or book-length translation published in a reputable press will count as a monograph. Other important measures include the ability to pursue and acquire competitive external funding for research projects, such as grants awarded by governmental or private-sector agencies. Evaluation in such instances will depend on the extent and significance of the grant and the research and scholarship it generates. Less weight is given to book reviews, encyclopedia entries, and creative writing. Scholarly endeavors shall be complemented by regular presentations in professional forums. These presentations do not substitute for published work, but are important evidence of the candidate's scholarly activity.

d. Service

In addition to the responsibilities spoken of above, all faculty are expected to provide service to their Program(s) and the Department; and, when appropriate, to the College, the University, and the Profession. At a minimum, the candidate should provide evidence of active citizenship in departmental events and committees, and in the events and committees of their Program(s). In addition, the candidate is encouraged to become involved in College and University committees, in activities of an academic nature in the surrounding community, and in relevant scholarly and professional societies. Service commitments are to be undertaken in consultation with the candidate's Mentoring Committee and with the approval of the Department Chair.

B. Criteria for Promotion to Tenured Professor

For promotion to the rank of Tenured Professor, the candidate must continue to display the qualities required of a Tenured Associate Professor as articulated above (see section III, a-d). In addition, the candidate must give evidence of the following:

a. Candidates should show concrete evidence of continued excellence and commitment to teaching and mentoring, as well as significant service. "Significant service" denotes service that demonstrates leadership and deeper engagement, such as:

- serving in departmental administrative positions (e.g., Department Chair, Associate Chair, Program Coordinator, etc.) and/or carrying out significant and impactful administrative tasks as assigned by the Department Chair;
- participating in important university- or college-wide initiatives;
- chairing time-intensive committees (e.g., a Faculty Council committee, a Search Committee, etc.).

Other measures include leadership in the profession (e.g., holding office in relevant professional associations or organizations, serving as editor or editorial board member, or evaluator or referee for a reputable press or journal, serving as chair or discussant in professional forums such as conferences, symposia, colloquia, workshops, and the like) and in the community (e.g., presenting lectures to community groups, facilitating service-learning opportunities above and beyond regular teaching assignments, organizing and/or sponsoring community events, etc.).

b. The candidate's scholarship should be reflected in the classroom through a deepened mastery of one's areas of expertise, and in continued efficacy in meeting the instructional goals of a given course. One is also expected to stay abreast of new research and developments in one's field, which often includes the preparation and incorporation of new materials.

c. The candidate must have established a record of significant publication of scholarly materials. While the form of the scholarly productivity will vary, there must be evidence of outstanding achievements in research and scholarship so as to merit attention among recognized scholars (cf. College Rank and Tenure Procedures, 2.2). Given the multi-faceted nature of research in LLC, the numerical standard of scholarly productivity (namely, a monograph, or a minimum of six articles or book chapters during the period under review, which is typically five years since the last promotion) may be reached in other ways as indicated below. Critical editions, annotated translations or translations, and edited volumes are considered scholarly work. The scholarly work in an edited or co-edited volume will represent at a minimum the equivalent of one article, apart from

any other article contributed to the volume. For co-edited volumes, the candidate must include information on the review process (for example, blind peer-reviewed, etc.). An innovative textbook or a book-length translation published in a reputable press will count as a monograph. Other important measures include the ability to pursue and acquire competitive external funding for research projects, such as grants awarded by governmental or private-sector agencies. Evaluation in such instances will depend on the extent and significance of the grant and the research and scholarship it generates.

All publications, including those in electronic form, must have appeared in well-regarded peer-refereed journals or presses. Less weight is given to book reviews, encyclopedia entries, and creative writing. Scholarly endeavors shall be complemented by regular presentations at professional forums. These presentations do not substitute for published work, but are important evidence of the candidate's scholarly activity.

IV. Criteria for Non-Tenure-Track Promotion

The criteria for promotion are in the areas of teaching and mentoring (for those faculty assigned such duties), and service. Faculty members are expected to demonstrate a high level of instructional competence and effective classroom performance, so as to meet the needs of the students registered in general courses that may exist outside of LLC Program requirements, including Core courses such as Ignite Seminars, Cura Personalis, etc.; and of those majoring, minoring, or pursuing micro-credentials within LLC. Effective teaching is essential and satisfactory performance in advising and service is a minimum requirement. Non-tenure-track appointees may apply for promotion at the same pace as tenure-track positions. An applicant for promotion will have been in rank for a sufficient time so that an adequate evaluation can be made at the time of application for promotion. Completion of five years in rank is typical, although early applications are permissible if the candidate can substantiate an early application. The basis for evaluation and recommendation regarding a dossier is whether or not the dossier meets the applicable standards, regardless of time.

A. Criteria for Promotion to Non-Tenure-Track Assistant Professor

Appointment to the rank of Assistant Professor requires the possession of a terminal degree in the field in which they teach or in a related field.

a. 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 class observation, evaluation of teaching materials, assignments and examinations.
- 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 feedback survey reports which are average to above average and/or 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.
- Engagement with professional field, such as organizing workshops, presenting at academic conferences, publishing on pedagogical topics, etc.

b. 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 work that is financially compensated outside of university salary).

B. Criteria for Promotion to Non-Tenure-Track Associate Professor

a. Teaching

Faculty members are expected to demonstrate a high level of instructional competence and effective classroom performance, so as to meet the needs of the students registered in general courses that may exist outside of Language Program requirements, including Core courses such as Ignite Seminars, Cura Personalis, etc.; and of those majoring, minoring, or pursuing micro-credentials within LLC. Evidence of instructional competence can be seen in the ability to design and implement new courses and to revise existing courses, as required by developments in one's field and by changing needs of the Department. Such ability may be reviewed through portfolios and other appropriate documents. Evidence of instructional competence may also include the capacity and expertise to train, coordinate, and supervise teaching assistants and adjunct faculty. Evaluation of effective classroom performance also takes into consideration the candidate's course feedback survey reports, appropriately documented and explained. Effective performance in the classroom is normally considered to correspond to the "good" to "excellent" range. Evidence of effective classroom performance is also documented through peer evaluation conducted

through classroom visits on the part of the candidate's Mentoring Committee and of other senior faculty.

b. Academic Mentoring

Faculty are normally required to participate in the mentoring of students preparing majors and minors within the Department. The provision of accurate and appropriate information regarding the successful completion of requirements is considered a serious obligation of all faculty. The number of students one mentors is determined by both programmatic and departmental needs. Faculty are also expected to be available for general counseling regarding career opportunities, particularly as these involve language study. Accessibility to faculty by students has been a hallmark of the Department.

c. Service

In addition to the responsibilities spoken of above, all faculty are expected to provide service to their Language Program, and as opportunities arise, to the Department, College, and University. Service to professional organizations or to the community in accordance with the candidate's academic expertise and the mission of the institution will also be acknowledged. Service commitments are to be undertaken in consultation with the candidate's Mentoring Committee and with the approval of the Department Chair. There should be a balance among the various responsibilities held by faculty during a given semester or academic year. Participation in scholarly endeavors and professional activities are important in promoting innovative teaching.

d. Change of Track

Should a tenure-track position be created by converting a Non-Tenure-Track Assistant or Associate Professor position into a Tenure-Track Assistant or Associate Professor position, after at least one year the candidate may apply for promotion and/or tenure, in consultation with the candidate's Mentoring Committee, the Department Chair, and the Dean's Office, under the standards for tenure-track. Time served in a non-tenure-track faculty position is not counted against the probationary tenure-track period. However, teaching, research, and service during the non-tenure-track faculty position may be considered toward the promotion and/or tenure decision if approved in writing by the Provost at the time of the track change and if related documentation is included in the dossier.

C. Criteria for Promotion to Non-tenure Track Professor

For promotion to the rank of Non-Tenure Track Professor, the candidate must continue

to display the qualities required of a Non-Tenure Track Associate Professor as articulated above. In addition, the candidate must provide evidence of professional growth, such as course development, pedagogical innovation, curricular innovation/development, and holding leadership roles in the Program, Department, College, or University.

V. Criteria for Promotion to Emeritus/a Faculty Status

Emeritus/a status is an honor that may be granted to retiring tenured or non-tenure track faculty members who meet the criteria as described in the Retired and Emeritus/a Faculty Policy available on the web site of the Provost. Emeritus/a status recognizes the achievement of high distinction on the part of the faculty member and an ongoing relationship with the University. The maintenance of such a relationship is important to the department in that emeritus/a faculty members constitute a valuable resource for both colleagues and students of the department. The faculty member is responsible for requesting emeritus/a status by notifying the Chair of the Department of Languages, Literatures, and Cultures. The faculty member should make this request by April 1st. By the end of the first week of the following fall semester, the faculty member will provide a dossier that will consist of their Curriculum Vitae and a letter summarizing their plan for continued professional activity and how they believe their SLU career was distinguished. A discussion of the candidate's request and dossier will occur early in the fall semester and will include all departmental faculty members. Following this discussion, departmental faculty (regardless of tenure status or rank) will vote on a recommendation to grant emeritus/a status. The Department Chair will summarize the discussion held by the faculty, including the outcome of the vote taken for Emeritus/a status. The Department Chair will also provide a letter summarizing the faculty member's professional activities, and significant contributions to the Department, College and University. This letter will include a recommendation, either in favor of, or against Emeritus/a status for the faculty member. The two department documents and the candidate's dossier should be submitted to the Dean of the College by October 1st. Emeritus/a status is ultimately conferred (or denied) by the Provost.