

**School of Science and Engineering**

**DEPARTMENT OF EARTH, ENVIRONMENTAL AND GEOSPATIAL SCIENCE**

**Rank and Tenure Procedures and Criteria**

**Approved by the Department of Earth, Environmental & Geospatial Science: August 29, 2024**

**Approved by SSE TPSDL Committee: November 17, 2024**

**Approved by SSE Dean: November 25, 2024**

**Reviewed by UCART: December 3, 2024**

**Approved by Provost: March 30, 2026**

**CONTENTS**

Contents.....	1
Preamble.....	2
I. Promotion for Tenured and Tenure-Track Faculty .....	2
I.A Procedures for Tenured and Tenure-Track Faculty .....	2
I.A.1 Promotion Application .....	2
I.A.2 Mentoring and Evaluation of Pre-Tenure Faculty.....	3
I.A.3 Midpoint Review Process .....	4
I.A.4 Mentoring of Post-Tenure Faculty .....	4
I.B Criteria for Tenured and Tenure-Track Faculty.....	4
I.B.1 Promotion to Associate Professor with Tenure .....	4
I.B.2 Promotion to Professor .....	6
II. Promotion for Continuing, Non-Tenure-Track Faculty .....	7
II.A Procedures for Continuing, Non-Tenure-Track Faculty .....	8
II.A.1 Promotion Application .....	8
II.A.2 Mentoring and Evaluation of Non-Tenure Track Faculty.....	9
II.A.3 Promotion Expectations.....	9
II.A.4 Third-Year Review Process .....	9
II.B Criteria for Continuing, Non-Tenure Track Faculty.....	10
II.B.1 Promotion to Non-Tenure Track Assistant Professor .....	10

II.B.2 Promotion to Non-Tenure Track Associate Professor.....	11
II.B.3 Promotion to Non-Tenure Track Professor .....	12
III. Emeritus / Emerita Applications .....	13
III.A Eligibility and Procedure for Applying for Emeritus / Emerita Status .....	13
III.B Criteria for Granting of Emeritus / Emerita Status .....	13

**PREAMBLE**

The Department of Earth, Environmental and Geospatial Science (EEGS) in the School of Science and Engineering (SSE) seeks to advance earth, environmental, atmospheric, and geospatial sciences. Faculty in the department are involved in field research, laboratory research, theoretical research, and computational research. Courses taught include service courses, required courses for our majors, specialized graduate courses, and lab courses.

**I. PROMOTION FOR TENURED AND TENURE-TRACK FACULTY**

**I.A PROCEDURES FOR TENURED AND TENURE-TRACK FACULTY**

**I.A.1 PROMOTION APPLICATION**

A tenured or tenure-track faculty member in the Department of EEGS is expected to teach, perform research, and provide service. The workload distribution is determined by the Department Chair in consultation with the faculty member and follows the Department of EEGS workload guidelines.

Tenure-track faculty and tenured faculty applying for promotion in the Department of EEGS are evaluated for promotion and tenure using the procedures described in The Faculty Manual of Saint Louis University as well as SSE and Department Rank and Tenure guideline documents. Should the content of this document conflict with revisions to the Faculty Manual, the content will be superseded accordingly. For eligible faculty, the Department Chair initiates the promotion and tenure processes upon notice from the faculty member of an intention to apply for promotion and/or review. The request should come from the faculty member by the deadline indicated in the SSE TPSDL Guidelines. The faculty member, together with the Department Chair and mentor (see section I.A.2 for mentor information), begins the process of collection of relevant data.

The candidate must submit to the Department Chair a package complete with supporting materials for their performance in teaching, research, service, and, when appropriate, administration by the deadline indicated in the SSE TPSDL Guidelines. Publications and other

work to be evaluated should pertain only to the period under review absent a provost-authorized exception. The period under review is typically the time since hiring or the previous promotion. Ordinarily, candidates are eligible to apply for advancement to the next rank after five years at their current status. For a candidate for Professor, if the previous promotion was more than five years prior to application, the review will focus on the last five years. The package should follow the format specified by SSE and include all the information required from the Department, School, and University. The Chair and the candidate each select one faculty member for colleague letters. At least one faculty member is selected from EEGS, while the other can be a colleague from another department or unit within the University. A letter from a department colleague constitutes that member's vote, so they may not vote at the Department level.

Assessment of academic excellence is assisted by a minimum of three external review letters. The candidate submits, by the date indicated in the SSE TPSDL Guidelines, at least five names of individuals external to the university to potentially serve as external reviewers of their dossier, and avoiding conflicts of interest as defined in the SSE TPSDL Guidelines. The Department Chair will select a few names from this list and may select additional reviewers (not on the list provided by the candidate) as well. The Department Chair will select external reviewers who can evaluate the candidate on the basis of the material provided. They will be selected from, but not limited to, peer and aspirational institutions.

To assess the candidate's materials, the Department convenes the Department Promotion and Tenure Committee, which is composed of all tenured faculty of the rank the candidate is seeking and of higher rank. Faculty who are not present at this meeting do not provide written or verbal input on the candidate and do not vote. The Department Chair may attend the meeting to answer factual questions about the materials but does not vote, participate in the discussion, or otherwise give an opinion that may influence the faculty vote. A senior member of the faculty appointed by the Department Chair will lead the meeting, lead the reporting of the deliberations, and complete the department faculty recommendation form. The department letter should explain reasons for both supporting and dissenting votes. Separately, the Department Chair will write a formal recommendation letter.

Colleague letters, external reviewer evaluations, the recommendation from the department faculty, the letter from the Department Chair, and other pertinent supporting material are forwarded, along with the candidate's materials, to the Dean of the School.

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#### I.A.2 MENTORING AND EVALUATION OF PRE-TENURE FACULTY

The goal of the Department of EEGS is to provide new faculty with every opportunity to succeed in teaching, research, and service. To help foster this success, the Department Chair will assign a faculty mentor to each new faculty member. A "mentor" is defined as a faculty member of higher rank that will help to advise the faculty member when questions arise concerning the teaching, research, and service activities of academic life. The new faculty member will be made aware of

their progress at the departmental level in the form of an annual evaluation, provided by the Department Chair. However, satisfactory performance on annual evaluations is not sufficient to obtain promotion and tenure. A more complete and thorough evaluation that provides a better measure of progress toward promotion and tenure comes in the midpoint review.

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### I.A.3 MIDPOINT REVIEW PROCESS

Pre-tenure faculty will be reviewed near the midpoint of the probationary period. For the midpoint review, the Department will conduct a thorough review of the faculty member's progress toward promotion and tenure. By the date indicated in the SSE TPSDL Guidelines, the candidate will submit a dossier following the required promotion format. The Department Rank and Tenure Committee will review the document and discuss their assessment in a meeting with the Chair. The Chair will include this assessment in a summary letter evaluating each aspect of performance related to departmental guidelines for the next promotion and discuss it with the faculty member. In addition, the Chair will provide this letter along with the faculty member's dossier to the SSE Dean's office. The midpoint review report will also be included with the promotion and tenure dossier.

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### I.A.4 MENTORING OF POST-TENURE FACULTY

At the request of the post-tenured faculty member, the Chair will assign a mentor. The duties of the mentor will follow the guidelines described in section I.A.2 for pre-tenured faculty.

## I.B CRITERIA FOR TENURED AND TENURE-TRACK FACULTY

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### I.B.1 PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

A candidate for promotion to Associate Professor with Tenure must demonstrate evidence of achievement in their field with a trajectory of further success, distinction, and impact. A candidate who has the rank of Associate Professor, but is seeking tenure only, should demonstrate the same achievements as those seeking promotion with tenure. The dossier for promotion and/or tenure should include and will be evaluated based on:

#### Teaching

The Department of EEGS views one of its primary missions to be the education and training of students at the baccalaureate, master, and doctoral levels. Consequently, emphasis is placed on teaching and the candidate must demonstrate teaching effectiveness. Qualities of effective teaching include maximizing student learning, fostering critical thinking skills, creating a positive learning environment, and soliciting and adapting to student feedback. Teaching effectiveness can be shown by, for example, peer reviews by colleagues, student evaluations, self-evaluations, excerpts of teaching materials, and teaching awards. Efforts to improve teaching effectiveness

can be shown by, for example, participation in professional pedagogical activities, the development of new courses, the modification of the format of existing courses, the development of pedagogical materials, and journal publications and/or conference presentations on teaching and learning. Documentation from at least two types of assessments/activities should be included in the faculty's promotion application.

### Mentoring

The candidate for promotion must provide regular and quality mentoring to graduate students (in all aspects, including academic and research mentoring), undergraduate students, and/or support staff following the policies and procedures of the Department and University. The candidate must demonstrate successful mentoring of at least one masters or doctoral student. Successful mentoring can be demonstrated by students advancing to candidacy, publishing peer-reviewed journal articles, presenting at conferences, being awarded grants, and/or graduating. For faculty with no graduate programs in EEGS or otherwise limited mentoring opportunities, they must have participated in thesis and/or dissertation committees for other programs (including those outside of EEGS).

### Scholarship and Research

Faculty members are expected to develop an active research program during the pre-tenure period. Active research is measured through:

**Presentations** at respected conferences in their field, manuscripts in respected conference proceedings, and invited keynotes and talks.

Six **publications** in respected peer-reviewed journals in their field, with the candidate as the first author or direct supervisor of a student or postdoctoral first author for at least four of the publications. The candidate should provide information on the extent of citation of their work by the scientific community and on journal quality. Journals should have a Q1 or Q2 Journal Impact Factor in Journal Citation Reports; articles in lower-ranked journals will count as half a publication. A patent will count as one journal article. If the candidate has published a book, it will count as multiple publications, with the number depending on the prestige of the publication outlet.

Success in **external funding** that includes multi-year grants and/or contracts at levels equivalent to full support for a graduate student (i.e., 12-month stipend, health insurance, and tuition).

The candidate must have presentations, publications, and external funding as well as demonstrate a trajectory of increasing research activity over their pre-tenure period.

### Service

The candidate is expected to engage in service to the Department, School, and/or University that helps to promote the functioning of the organization and advance its mission. Such activities include serving on committees, chairing committees, representing the unit at events, and leading student field trips. The candidate should demonstrate a willingness to work cooperatively with the faculty and staff in the Department. Additionally, the candidate should engage in meaningful professional service in their field. Such activities include reviewing papers and proposals, serving as a journal editor, organizing sessions at professional meetings, and serving on or chairing committees for professional societies. The quality of the service will be evaluated based on the candidate's contribution and the reach and impact of the service.

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### I.B.2 PROMOTION TO PROFESSOR

The candidate for promotion to Professor with Tenure must demonstrate evidence of sustained achievement in their field with distinction and impact. A candidate who has the rank of Professor, but is seeking tenure only, should demonstrate the same achievement as those seeking promotion. The dossier for promotion to Professor should include and will be evaluated based on:

#### Teaching

The Department of EEGS views one of its primary missions to be the education and training of students at the baccalaureate, master, and doctoral levels. Consequently, emphasis is placed on teaching and the candidate must demonstrate teaching effectiveness. Qualities of effective teaching include maximizing student learning, fostering critical thinking skills, creating a positive learning environment, and soliciting and adapting to student feedback. Teaching effectiveness can be shown by, for example, peer reviews by colleagues, student evaluations, self-evaluations, excerpts of teaching materials, and teaching awards. Efforts to improve teaching effectiveness can be shown by, for example, participation in professional pedagogical activities, the development of new courses, the modification of the format of existing courses, the development of pedagogical materials, and journal publications and/or conference presentations on teaching and learning. Documentation from at least two types of assessments/activities should be included in the faculty's promotion application.

The faculty member is expected to have demonstrated a willingness to critically evaluate new pedagogical innovations and to have developed new courses and/or to have revised and updated existing courses in their discipline. In particular, this includes graduate courses in the faculty member's area of specialization.

#### Mentoring

The candidate must have successfully mentored at least one doctoral student through their defense and graduation. For faculty with no graduate programs in EEGS, they must have actively participated in thesis and/or dissertation committees for other programs (including those outside

of EEGS). They must demonstrate a good knowledge of the policies and procedures of the Department and the University, especially as they apply to the mentoring of both undergraduate and graduate students in EEGS. Additionally, senior faculty members are expected to mentor junior faculty members in the Department of EEGS in their teaching and research endeavors.

### Scholarship and Research

The candidate is expected to maintain an active research program measured through:

**Presentations** at respected conferences in their field, manuscripts in respected conference proceedings, and invited keynotes and talks.

Ten **publications** in respected peer-reviewed journals in their field, with the candidate as the first author or direct supervisor of a student or postdoctoral first author for at least six of the publications. The candidate should provide information on the extent of citation of their work by the scientific community and on journal quality. Journals should have a Q1 or Q2 Journal Impact Factor in Journal Citation Reports; articles in lower-ranked journals will count as half a publication. A patent will count as one journal article. If the candidate has published a book, it will count as multiple publications, with the number depending on the prestige of the publication outlet.

Sustained success in **external funding** that includes multi-year grants and/or contracts at levels equivalent to full support for a graduate student (i.e., 12-month stipend, health insurance, and tuition).

The candidate must have presentations, publications, and external funding as well as demonstrate sustained research activity over the review period.

### Service

The candidate is expected to engage in significant service to the Department, School, and/or University that helps to promote the functioning of the organization and advance its mission. Such activities include serving on committees, chairing committees, representing the unit at events, and leading student field trips. The candidate should continue to demonstrate a willingness to work cooperatively with the faculty and staff in the Department. Additionally, the candidate should engage in meaningful professional service in their field. Such activities include reviewing papers and proposals, serving as a journal editor, organizing sessions at professional meetings, and serving on or chairing committees for professional societies. The quality of the service will be evaluated based on the candidate's contribution and the reach and impact of the service.

## II. PROMOTION FOR CONTINUING, NON-TENURE-TRACK FACULTY

## II.A PROCEDURES FOR CONTINUING, NON-TENURE-TRACK FACULTY

### II.A.1 PROMOTION APPLICATION

Non-tenure-track (NTT) faculty in the Department of EEGS have primary focus on teaching, with some service also being expected. A non-tenure-track faculty member may perform research or scholarship, which is usually in the form of pedagogy and/or laboratory development but may also include research with students.

NTT Faculty in the Department of EEGS are evaluated for promotion using the procedures specified for NTT faculty members in The Faculty Manual of Saint Louis University as well as the SSE and Department Rank and Tenure guidelines. The process to be followed in the case of promotion of a non-tenure-track faculty member is generally the same as that for tenure-track faculty, but the assessment criteria must be appropriate for the NTT role.

For eligible faculty, the Department Chair initiates the promotion processes upon notice from the faculty member of an intention to apply for promotion and/or review. The request should come from the faculty member by the deadline indicated in the SSE TPSDL Guidelines. The faculty member, together with the Department Chair and mentor, begins the process of collection of relevant data.

The candidate must submit to the Department Chair a package complete with supporting materials for their performance in teaching, service, and, when appropriate, research by the deadline indicated in the SSE TPSDL Guidelines. The period under review is typically the time since hiring or the previous promotion. Ordinarily, candidates are eligible to apply for advancement to the next rank after five years at their current status but early application is possible if all applicable criteria are satisfied. The package should follow the format specified by the SSE and include all the required information from the Department, School, and University. The Chair and the candidate each select one faculty member for colleague letters. At least one faculty member is selected from EEGS, while the other can be a colleague from another department or unit within the University.

To assess the candidate's materials, the Department convenes a committee composed of all tenured and NTT faculty of the rank the candidate is seeking and of higher rank. Faculty who are not present at this meeting do not provide written or verbal input on the candidate and do not vote. The Department Chair may attend the meeting to answer factual questions about the materials but does not vote, participate in the discussion, or otherwise give an opinion that may influence the faculty vote. A senior member of the faculty appointed by the Department Chair will lead the meeting, lead the reporting of the deliberations, and complete the department faculty recommendation form. The department letter should explain reasons for both supporting and dissenting votes. Separately, the Department Chair will write a formal recommendation letter.

Colleague letters, the recommendation from the department faculty, the letter from the Department Chair, and other pertinent supporting material are forwarded, along with the candidate's materials, to the Dean of the School.

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#### II.A.2 MENTORING AND EVALUATION OF NON-TENURE TRACK FACULTY

The goal of the Department of EEGS is to provide new NTT faculty with every opportunity to succeed in teaching and service. To help foster this success, the Department Chair will assign an NTT faculty mentor to each new faculty member of the Department of EEGS. A "mentor" is defined as an NTT faculty member of higher rank who will help to advise the NTT faculty member when questions arise concerning the teaching and service activities of academic life. The new faculty member will be made aware of their progress at the departmental level in the form of an annual evaluation provided by the Department Chair. However, satisfactory performance on annual evaluations is not sufficient to obtain promotion. A more complete and thorough evaluation that provides a better measure of progress toward promotion comes in the Third-Year Review.

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#### II.A.3 PROMOTION EXPECTATIONS

The requirements pertaining to teaching, service, and research in the performance expectations of NTT faculty are different from tenure and tenure-track faculty. Such distinction is central to the function of NTT faculty within the Department of EEGS. Their evaluation as NTT faculty will focus on performance in the classroom and laboratory environments, professional development, advising, and mentoring. Performance in other areas of teaching, scholarship, and service will be evaluated relative to their weight in the employment expectations of individual NTT faculty members.

The Promotion of NTT faculty is important to both the academic career of NTT faculty members and to the vitality and development of the Department. Promotion in rank is earned through the diligent and persistent demonstration of competence in the specified responsibilities of the position.

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#### II.A.4 THIRD-YEAR REVIEW PROCESS

In the third year of a NTT faculty member's appointment at SLU, the Department will conduct a thorough review of the faculty member's progress toward promotion. The candidate will submit a dossier following the required promotion format, including a 1 – 2 page candidate statement, by the date indicated in the SSE TPSDL Guidelines. The Department Rank and Tenure Committee will review the document and discuss their assessment in a meeting with the Chair. The Chair will provide a review summary letter evaluating each aspect of performance related to departmental guidelines for the next promotion along with the faculty member's dossier to

the SSE Dean's office by the date indicated in the SSE TPSDL Guidelines. The third-year review report will also be included with the promotion dossier.

## II.B CRITERIA FOR CONTINUING, NON-TENURE TRACK FACULTY

### II.B.1 PROMOTION TO NON-TENURE TRACK ASSISTANT PROFESSOR

The candidate for promotion to Assistant Professor from Instructor must demonstrate evidence of achievement in their field with a trajectory of further success, distinction, and impact. They are also expected to have earned the terminal degree in their field. The dossier for promotion should include and will be evaluated based on:

#### Teaching

The Department of EEGS views one of its primary missions to be the education and training of students at the baccalaureate, master, and doctoral levels. Consequently, emphasis is placed on teaching and the candidate must demonstrate teaching effectiveness. Qualities of effective teaching include maximizing student learning, fostering critical thinking skills, creating a positive learning environment, and soliciting and adapting to student feedback. Teaching effectiveness can be shown by, for example, peer reviews by colleagues, student evaluations, self-evaluations, excerpts of teaching materials, and teaching awards. Efforts to improve teaching effectiveness can be shown by, for example, participation in professional pedagogical activities, the development of new courses, the modification of the format of existing courses, the development of pedagogical materials, and journal publications and/or conference presentations on teaching and learning. Documentation from at least two types of assessments/activities should be included in the faculty's promotion application.

#### Mentoring

When assigned, the candidate for promotion must provide quality mentoring to graduate students (primarily as teaching assistants), undergraduate students, and/or support staff. They must demonstrate a reasonable knowledge of the policies and procedures of the Department and University that apply to mentoring.

#### Service

The candidate is expected to engage in service to the Department, School, and/or University that helps to promote the functioning of the organization and advance its mission. Such activities include serving on committees, chairing committees, representing the unit at events, and leading student field trips. The candidate should demonstrate a willingness to work cooperatively with the faculty and staff in the Department. The quality of the service will be evaluated based on the candidate's contribution and the reach and impact of the service.

## Research and Scholarship

Most NTT faculty members do not have research and scholarship expectations as part of their workload, but for individuals that do, research will be evaluated based on conference presentations, peer-reviewed publications, and external funding. The expected productivity will be based on the assigned research workload.

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## II. B. 2 PROMOTION TO NON-TENURE TRACK ASSOCIATE PROFESSOR

The candidate for promotion to Associate Professor must demonstrate continued achievements in their field with success, distinction, and impact in imparting disciplinary knowledge to students. The dossier for promotion should include and will be evaluated based on:

### Teaching

The Department of EEGS views one of its primary missions to be the education and training of students at the baccalaureate, master, and doctoral levels. Consequently, emphasis is placed on teaching and the candidate must demonstrate teaching effectiveness. Qualities of effective teaching include maximizing student learning, fostering critical thinking skills, creating a positive learning environment, and soliciting and adapting to student feedback. Teaching effectiveness can be shown by, for example, peer reviews by colleagues, student evaluations, self-evaluations, excerpts of teaching materials, and teaching awards. Efforts to improve teaching effectiveness can be shown by, for example, participation in professional pedagogical activities, the development of new courses, the modification of the format of existing courses, the development of pedagogical materials, and journal publications and/or conference presentations on teaching and learning. Documentation from at least two types of assessments/activities should be included in the faculty's promotion application.

### Mentoring

When assigned, the candidate for promotion must provide quality mentoring to graduate students (primarily as teaching assistants), undergraduate students, and/or support staff. They must demonstrate a reasonable knowledge of the policies and procedures of the Department and University that apply to mentoring.

### Service

The candidate is expected to engage in service to the Department, School, and/or University that helps to promote the functioning of the organization and advance its mission. Such activities include serving on committees, chairing committees, representing the unit at events, and leading student field trips. The candidate should demonstrate a willingness to work cooperatively with the faculty and staff in the Department. The quality of the service will be evaluated based on the candidate's contribution and the reach and impact of the service.

## Research and Scholarship

Most NTT faculty members do not have research and scholarship expectations as part of their workload, but for individuals that do, research will be evaluated based on conference presentations, peer-reviewed publications, and external funding. The expected productivity will be based on the assigned research workload.

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### II. B.3 PROMOTION TO NON-TENURE TRACK PROFESSOR

The candidate for promotion to Professor must demonstrate continued distinguished achievements in their field that show impacts in imparting disciplinary knowledge to students. The dossier for promotion should include and will be evaluated based on:

#### Teaching

The Department of EEGS views one of its primary missions to be the education and training of students at the baccalaureate, master, and doctoral levels. Consequently, emphasis is placed on teaching and the candidate must demonstrate teaching effectiveness. Qualities of effective teaching include maximizing student learning, fostering critical thinking skills, creating a positive learning environment, and soliciting and adapting to student feedback. Teaching effectiveness can be shown by, for example, peer reviews by colleagues, student evaluations, self-evaluations, excerpts of teaching materials, and teaching awards. Efforts to improve teaching effectiveness can be shown by, for example, participation in professional pedagogical activities, the development of new courses, the modification of the format of existing courses, the development of pedagogical materials, and journal publications and/or conference presentations on teaching and learning. Documentation from at least two of these types of assessments/activities should be included in the faculty's promotion application.

#### Mentoring

When assigned, the candidate for promotion must provide quality mentoring to graduate students (primarily as teaching assistants), undergraduate students, and/or support staff. They must demonstrate a knowledge of the policies and procedures of the Department and the University, especially as they apply to the mentoring of both undergraduate and graduate students in EEGS.

Additionally, if assigned, the candidate for promotion is expected to have mentored junior faculty members in the Department of EEGS.

#### Service

The candidate is expected to engage in service to the Department, School, and/or University that helps to promote the functioning of the organization and advance its mission. Such activities

include serving on committees, chairing committees, representing the unit at events, and leading student field trips. The candidate should demonstrate a willingness to work cooperatively with the faculty and staff in the Department. The quality of the service will be evaluated based on the candidate's contribution and the reach and impact of the service.

### Research and Scholarship

Most NTT faculty members do not have research and scholarship expectations as part of their workload, but for individuals that do, research will be evaluated based on conference presentations, peer-reviewed publications, and external funding. The expected productivity will be based on the assigned research workload.

## III. EMERITUS / EMERITA APPLICATIONS

### III.A ELIGIBILITY AND PROCEDURE FOR APPLYING FOR EMERITUS / EMERITA STATUS

A faculty member is responsible for requesting their application to emeritus/emerita status by notifying the Department Chair. The candidate submits a letter to the Department Chair by the deadline given in the SSE TPSDL Guidelines requesting emeritus/emerita status with a brief rationale for the awarding of emeritus/emerita status along with a complete curriculum vitae. The candidate needs to clearly outline how they fit the criteria for this status (stated below) and how they will remain professionally active after retirement. The Department Chair will convene a faculty meeting to discuss and vote on the candidate. The Chair will submit a letter to the Dean reflecting the discussion and vote, as well as expressing the Chair's own opinion. All faculty members at the rank of Professor or Associate Professor in the department may vote.

### III.B CRITERIA FOR GRANTING OF EMERITUS / EMERITA STATUS

Tenured or NTT faculty members who meet the requirements outlined in the Saint Louis University Faculty Manual and the Retired and Emeritus/Emerita Faculty Policy on the Provost's website are eligible for emeritus/emerita status. The awarding of emeritus/emerita status is a recognition of a distinguished career of service and is only granted to those faculty members who will remain professionally active after retirement.