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PARKINSON SCHOOL OF HEALTH SCIENCES & PUBLIC HEALTH

RANK AND TENURE GUIDELINES AND PROCEDURES

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**LOYOLA UNIVERSITY CHICAGO
PARKINSON SCHOOL OF HEALTH SCIENCES
& PUBLIC HEALTH**

PROMOTION AND TENURE GUIDELINES AND PROCEDURES

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OVERVIEW OF THE PROMOTION AND TENURE PROCESS

I. Introduction

“Requesting promotion and/or tenure is the responsibility of the faculty member, normally at the time indicated in the faculty member’s letter of appointment and/or annual contract. The appropriate departmental and/or school or college procedures for promotion and/or tenure begin with this request” (*University Faculty Handbook*).

It is the responsibility of individuals in the Parkinson School of Health Sciences & Public Health (Parkinson School) to seek ongoing advice related to promotion and tenure from the Department Chair and/or the Dean at the time of the annual review. Applicants for promotion and tenure are encouraged to seek the Chair’s continual guidance throughout their academic career. In addition, the Center for Faculty Development presents periodic seminars providing guidance for the rank and tenure process. Faculty are expected to work with their Department Chair to identify mentors for teaching and research/scholarly activities at the time of hire. Faculty should maintain an ongoing academic curriculum vitae that follows the Parkinson School template (Appendix D). Additionally, they should maintain a file that will provide supporting evidence for the time of mid-probationary review and the scheduled promotion and tenure review. This file should contain course and faculty student evaluations, letters from outside agencies and organizations, peer review evaluations, annual faculty evaluations, and compilation of publications, presentations and any developed technologies, patents or health innovations. The Department Chair can provide further counsel in this area.

II. Parkinson School Promotion and Tenure Guidelines

Criteria for the granting of promotion and tenure at Loyola are described in the Loyola University Chicago Faculty Handbook, and include excellence in teaching, research/scholarship, professional practice (if applicable), service to students and Loyola, and other relevant professional contributions. The Parkinson School has written guidelines to use in the promotion and tenure evaluation, which should be shared with faculty at time of hire. These criteria are found in the appendices of this document (Appendices A and B), and are posted on the Parkinson School Sakai site. School-specific guidelines are approved by the Parkinson School faculty, the Dean, the University Rank and Tenure Committee, and the Provost. Approval of any changes to the guidelines requires the same procedures as approval of the initial guidelines. These changes must be communicated promptly and in writing to faculty members by the Provost. “If changes are made to promotion and tenure guidelines, the new guidelines will be applied to newly-hired faculty, except that faculty hired when the previous guidelines were in effect may choose to be considered under the new guidelines. The new guidelines will, however, be applied to tenured faculty who are considered for promotion five years or more after a change in guidelines is approved by the appropriate college and university officials” (*University Faculty Handbook*).

III. Transfer from Non-Tenure to Tenure Track Position

Faculty employed in a non-tenure track position may apply, on a competitive basis with other candidates, for a tenure-track position. The faculty member will undergo the same review expected of other new tenure track candidates, including providing a letter of intent with personal statement, an academic curriculum vitae, three letters of recommendation/support, and participation in a scholarly presentation to the faculty. Ordinarily this application and review process would occur in the spring semester prior to the academic year in which the faculty wants to transfer.

IV. Overview of Promotion and Tenure Review

The Bylaws of the Academic Council of the Parkinson School provide clarification on the rank and tenure process for initial appointment to the Parkinson School and for promotion/tenure for full-time tenure track and non-tenure track faculty members. Tenure guidelines require meeting tenure criteria plus the qualifications for the associate or professor rank. For persons seeking both promotion and tenure at the same time, evidence must be presented of meeting the criteria for the rank they are seeking.

Candidates within the Parkinson School applying for promotion/tenure are evaluated by several entities:

- Three internal reviewers who submit recommendations to the Department Chair and the School Rank and Tenure Committee (as outlined in Section V. A 3).

- Three external reviewers (not usually required for mid-probationary review or for non-tenure track faculty but required for promotion in tenure track) (as outlined in Section VI.A 4).
- The Department Chair who submits a recommendation to the School R&T Committee as well as to the Dean of the Parkinson School (as outlined in Section V.A 4, VIA5).
- The School Rank and Tenure Committee (see below).
- The Dean of the Parkinson School.
- The Dean of the Graduate School (for those candidates who are members of the graduate faculty).

Each recommendation is placed in the candidate's portfolio, which is forwarded to the Provost's office at the Loyola University Health Sciences Campus. Only portfolios with application for tenure will be forwarded to the Chair of the University Rank and Tenure Committee.

Rank and Tenure Committee

A. Purpose: Make recommendations regarding initial rank appointment, promotion and tenure of faculty as well as paid leaves of absence to the Dean of the Parkinson School.

B. Functions

1. Review and recommend rank for faculty seeking a fulltime appointment to the Parkinson School at the rank of assistant professor or above.
2. For tenure track: Review and make recommendations regarding promotion and tenure of faculty applying to the rank of associate or full professor.
3. For non-tenure track: Review and make recommendations regarding promotion of faculty applying to the rank of assistant, associate or full professor.
4. Review the transfer application of a non-tenure track faculty requesting to move to a tenure line, and determine rank.
5. Review the dossier of faculty members requesting paid leaves of absence and make recommendations to the Dean of the Parkinson School.
6. Conduct a mid-probationary review of all tenure-track faculty (in third year of hire), faculty hired into tenure track at the Associate Professor rank without tenure (during first semester of hire) as well as a pre-promotion review of faculty in non-tenure lines seeking promotion (mid-review at least one year before final application), and any faculty requesting an optional review and make recommendations to the Department Chair and the Dean of the Parkinson School.
7. Provide consultation and workshops for faculty seeking promotion and/or tenure.
8. Respond, as appropriate, to requests for information or to recommendations from organizations, departments, committees or individuals.

B. Members

1. The Rank and Tenure Committee shall consist of six (6) members:
 - a. Five (5) members of the R&T Committee shall be tenured faculty elected by the faculty as a whole. Of these five (5) tenured faculty, three (3) must hold the rank of full professors and at least one (1) of the five (5) must hold the rank of Associate Professor. One (1) additional faculty member elected by the faculty as a whole shall be in a non-tenure track with a terminal degree and have served as a faculty member of Parkinson School at least three (3) years, except for the first three years of the Parkinson School existence.
 - b. Faculty representatives will serve a three (3) year staggered term.
 - c. Faculty in the role of Dean or Department Chair are excluded from membership on the Parkinson School R&T Committee.

C. Voting

- a. Committee members vote for applicants at their rank or below. The committee member representing faculty in the non-tenure track only votes for applicants seeking promotion in the non-tenure track.

- b. All voting members of the Committee who are present when a vote is taken must vote positive or negative on the matter at hand; abstentions are not permitted. Members must participate in the full deliberations of an applicant in order to vote.
- c. Recusal from a vote is only permitted under extenuating circumstances and will be determined prior to any deliberations on an applicant.
- d. Members on the R&T Committee should not serve as internal reviewers for faculty seeking promotion and tenure, since they vote at the Committee level.
- e. For matters related to development and revision of materials used in promotion and tenure process (i.e., tenure criteria, promotion criteria for faculty in tenure and non-tenure track) only tenured or tenure-track faculty can vote.

For matters related to development and revision of materials used in promotion and tenure process (i.e., tenure criteria, promotion criteria for faculty in tenure and non-tenure track) only tenured or tenure-track faculty can vote

V. Promotion for faculty a non-tenure tenure track

After consultation with the Department Chair, the faculty member should indicate an intention to apply for promotion to the Parkinson School Rank and Tenure Committee by the last week of March in the spring semester prior to the academic year in which promotion is sought. The University Faculty Handbook contains guidelines, criteria, and timelines and is the authoritative document on the policies of the University.

Candidates who believe they meet the requirements for promotion as early as five or six years as an Assistant or Associate Professor may elect for an earlier review by the Parkinson School Rank and Tenure Committee. Faculty members requesting consideration for early promotion will excel in all areas: teaching, scholarship and service. After consultation with their Department Chair and Dean, the faculty member should indicate an intention to apply for promotion to the Parkinson School Rank and Tenure Committee by the last week of March in the spring semester prior to the academic year in which promotion is sought.

It is the faculty member's responsibility to continuously collect data to document achievement of criteria for promotion. The faculty member is responsible for maintaining a copy of student evaluations and other important documents to be used for the promotion process.

A. Documents Used in the Assessment Process

The final promotion application files are compiled under the direction of the Parkinson School Dean and submitted to the Parkinson School Rank and Tenure Committee. The files should include the following, which are further described below:

- Letter of intent with personal statement
- Academic curriculum vitae
- Internal reviews from Parkinson School Faculty
- Recommendation from Department Chair
- Parkinson School Rank and Tenure Committee recommendation letter from prior prepromotion review (for use in Parkinson School evaluation, not to be forwarded to University Rank and Tenure Committee)
- Additional supporting documentation of teaching, research and scholarship, and service

1. Letter of Intent with Personal Statement

The Personal Statement is a letter to the University Rank and Tenure Committee requesting consideration for promotion. The purpose of the Personal Statement is three-fold and should provide:

- Supportive evidence of the applicant's teaching philosophy and commitment to achieving teaching excellence
- Documentation of the applicant's program of research/scholarship, emphasizing a cohesive and consistent trajectory of scholarship that links one's scholarly contributions (past, present and future) and how the research and scholarship supports the mission of the Parkinson School of Health Sciences and Public Health
- Evidence of the applicant's contributions and service to the School, University, community and profession
- Statement on Diversity, Equity and Inclusion that describes the candidate's participation in training, education, or task-force/work group/committees that promote racial justice, diversity, equity and inclusion

The documentation and supportive evidence in the Personal Statement should focus on accomplishments that have been achieved since appointment to the Loyola University Chicago or since the applicant's last review for promotion. The statement should document that the qualifications and criteria for promotion at the current rank have been met, along with any progress toward the next rank, if applicable. The statement should present evidence addressing all criteria for promotion, along with the criteria for the given rank, (i.e., excellence in teaching, research and scholarship, service, and clinical practice, as appropriate). The letter should clearly identify and document the areas in which excellence is claimed.

2. Curriculum Vitae

The academic vitae should provide detail (and commentary, if needed) to assist reviewers in correctly evaluating the quality of one's accomplishments. Typical academic CVs include clearly defined categories of information and accomplishments. The CV should list all courses taught, average number of students and years when course was taught. CV should also provide lists of students mentored and any research, abstracts or publications that include Parkinson students. The format for the vitae is included in Appendix D. This format should be followed and information presented in the stated order.

3. Internal Reviews

The function of the internal reviewers is to evaluate the dossier of an individual faculty member for promotion and to make recommendations to the Department Chair and the Parkinson School Rank and Tenure Committee. For faculty in a non-tenure line at least one of the three reviewers must be tenured. At least two faculty must reside in the Parkinson School. Each reviewer must be familiar with the applicant's teaching, scholarship, service (and clinical practice, if applicable).

The selection process for internal reviewers begins in **mid-January** (Year 5 of hire) prior to the academic year the faculty applicant seeks promotion. The applicant and the Department Chair each develop a list of potential reviewers. At least one of the faculty's suggestions must be selected. This time period allows time for internal reviewers to attend classes or seminars of the applicant. The Department Chair contacts the internal reviewers, one of whom must be from the candidate's list, requesting completion of an internal review and a letter that summarizes their opinion of the candidate's qualification compared to R&T criteria.

By **first week of May** the applicant provides his/her Department Chair with materials that the Chairperson then distributes to the internal reviewers including the applicant's CV, Personal Statement, and relevant supporting materials, such as samples of publications and student evaluations of instruction. A sample letter provided by the Chairperson to the internal reviewers is included in Appendix E. Each applicant's internal reviewer must write an individual, independent evaluation based on all criteria for the rank being sought. Reviewers need to support their evaluative comments with specific

examples that indicate how the applicant warrants the ranking given by the peer reviewer. This evaluation must include clear recommendation of support/no support. The recommendations are submitted to the Department Chair **by first Friday in September** of the fall semester the applicant's materials are being considered. These recommendations are placed in the applicant's confidential portfolio under the direction of the Dean and will be shared only with the Dean of the Parkinson School, the Department Chair and the Parkinson School Rank and Tenure Committee.

4. **Evaluation by Department Chair**

The Department Chair receives and reviews the recommendations of the internal reviews, all documents presented by or on behalf of the faculty member, and any other relevant information. The Department Chair sends these documents, along with his or her recommendation, to the Dean of the Parkinson School **by Tuesday- following the first Friday in September via Interfolio**. The Dean forwards all these recommendations plus the supporting materials in the applicant's portfolio to the Parkinson School Rank and Tenure Committee **by the second Friday in September**.

5. **Additional Evidence/Supporting Materials**

The applicant must provide documentation for statements made in the Personal Statement and on the Curriculum Vitae, as appropriate. These materials are assembled in an electronic portfolio that is clearly indexed and labeled.

- a. **Documentation of Teaching.** Course evaluations for each course taught over the prior three years may be summarized for the data and comments. However, the Rank and Tenure Committee may request the actual data (complete evaluations) if comprehensive documentation of student evaluations is necessary for the Committee to make a judgment on teaching
- Curriculum Vitae should list courses taught and numbers of students enrolled with modality used for teaching
 - Curriculum Vitae should list all course syllabi developed by the candidate with a description of the rationale for the course
 - Course syllabi may be included in supporting materials
 - Candidate may submit letters documenting membership on student master's theses, director of comprehensive examinations, director or member of doctoral preliminary exam, chair of dissertation committee or capstone project committee
 - Candidate may provide a list of all student advising/mentoring/ professional consultation-list may be in supporting materials or included in Curriculum Vitae

The candidate should provide demonstration of ongoing efforts to achieve excellence in teaching (please see Examples of teaching-page 18). Demonstration of ongoing efforts to achieve excellence in teaching may be supported by any of the following:

- Formal peer evaluations of teaching and acknowledgement of any needed changes and documented plans to implement changes
 - Completion of pedagogy training or coursework
 - Description of interventions or changes to teaching and/or syllabi with documented improvement in student evaluations over time
- b. **Documentation of Research and Scholarship.** In the portfolio, provide letters from organizations, journals, etc. that document accomplishments in research and scholarship. Include a representative sample of recent publications (journals, chapters, books). Focus on time period under review. List all scholarly presentations (site/date) in Curriculum Vitae. Provide abstracts or titles of agency grant proposals under review, and agency statements of grant proposals funded since last promotion. Candidate may provide a list of submitted grant proposals, which did not receive funding; list should

include title of grant, agency and month/year submitted. Provide evidence of service on research review panels (e.g. NIH, APHA).

- c. **Documentation of Academic and Community Service.** In the portfolio, separate out academic from community service. Provide letters from organizations, editors, etc. to support claims. Include descriptive and evaluative statements from colleagues on or off campus regarding contributions in the area of service. If served in a leadership position in a professional organization, have a member of the board or of the committee write a letter that comments on your contributions.
- d. **Documentation of Practice** (if applicable). For example: Letters of agreement/appointment to work for a specific agency; copies of certification by professional certification boards; description of clinical or consulting practice, including frequency.
- e. **Other:** Faculty may submit their annual faculty evaluations for review. Solicited letters of support from appropriate persons within and outside the University that document achievement of promotion are suggested and can be included in the portfolio. Unsolicited letters should be sent to the Chair of the Parkinson School Rank and Tenure Committee.

6. Pre-promotion review

In the Parkinson School, all faculty are required to participate in pre-reviews by the Parkinson School Rank and Tenure Committee:

- Faculty in non-tenure track lines seeking promotion are required to have a pre-promotion review at least one year before their final application.
- Any faculty requesting an optional review.

a. Schedule for the Review

Unless otherwise stipulated, the pre-promotion review process takes place during the spring semester of the candidate's third year of academic probationary service. The review should be completed within one semester. The pre-promotion review process should be discussed with the faculty member by the Department Chair at least 12 weeks (typically around October 15th) in advance of the semester during which the review will be conducted (review to be scheduled during mid-February). This discussion should specify the relevant materials and information that the Parkinson School Rank and Tenure Committee needs in order to make an informed judgment about the candidate's progress toward promotion. These materials should have been collected beginning at the time of hire. The Department Chair and the candidate may identify an individual or individuals who can assist the candidate in preparing the portfolio for the review process.

b. Documents Used in pre-promotion review

The pre-promotion review is considered a "dry run" for the future promotion review. Therefore, the same materials are used: personal statement; curriculum vitae; portfolio with supporting materials; and recommendations by internal reviewers, Department Chair, Parkinson School Rank and Tenure Committee, and the Parkinson School Dean.

c. Review Schedule for pre-promotion review

Second year of hire:

- **April-** Faculty meets with Department Chair to discuss the complete review process and select internal reviewers. Department Chair send request letter to internal review faculty.

Third year of hire:

- **October 15:** faculty meets with Department Chair to review the complete process.
- **November 1st:** Faculty submits materials to Chairperson for distribution to internal reviewers
- **January 30th:** Internal reviewers provide evaluation to the Department Chairperson. The faculty submits his/her portfolio with required materials. The Department Chair provides a letter of recommendation to the Parkinson School Rank and Tenure Committee as well as to the Dean. The complete faculty application with supporting materials (including internal reviewer recommendations) is sent to the Dean's office for review by Parkinson School Rank and Tenure Committee.
- **February:** Parkinson School Rank and Tenure Committee conducts the pre-promotion review and submits a recommendation to the faculty candidate, the Department Chair and the Parkinson School Dean. It is the Department Chair and the Dean's responsibility to provide feedback to the candidate regarding progress toward promotion.

March: The Dean of the Parkinson School will have reviewed the materials and prepared for the Provost's consideration a summary of the candidate's accomplishments and promise in teaching, scholarship and service.

7. Schedule for promotion review:

Year 5: September: Faculty and Department Chair review upcoming schedule

Mid-January: Faculty and Department Chair discuss selection of internal reviewers and Chair sends request.

March 30: Faculty and Chair propose names for external reviewers and submit to Parkinson School Rank and Tenure Committee. R&T Chair contacts reviewers.

April 30: Faculty submits to Department Chair materials to send to internal and external reviewers

First week of May: Chair distributes documents to internal and external reviewers. **May to**

August: Applicant prepares final portfolio

Year 6: Monday in Sept following first Friday in September.: Faculty submits portfolio to Dean's office. All recommendations (Chair, internal and external reviewers) placed in confidential portfolio.

Sept/Oct: R&T Committee reviews materials

First week Nov: Committee submits recommendation to Deans of the Parkinson School and Graduate School, where applicable. Letter to University R&T is incorporated into faculty portfolio.

End of Nov: Dean of the Parkinson School forwards materials to Provost's office to be forwarded to University R&T Committee

January: University Review completed

End of March: Candidate notified of outcome of review

B. NON-TENURE TRACK RANKS*:

1. INSTRUCTOR

Eligibility: The faculty member must have a minimum of a master's degree in an appropriate academic field and, if applicable, possess appropriate licensure as deemed by their discipline, and certification if available. Teaching experience is preferred. Competency in teaching may be demonstrated through a teaching practicum.

2. ASSISTANT PROFESSOR

Eligibility: This rank is awarded to those full-time faculty members engaged in the full range of academic activities in the discipline. The faculty member at this rank must have an earned doctorate

and, if applicable, possess appropriate licensure and certification as deemed by their discipline. The faculty member must have demonstrated a promise of excellence in teaching and scholarship, (*University Faculty Handbook*).

3. ASSOCIATE PROFESSOR

Eligibility: The faculty member must have an earned doctorate. Ordinarily a minimum of five years must elapse between promotion to Assistant Professor and application to Associate Professor. In exceptional cases, this waiting period may be reduced. "The rank of Associate Professor is ordinarily only awarded to a faculty member who has performed his or her academic duties with distinction, has merited internal and external recognition in his or her field by evidence of scholarship and professional contributions, and has provide service to the University (*University Faculty Handbook*,).

4. PROFESSOR

Eligibility: After five years at the rank of Associate Professor, a faculty member may be considered for promotion to the rank of Professor. In exceptional cases, this waiting period may be reduced. "The rank of Professor is ordinarily awarded only to a faculty member who has a sustained record of excellence in teaching and research (scholarship), who has achieved recognition for a record of excellence in research and scholarship inside and outside the university, who has made an ongoing contribution to her/his field of learning and to the university, and whose achievements make it likely that she/he will continue to develop as a scholar and teacher" (*University Faculty Handbook*).

5. PART-TIME FACULTY

Part-time appointments are neither tenured nor tenure-track appointments. Years of service on the part-time faculty do not accrue toward eligibility for tenure. Typically, part-time faculty are assigned teaching responsibilities as the faculty member of record for a limited number of organized courses, academic advising, clinical instruction or supervision, and/or other instructionally-related duties. Part-

time faculty are expected to perform all teaching functions competently and to adhere to academic and other policies of their department, school/college or other academic unit. Part-time faculty status does not ordinarily require the publication of research/scholarship or service on University committees as expected of full-time faculty at Loyola.

In the Parkinson School of Health Sciences and Public Health, part-time faculty are appointed by the Provost at the recommendation of the Dean. Part-time faculty who are Master's prepared are appointed at the rank of Adjunct Instructor; part-time faculty who are doctorally-prepared are appointed at the rank of Adjunct Assistant Professor. Part-time faculty appointments are open to renewal at the discretion of the Dean. This position is not subject to promotion during the term of appointment.

VI. Promotion and/or tenure in a Tenure track

In the Parkinson School, the normal probationary period for faculty at the Assistant Professor level in a tenure line is 7 years. The petition for tenure is required to be submitted to the appropriate review bodies at the start of the Fall Semester of the sixth year of appointment to a tenure line. Ordinarily, Assistant Professors would apply for promotion to Associate level at the same time as the petition for tenure.

After consultation with the Department Chair, the faculty member should indicate an intention to apply for tenure and/or promotion to the Parkinson School Rank and Tenure Committee by the last week of March in the spring semester prior to the academic year in which promotion/tenure is sought. The University Faculty Handbook contains guidelines, criteria, and timelines and is the authoritative document on the policies of the University.

For persons hired in and appointed as Associate Professor or Professor in a tenure line, application for tenure occurs in the third year of appointment.

Candidates who believe they meet the requirements for promotion with tenure as early as five or six years may elect for an earlier review by the Parkinson School Rank and Tenure Committee. It is expected that a faculty member wishing to be considered for early promotion with tenure will excel in all areas: teaching, scholarship and service. After consultation with their Department Chair and Dean, the faculty member should indicate an intention to apply for tenure and/or promotion to the Parkinson School Rank and Tenure Committee by the last week of March in the spring semester prior to the academic year in which promotion/tenure is sought.

It is the faculty member's responsibility to continuously collect data to document achievement of criteria for promotion and tenure. The faculty member is responsible for maintaining a copy of student evaluations and other important documents to be used for the promotion and tenure process.

A. Documents Used in the Assessment Process

The final promotion and tenure application files are compiled under the direction of the Parkinson School Dean and submitted to the Parkinson School Rank and Tenure Committee. The files should include the following, which are further described below:

- Letter of intent with personal statement
- Academic curriculum vitae
- Internal reviews from Parkinson School Faculty
- External reviews (for tenure-track faculty only)

- Recommendation from Department Chair
- Parkinson School Rank and Tenure Committee recommendation letter from prior mid-probationary review (for use in Parkinson School evaluation, not to be forwarded to University Rank and Tenure Committee)
- Additional supporting documentation of teaching, research and scholarship, and service

1. Letter of Intent with Personal Statement

The Personal Statement is a letter to the University Rank and Tenure Committee requesting consideration for promotion and/or tenure. The purpose of the Personal Statement is three-fold and should provide:

- Supportive evidence of the applicant's teaching philosophy and commitment to the education of students enrolled in the Parkinson School
- Documentation of the applicant's program of research/scholarship, emphasizing a cohesive and consistent trajectory of scholarship that links one's scholarly contributions (past, present and future)
- Evidence of the applicant's contributions and service to the School, University, community and profession
- Statement on Diversity, Equity and Inclusion that describes the candidate's participation in training, education, or task-force/work group/committees that promote racial justice, diversity, equity and inclusion

The documentation and supportive evidence in the Personal Statement should focus on accomplishments that have been achieved since appointment to the Loyola University Chicago or since the applicant's last review for promotion. The statement should document that the qualifications and criteria for promotion and/or tenure at the current rank have been met, along with any progress toward the next rank, if applicable. The statement should present evidence addressing all criteria for tenure with or without promotion, along with the criteria for the given rank, (i.e., excellence in teaching, research and scholarship, service, and clinical practice, as appropriate). The letter should clearly identify and document the areas in which excellence is claimed.

If the applicant is seeking tenure, all areas of the tenure guidelines must be addressed. They are:

- An earned doctorate in a field relevant to teaching, research and scholarship. They may be considered for a tenure line if their career goals and scholarship support expectations of earning tenure
- Demonstrated excellence in teaching, with demonstrated ability to teach across all program levels, and across different delivery modalities and technologies
- Evidence of commitment to a program of research; scholarly endeavors that include consistent growth in types and amounts of funding secured, as well as, progression in the scope and level of presentations and publications provided to the scientific community
- Recognized expertise in an area of scholarship
- Commitment to Loyola University Chicago, as evidenced by contributions to the University, support of its mission, and service on university committees.
- Collegiality as demonstrated by effective working relationships with faculty, peers, students, staff and inter-professional colleagues

2. Curriculum Vitae

The academic vitae should provide detail (and commentary, if needed) to assist reviewers in correctly evaluating the quality of one's accomplishments. Typical academic CVs include clearly defined categories of information and accomplishments. The format for the vitae is included in Appendix D. This format should be followed and information presented in the stated order.

3. Internal Reviews

The function of the internal reviewers is to evaluate the dossier of an individual faculty member for promotion and/or tenure and to make recommendations to the Department Chair and the Parkinson School Rank and Tenure Committee. Internal reviewers for faculty in a tenure track must be three (3) full-time tenured faculty at or above the rank the applicant is applying for, with expertise in the applicant's area of specialty (i.e., research methodology, teaching, clinical practice, if applicable, or service contribution). At least two faculty must reside in the Parkinson School. Each reviewer must be familiar with the applicant's teaching, scholarship, service (and clinical practice, if applicable).

The selection process for internal reviewers begins in **mid-January** (Year 5 of hire) prior to the academic year the faculty applicant seeks promotion and/or tenure. The applicant and the Department Chair each develop a list of potential reviewers. At least one of the faculty's suggestions must be selected. This time period allows time for internal reviewers to attend classes or seminars of the applicant. The Department Chair contacts the internal reviewers, one of whom must be from the candidate's list, requesting completion of an internal review and a letter that summarizes their opinion of the candidate's qualification compared to R&T criteria.

By **first week of May** the applicant provides his/her Department Chair with materials that the Chairperson then distributes to the internal reviewers including the applicant's CV, Personal Statement, and relevant supporting materials, such as samples of publications and student evaluations of instruction. A sample letter provided by the Chairperson to the internal reviewers is included in Appendix D. Each applicant's internal reviewer must write an individual, independent evaluation based on all criteria for tenure and/or for the rank being sought. Reviewers need to support their evaluative comments with specific examples that indicate how the applicant warrants the ranking given by the peer reviewer. This evaluation must include clear recommendation of support/no support. The recommendations are submitted to the Department Chair **by first Friday in September** of the fall semester the applicant's materials are being considered. These recommendations are placed in the applicant's confidential portfolio in Interfolio under the direction of the Dean and will be shared only with the Dean of the Parkinson School, the Department Chair and the Parkinson School Rank and Tenure Committee.

4. External Reviews - tenure track faculty only

External review letters that are written and dated within 6 months of the time of submission are required for faculty seeking tenure, or seeking promotion to Associate or Full Professor who are in the tenure track. The following aspects should be considered when an applicant/ Department Chair develops their list of potential external reviewers: reviewers must be at or above the rank that the applicant is seeking; have similar expertise in research/scholarship as the applicant; and be from a comparable institution (based on the Carnegie University Classification System).

The process begins in the spring semester (**by the last Friday in March of Year 5 of hire**) prior to the academic year the faculty applicant seeks promotion with or without tenure in a tenure track. The faculty member and the Department Chair will create a list of three to five names. Letters from at least three reviewers should then be solicited from these two lists and at least one of the names will be selected from the candidate's list. The Chair of the Department will contact the reviewers to determine their willingness to serve in this review capacity and obtain letters from these reviewers.

During the **first week of May** the Department Chair mails to the external reviewers the applicant's CV; personal statement; copies of recent research and scholarly publications; and the Parkinson School Rank and Tenure criteria and examples for research, scholarship, and service for the specific

rank being sought. Ordinarily external reviewers are not expected to comment on excellence in teaching.

These external recommendations must be submitted to the Department Chair **by first Friday in September** of the fall semester in which the applicant's materials are being considered. These recommendations are placed in the applicant's confidential portfolio and will be shared only with the Dean of the Parkinson School, the Department Chair and the Parkinson School Rank and Tenure Committee.

All applicants are expected to have three external review letters when applying for Associate or Full Professor and/or tenure within a tenure track. The Rank and Tenure Committee will make every good faith effort to obtain three letters. If, after all good faith efforts, less than three letters are received, the Rank and Tenure Committee will decide whether there is adequate information to proceed. Materials received after the September deadline will not be considered.

5. Evaluation by Department Chair

The Department Chair receives and reviews the recommendations of the internal and external reviewers, all documents presented by or on behalf of the faculty member, and any other relevant information. The Department Chair sends these documents, along with his or her recommendation, to the Dean of the Parkinson School **by Tuesday- following the first Friday in September**. The Dean forwards all these recommendations plus the supporting materials in the applicant's portfolio to the Parkinson School Rank and Tenure Committee **by the second Friday in September**.

6. Additional Evidence/Supporting Materials

The applicant must provide documentation for statements made in the Personal Statement and on the Curriculum Vitae, as appropriate. These materials are assembled in an electronic portfolio that is clearly indexed and labeled.

- a. Documentation of Teaching.** Course evaluations for each course taught over the prior three years may be summarized for the data and comments. However, the Rank and Tenure Committee may request the actual data (complete evaluations) if comprehensive documentation of student evaluations is necessary for the Committee to make a judgment on teaching
 - a. Curriculum Vitae should list courses taught and numbers of students enrolled with modality used for teaching
 - b. Curriculum Vitae should list all course syllabi developed by the candidate with a description of the rationale for the course
 - c. Course syllabi may be included in supporting materials
 - d. Candidate may submit letters documenting membership on student master's theses, director of comprehensive examinations, director or member of doctoral preliminary exam, chair of dissertation committee or capstone project committee
 - e. Candidate may provide a list of all student advising/mentoring/ professional consultation-list may be in supporting materials or included in Curriculum Vitae

The candidate should provide demonstration of ongoing efforts to achieve excellence in teaching (please see Examples of teaching-page 18). Demonstration of ongoing efforts to achieve excellence in teaching may be supported by any of the following:

- a. Formal peer evaluations of teaching and acknowledgement of any needed changes and documented plans to implement changes
- b. Completion of pedagogy training or coursework
- c. Description of interventions or changes to teaching and/or syllabi with documented improvement in student evaluations over time

- b. Documentation of Research and Scholarship.** In the portfolio, provide letters from organizations, journals, etc. that document accomplishments in research and scholarship. Include a representative sample of recent publications (journals, chapters, books). Focus on time period under review. List all scholarly presentations (site/date) in Curriculum Vitae. Provide copies of titles or abstracts of grant proposals under review, and agency statements of grant proposals funded since last promotion. Candidate may provide a list of submitted grant proposals, which did not receive funding; list should include title of grant, agency and month/year submitted. Provide evidence of service on research review panels (e.g. NIH, APHA).
- c. Documentation of Academic and Community Service.** In the portfolio, separate out academic from community service. Provide letters from organizations, editors, etc. to support claims. Include descriptive and evaluative statements from colleagues on or off campus regarding contributions in the area of service. If served in a leadership position in a professional organization, have a member of the board or of the committee write a letter that comments on your contributions.
- d. Documentation of Practice** (if applicable). For example: Letters of agreement/appointment to work for a specific agency; copies of certification by professional certification boards; description of clinical or consulting practice, including frequency.
- e. Other:** Faculty may submit their annual faculty evaluations for review. Solicited letters of support from appropriate persons within and outside the University that document achievement of promotion or tenure criteria are suggested and can be included in the portfolio. Unsolicited letters should be sent to the Chair of the Parkinson School Rank and Tenure Committee.

7. Midprobationary review

a. Purpose for Review

According to the University Faculty Handbook (2015), “Untenured faculty in tenure-track assistant professor positions undergo a mid-probationary review” (p. 44). Untenured faculty in tenure-track associate professor or higher positions undergo a mid-probationary review on a fast track and the timeline is outlined in the most recent contract and will depend on the date of hire. The purpose of the mid-probationary review is to assess tenure-track faculty members’ progress toward tenure and promotion. It is designed to inform faculty about the opinions of colleagues regarding their progress toward promotion and tenure, and to allow the Parkins School to determine whether or not they have a reasonable likelihood of achieving promotion and/or tenure. This review is considered an internal evaluation within the Parkinson School. The recommendation resulting from the mid-probationary review does not go to the University Rank and Tenure Committee. The mid-probationary review gives the Dean of the Parkinson School and the Department Chair an opportunity to evaluate--through a fair, comprehensive, and evidence-based process--a tenure-track faculty member’s progress toward tenure. It also identifies areas of deficiency in that faculty member’s portfolio and generates a plan for remedying those deficiencies in order to facilitate success in the promotion and tenure process. The three major foci of the midprobationary review process are: 1) the overall quality of a candidate’s accomplishments and promise in research/scholarship, teaching, and service; 2) the adequacy of a candidate’s progress toward tenure in these areas and; 3) the likelihood of a candidate’s ultimate success in the achievement of promotion and/or tenure in light of their current overall performance at the point of review. See:

<https://hsd.luc.edu/media/lucedu/academicaffairs/pdfs/University%20Guidelines%20for%20Midprobationary%20Review%20and%20Research%20Leave%202015.pdf> for more information.

The mid-probationary are considered a “dry run” for the future promotion and tenure review. Therefore, the same materials are used: personal statement; curriculum vitae; portfolio with supporting materials; and recommendations by internal reviewers, Department Chair, Parkinson School Rank and Tenure Committee, and the Parkinson School Dean. Note that external reviewers are not routinely included in the mid-probationary review processes. They may, however, be requested in special cases in which this type of information is critical to the decision-making process. The Department Chair and the Chair of the Parkinson School Rank and Tenure Committee will determine need for external reviews. If required, then the materials for external review are sent to reviewers by Nov. 1st of the academic review year and returned by the reviewers by January 10th. Refer to Section IV in this document for further information about all these materials.

b. Schedule for the Review

Unless otherwise stipulated, the midprobationary review process takes place during the spring semester of the candidate’s third year of academic probationary service. The review should be completed within one semester.

The mid-probationary review process should be discussed with the faculty member by the Department Chair at least 12 weeks (typically around October 15th) in advance of the semester during which the review will be conducted (review to be scheduled during mid-February). This discussion should specify the relevant materials and information that the Parkinson School Rank and Tenure Committee needs in order to make an informed judgment about the candidate’s progress toward tenure and/or promotion. These materials should have been collected beginning at the time of hire. The Department Chair and the candidate may identify an individual or individuals who can assist the candidate in preparing the portfolio for the review process.

Second year of hire:

- **April-** Faculty meets with Department Chair to discuss the complete review process and select internal reviewers. Department Chair send request letter to internal review faculty.

Third year of hire:

- **October 15:** faculty meets with Department Chair to review the complete process.
- **November 1st:** Faculty submits materials to Chairperson for distribution to internal reviewers (see section IV) (and external reviewers if needed).
- **January 30th:** Internal reviewers provide evaluation to the Department Chairperson. The faculty submits his/her portfolio to Interfolio. The Department Chair provides a letter of recommendation to the Parkinson School Rank and Tenure Committee as well as to the Dean via Interfolio. The complete faculty application with supporting materials (including internal reviewer recommendations) is sent to the Dean’s office for review by Parkinson School Rank and Tenure Committee.
- **February:** Parkinson School Rank and Tenure Committee conducts the mid-probationary review and submits a recommendation to the faculty candidate, the Department Chair and the Parkinson School Dean. It is the Department Chair and the Dean’s responsibility to provide feedback to the candidate regarding progress toward tenure and/or promotion. If the recommended outcome is to continue the probationary period, the letter will contain specific suggestions for enhancing teaching, scholarship, or service, and strengthening the candidate’s

case for tenure and promotion. The letter should inform the tenure-track applicant about the mid-probationary leave, which is taken during a semester of the following academic year.

If the outcome is to discontinue the probationary period, the letter should state the reasons for the outcome and include a date of final employment as a tenure-track faculty member at LUC and a notice of the person's rights under the appeals procedures of the University. The Dean's letter will be included in the faculty member's personnel file and copied to the Provost and Department Chair.

- **March:** The Dean of the Parkinson School will have reviewed the materials and prepared for the Provost's consideration a summary of the candidate's accomplishments and promise in teaching, scholarship and service. Tenure-track faculty who have successfully completed the mid- probationary review are eligible for a one semester leave of absence (LOA) that will be taken in the following academic year. To apply, a short letter outlining the purpose and timeline for the probationary LOA should be submitted to the Dean of the Parkinson School by the end of March. This letter will be forwarded to the Provost for final approval. The Parkinson School Rank and Tenure Committee does not need to review the request, as the review of the midprobationary review materials serves as a positive recommendation for the leave.
- **April:** The Provost will send a letter to the successful candidate that acknowledges receipt of the Dean's favorable recommendation regarding the applicant's mid- probationary review status, and on that basis, the Provost will award the mid-probationary leave to the applicant.

In the case of the unsuccessful applicant, the Provost will send a letter to the applicant that acknowledges receipt of the Dean's unfavorable recommendation regarding the applicant's midprobationary status, and on that basis, will set the limits of the person's employment as a tenure-track member at LUC and inform the person of the appeal process should that person elect to challenge the outcome.

8. Schedule for Tenure and Promotion Review in a tenure track:

Year 5: September: Faculty and Department Chair review upcoming schedule

Mid-January: Faculty and Department Chair discuss selection of internal reviewers and Chair sends request.

March 30: Faculty and Chair propose names for external reviewers

April 30: Faculty submits to Department Chair materials to send to internal and external reviewers.

First week of May: Chair distributes documents to internal and external reviewers. **May**

to August: Applicant prepares final portfolio

Year 6: Monday in Sept following first Friday in September.: Faculty submits portfolio to Dean's office via Interfolio. All recommendations (Chair, internal and external reviewers) placed in confidential portfolio (Interfolio).

Sept/Oct: R&T Committee reviews materials

First week Nov: Committee submits recommendation to Deans of the Parkinson School and Graduate School, where applicable. Letter to University R&T is incorporated into faculty portfolio.

End of Nov: Dean of the Parkinson School forwards materials to Provost's office to be forwarded to University R&T Committee

January: University Review completed

End of March: Candidate notified of outcome of review

B. TENURE TRACK RANKS*:

1.ASSISTANT PROFESSOR

Eligibility: This rank is awarded to those full-time faculty members engaged in the full range of academic activities in the discipline. The faculty member must have an earned doctorate in an appropriate academic field and, if applicable, possess appropriate licensure as deemed by their discipline. The faculty member must have demonstrated a promise of excellence in teaching and scholarship. (*University Faculty Handbook*,)

2.ASSOCIATE PROFESSOR

Eligibility: The faculty member must have an earned doctorate in an appropriate academic field and, if applicable, possess appropriate licensure as deemed by their discipline. Ordinarily a minimum of five years must elapse between promotion to Assistant Professor and application to Associate Professor. In exceptional cases, this waiting period may be reduced. “The rank of Associate Professor is ordinarily only awarded to a faculty member who has performed his or her academic and teaching duties with distinction, has merited internal and external recognition in his or her field by evidence of scholarship and professional contributions, and has provided service to the University” (*University Faculty Handbook*).

3.PROFESSOR

Eligibility: The faculty member must have an earned doctorate in an appropriate academic field and possess appropriate licensure as deemed by their discipline. After five years at the rank of Associate Professor, a faculty member may be considered for promotion to the rank of Professor. In exceptional cases, this waiting period may be reduced. “The rank of Professor is ordinarily awarded only to a faculty member who has a sustained record of excellence in teaching and research, who has achieved recognition for a record of excellence in research and scholarship inside and outside the university, who has made an ongoing contribution to her/his field of learning and to the university, and whose achievements make it likely that she/he will continue to develop as a scholar and teacher” (*University Faculty Handbook*).

VII. Evaluation Process For both Non-tenure and tenure track applicants

A. Evaluation by Parkinson School Rank and Tenure Committee.

By the second Friday in September this committee receives from the Dean’s administrative assistant all materials compiled for the faculty’s application. These materials are reviewed by each committee member and discussed confidentially. If any committee member has a question or concern about the applicant’s materials and/or a question about the applicant arises during the committee discussions, the applicant will be given an opportunity to clarify these issues. After its deliberations, each committee member provides a vote. No abstentions are allowed. Recusal from a vote is only permitted under extenuating circumstances and will be determined prior to any

deliberations on an applicant. Faculty can only vote at one level, so any committee member who served as an internal reviewer cannot vote at the committee level. The vote of the Rank and Tenure Committee is confidential and must not be revealed by any committee member. The Rank and Tenure committee will meet and review all materials on first Monday in October. Any concerns about documents will then be related to the Candidate by the Rank and Tenure Committee Chair. If a discussion is needed regarding concerns, a second meeting by the Rank and Tenure Committee will be held 3 weeks later.

By **first week of November**, the Parkinson School Rank and Tenure Committee composes a letter summarizing its evaluation (including the vote), signs the final recommendation to confirm the accuracy of the vote, and sends it to the Dean of the Parkinson School and to the Chair of the University Rank and Tenure Committee.

The Rank and Tenure Committee also sends this letter of recommendation, along with the same materials sent to the internal and external reviewers (personal statement, curriculum vitae, and samples of publications) to the Dean of the Graduate School for faculty who are members of the graduate faculty.

C. Recommendations by the Deans of the Parkinson School and the Graduate School.

The Dean of the Parkinson School, as its highest level administrator, in collaboration with the Department Chair, is responsible for providing the applicant with information about the decisions made at the department and school levels that enables her/him to make a knowledgeable decision to move forward or to withdraw their application prior to submitting the packet of materials to the University Rank and Tenure Committee. If the decision is made to continue with the process, the Dean of the Graduate School, for faculty who are members of the graduate faculty, completes a recommendation that is forwarded to the Chair of the University Rank and Tenure Committee.

By the end of November, the complete portfolio with all relevant supporting materials is submitted to the Provost's office to be forwarded to the Chair of the University Rank and Tenure Committee. The University Rank and Tenure Committee then completes its evaluation (**usually during January**), based on the recommendations of the applicant's internal and external reviewers, the Department Chair, the Parkinson School Rank and Tenure Committee, the Dean of the Parkinson School, and, if applicable, the recommendation of the Dean of the Graduate School. The Provost makes the final determination for rank and tenure based on the University Faculty Handbook (2015).

The faculty member has the right to proceed to the University R&T Committee with a request for promotion or tenure even if the request does not receive the support of the earlier levels. A faculty member also can voluntarily withdraw from the promotion or tenure process at any time. "A request for withdrawal from consideration for tenure during the year in which the tenure decision must be made will be treated as a resignation from the faculty, although that resignation will be effective at the conclusion of the following academic year" (University Faculty Handbook (2015), p. 47).

D. University Rank and Tenure Committee

The applicant's materials for tenure and/or promotion are forwarded from the Provost's office to the University review board in **December**. The University Rank and Tenure Committee, after reviewing all the materials and recommendations forwarded to it, makes a recommendation to the Provost. All promotion and tenure decisions issue from this Officer after review and consultation with the President.

D. Communicating Outcomes

1. Dean's Letter

By the **end of March** of the spring semester, the Parkinson School Dean will mail the applicant a letter communicating the outcome of the complete review process and summarizes the significant evidence that supports the outcome. If promotion and/or tenure is denied, the letter should state the reasons for the outcome. The faculty member is then provided notice that the contract for the next year is for a terminal year appointment, as described in the University Faculty Handbook (2015). The Dean's letter will be included in the faculty member's personnel file and copied to the Provost and Department Chair.

2. Provost's Letter

If promotion and/or tenure is granted, the Provost will send a letter to the successful applicant that acknowledges receipt of the Dean's favorable recommendation. If tenure is granted, the faculty member's contract for the next year constitutes a first-year tenure contract. If tenure is denied, the Provost sends a letter to the faculty member that acknowledges receipt of the unfavorable recommendation, provides notice that the contract for the next year is for a terminal year appointment, as described in the University Faculty Handbook (2015), and informs the person of the appeal process should that person elect to challenge the outcome.

3. Confidentiality

All material related to rank and tenure will be handled in accordance with the confidentiality practices of the Rank and Tenure Committee. Only Rank and Tenure Committee members, the Department Chair, the Dean of the Parkinson School, the Dean of the Graduate Program, and the Provost have access to the applicant's confidential file (i.e., internal and external reviews). Minutes pertaining to Parkinson School Rank and Tenure Committee review meetings only state that reviews were conducted. The outcome of discussion is summarized in letters kept in the Dean's office or forwarded to appropriate administrators or committees.

THE FACULTY HANDBOOK IS THE AUTHORITATIVE DOCUMENT.

The Parkinson School rank and tenure guidelines for faculty were approved at Academic Council on December 18, 2018. All guidelines were approved by the Faculty Affairs University Policy Committee in August 2019.

Appendix A: Criteria for Non-Tenure Track Faculty

Guidelines for Evaluating Teaching

It is expected that Loyola faculty will strive for excellence in the area of teaching. Many faculty responsibilities related to teaching are consistent across all faculty ranks.

Some of these relate to communication and interpersonal relationship such as: respecting and communicating the dignity, worth, and culture of students, faculty, colleagues, peers, staff, patients, families, and communities; integrity and maintaining ethical standards of the each discipline and of the University; adhering to state and federal laws (i.e., privacy, confidentiality, and reporting of student and patient information); maintaining satisfactory agency-University relationships; communicating effectively with students and colleagues; maintaining satisfactory working relationships with colleagues within the Parkinson School.

Others relate to specific faculty teaching responsibilities including: intellectual competence and maintaining a broad, detailed and current knowledge of the subject matter, preparing in advance for classroom and practice-oriented content; conducting classes at assigned times; demonstrating enthusiasm for teaching and practice; demonstrating ability to teach effectively in formal and informal teaching situations; assisting students in learning skills and with transfer, utilization, and synthesis of previous knowledge; providing a physical and emotional environment conducive to effective teaching and learning; being available to students as appropriate for her/his teaching assignment needs; using various teaching methods and assignments to encourage students' growth toward course goals; evaluating student's work in a timely fashion and providing appropriate feedback; evaluating appropriateness of outside agencies used for teaching; evaluating data from students and colleagues regarding own strengths and weaknesses for improvement of teaching to refine techniques and course materials and seeks consultation as needed. Faculty are expected to serve as advisors/mentors to students and colleagues.

Examples of Teaching Criteria: Demonstrates excellence in teaching

The candidate must demonstrate excellence in Teaching. Consideration is given for the candidate's opportunities to teach across all program levels, and across different delivery modalities and technologies. The level of accomplishments in teaching varies depending on one's experience as an academic teacher, the chosen career path, and the rank being sought. The items in each rank listed below are some suggested ways to demonstrate excellence in teaching at various ranks. Other items can be included; not all examples must be addressed. However, evidence of excellence must be documented and can include: courses taught; student and peer evaluations; awards; new teaching methods developed; field or clinical teaching; student advising/mentoring; additional work with students and pre/post-doctoral trainees (i.e., independent studies, mentoring, thesis/dissertation committees/capstone projects).

Guidelines for Evaluating Teaching ~ Non-Tenure Track Faculty			
Instructor	Assistant Professor	Associate Professor	Professor
Demonstrates competence in classroom, on-line and/or clinical teaching environments	Demonstrates growth in competence and expertise in classroom, on-line and/or clinical teaching environments	Models clear philosophy of teaching and consistently demonstrates excellence in classroom, on-line and/or clinical teaching settings	Provides leadership in the development and application of teaching philosophies and consistently demonstrates excellence in classroom, on-line and/or clinical teaching settings
Demonstrates mastery of basic theory, concepts, current research and application of content within discipline in classroom, on-line and/or clinical teaching environments; maintains certification in area of specialty expertise where appropriate	Demonstrates increasing expertise in basic theory, concepts, current research and application of content within discipline in classroom, on-line and/or clinical teaching environments	Demonstrates expert knowledge in theory, concepts, current research and application of content within discipline; shares expert knowledge in classroom, on-line and/or clinical teaching with peers and profession	Achieves professional recognition as knowledge expert in discipline; sought out as teacher role model by peers and profession
Maintains currency in new developments in discipline and integrates evidence-based knowledge and/or practice models into teaching	Shares new developments in discipline with colleagues while maintaining currency in discipline and integrating evidence-based knowledge and/or practice models into teaching.	Participates in development, implementation and/or evaluation of evidence-based knowledge and/or practice models and integrates those materials and experiences into teaching	Achieves professional recognition as a leader in the development, implementation and/or evaluation of evidence-based knowledge and/or practice models
Uses variety of teaching methodologies that promote student growth, critical thinking and achieve course outcomes; uses feedback to improve teaching effectiveness	Participates with colleagues in development, implementation and/or evaluation of innovative teaching methodologies and integrates those methodologies into teaching	Leads development, implementation and/or evaluation of innovative teaching methodologies and shares application with colleagues	Achieves professional recognition as a leader in innovative teaching methodologies
Provides input into course design and curricular development and evaluation	Actively contributes to course design and curricular development and evaluation; suggests innovations, or developments to improve courses or curriculum	Demonstrates leadership in the design, development and evaluation of courses and curriculum	Achieves professional recognition as a leader in curricular design in area of expertise
Demonstrates enthusiasm for coaching and mentoring students in the discipline	Actively models coaching and mentoring behavior to promote student growth and professionalism	Demonstrates expertise in coaching and mentoring students and faculty in teaching, practice, research and/or service	Sought out as a mentor; shares strategies and actively models coaching and mentoring behavior with range of mentees, both internal and external

Guidelines for Evaluating Teaching ~ Non-Tenure Track Faculty (continued)			
Instructor	Assistant Professor	Associate Professor	Professor
Participates in university-offered professional development activities to enhance teaching competencies	Broadens participation to both internal and external professional development activities to expand teaching competencies into new areas	Participates in organization or delivery of professional development activities relative to teaching in area of expertise	Provides leadership in organization and delivery of professional development activities relative to teaching in area of expertise
If applicable, pursues national certification in area of specialty in the health professions where available and/or required	If applicable, obtains national certification in area of specialty where available and/or required	If applicable, renews national certification in area of specialty where available and/or required; contributes time/expertise to certification organization(s)	If applicable, reviews national certification portfolios, participates in certification exam test item writing in area of specialty where available and/or required

Guidelines for Evaluating Research and Scholarship in Non-Tenure Track

Faculty in the non-tenure track are expected to demonstrate commitment to research and scholarly endeavors. For faculty in the non-tenure track in the Parkinson School, scholarship is interpreted broadly and includes conducting practice-oriented research and evaluation, developing innovative programs, mentoring other professionals and students, initiating grant proposals and developing practice standards. Evidence of excellence must be documented.

Table 1. Guidelines for Evaluating Scholarship ~ Non Tenure Track Faculty			
Instructor	Assistant Professor	Associate Professor	Professor
Maintains currency in scholarship in the field of expertise; identifies a mentor and/or others with shared scholarly interests	Has a defined plan for scholarship, or clearly articulates a direction of a program of scholarship	Initiates and conducts scholarship with education or clinical focus	Serves as a Co-I, project director, consultant for school and/or University collaborative, interdisciplinary or community based scholarship project(s)
Works collaboratively with faculty mentor to identify an area of scholarship related to area of practice or professional interest	Works with mentor to identify opportunities for internal or external funding	Submits or receives internally or externally funded award(s). Collaborates or leads implementation of externally funded grants (e.g. foundations, training grants) in a well-defined area of scholarship	Sustained record of funding from internal and/or external sources
Attends scholarly and professional meetings	Presents poster(s) and/or paper(s) at local and/or regional meetings	Presents poster(s) and/or paper(s) at national meetings	Presents peer reviewed and invited papers at national and/or international meetings
	Publishes book chapters, case studies and/or journal articles	Publishes articles in refereed journals	Has an expanded record of publications and/or evidence-based practice dissemination that includes a preponderance of peer-reviewed publications which impact evidence-based practice
	Serves as abstract or manuscript reviewer for scholarly journals, publications, professional organization(s), professional meeting(s)	Regularly serves as abstract or manuscript reviewer for scholarly journals, publications, professional organization(s), professional meeting(s)	Serves as a member of an editorial board of a national or international journal, and/or serves as a member of a research or scholarship board of a national organization
		Disseminates scholarship through: Participation in a professional advisory committee; health policy health service delivery initiative; consensus or expert panel	Recognized for leadership in: A professional advisory committee; health policy health service delivery initiative; consensus or expert panel
If applicable, actively engages in professional practice in area of expertise or specialty in the health professions	If applicable, demonstrates ongoing growth of expertise in an area of professional practice	If applicable, recognized by colleagues for competence in professional practice; sought out for knowledge in area of expertise	If applicable, recognized locally, regionally or nationally for expertise in professional practice

Guidelines for Evaluating Academic and Community Service in Non-Tenure Track

It is expected that faculty support the mission of the University and Parkinson School as evidenced by service to students, the Parkinson School, University and community at large with the goal of promoting Loyola University Chicago; advancing the disciplines in the School; and improving the health of the public.

Full-time faculty members are expected to serve on University, school/college, departmental or other academic unit committees, to attend meetings of such groups, and to participate in educational advising, convocations, commencements and other University events. Service may include any activity of direct benefit to Loyola. (Loyola University Chicago, *University Faculty Handbook*) In addition, faculty are encouraged to serve in their profession organizations and in their communities. Evidence of excellence must be documented.

Table 2. Guidelines for Evaluating Academic and Community Service ~ Non-Tenure Track Faculty			
Instructor	Assistant Professor	Associate Professor	Professor
Participates in service to the School and University by attendance at school and/or university functions	Participates in service to the School by actively engaging in school and/or university functions, including School Committees	Assumes leadership in service to the School, including committees, projects, and task forces, that benefit the school	Assumes leadership in service to the School and University, including committees, projects, and task forces
Membership in professional organization(s)	Actively participates in professional organization(s)	Serves on task forces or committees of professional organization(s)	Serves in a leadership role in professional organization(s)
Seeks out opportunities for service to the community	Actively engaged in service to the community	Assumes leadership in community service	Assumes sustained leadership in and recognition for service to the community
Seeks out a mentor within School and/or professional organization(s) to enhance ability to participate in service	Actively engages and collaborates with mentor(s) to participate in service which benefits the School, university or professional organization	Mentors faculty, students and/or colleagues in the provision of service which benefits the School, university or professional organization	Mentors inter-professional faculty, students, or colleagues in the provision of service which benefits School, university or professional organization
If applicable, seeks opportunities to develop consultation skills in area of expertise or specialty	If applicable, provides consultation in area of expertise or specialty practice in the Health Professions	If applicable, sought out by colleagues/agency personnel for consultation in area of expertise or specialty practice	If applicable, provides local, regional, or national consultation in area of expertise or specialty practice

Appendix B: Criteria for Tenure Track Faculty Guidelines for Evaluating Teaching

It is expected that Loyola faculty will strive for excellence in the area of teaching. However, excellent teaching cannot in and of itself be grounds for tenure. Many faculty responsibilities related to teaching are consistent across all faculty ranks. Some of these relate to communication and interpersonal relationship such as: respecting and communicating the dignity, worth, and culture of students, faculty, colleagues, peers, staff, patients, families, and communities; integrity and maintaining ethical standards of each discipline and of the University; adhering to state and federal laws (i.e., privacy, confidentiality, and reporting of student information); maintaining satisfactory agency-University relationships; communicating effectively with students and colleagues; maintaining satisfactory working relationships with colleagues.

Other responsibilities relate specifically to faculty teaching, including: having intellectual competence and maintaining a broad, detailed and current knowledge of the subject matter, preparing in advance for classroom and practice content; conducting classes at assigned times; demonstrating enthusiasm for teaching and practice; demonstrating ability to teach effectively in formal and informal teaching situations; assisting students in learning skills and with transfer, utilization, and synthesis of previous knowledge; providing a physical and emotional environment conducive to effective teaching and learning; being available to students as appropriate for her/his teaching assignment needs; using various teaching methods and assignments to encourage students' growth toward course goals; evaluating student's work in a timely fashion and providing appropriate feedback; evaluating appropriateness of outside agencies used for teaching; evaluating data from students and colleagues regarding own strengths and weaknesses for improvement of teaching to refine techniques and course materials and seeks consultation as needed. Faculty are expected to serve as advisors/mentors to students and colleagues.

Examples of Teaching Criteria: Demonstrates excellence in teaching

The candidate must demonstrate ongoing efforts which strive for excellence in **Teaching**. Consideration is given for the candidate's opportunities to teach across all program levels, and across different delivery modalities and technologies. The level of accomplishments in teaching varies depending on one's experience as an academic teacher, the chosen career path, and the rank being sought. However, all faculty are expected to strive for excellence in teaching in the Jesuit tradition. Ongoing efforts to pursue excellence in teaching can include completing at least one course in teaching methods, completing a quality improvement program of existing course(s) which leads to improvement in student evaluations, and/or peer review of course syllabi and teaching methods with evidence that faculty input led to course and/or teaching modifications. Evidence of efforts to strive for excellence in teaching should also include courses taught; student and peer evaluations; awards; new teaching methods developed; field or clinical teaching; student advising/mentoring; additional work with students and pre/post-doctoral trainees (i.e., independent studies, mentoring, thesis/dissertation committees/capstone projects).

Guidelines for Evaluating Teaching ~ Tenure Track Faculty

Assistant Professor	Associate Professor	Professor
Demonstrates one's thoughtfully developed philosophy of and pedagogy toward teaching	Shares with/ mentors other faculty in personal teaching philosophy and pedagogical approach.	—————▶
Develops a recognized content area/teaching method within discipline	Sought as consultant in recognized content area/teaching method by peers within and/or outside the school.	Gains national prominence in content area/teaching method
Uses a variety of innovative teaching techniques, including electronic teaching methods, to promote critical thinking and achieve course outcomes.	Exhibits leadership in the development, implementation and evaluation of innovative teaching methods.	Recognized leader in teaching innovations.
Designs course materials that reflect the latest science in the field, and integrates evidence into practice.	Develops educational software that receives professional recognition.	—————▶
Advises/evaluates students' scholarly projects (comprehensive exams, etc)	Advises/evaluates students' scholarly work as member on thesis/ and PhD dissertation committee; supervision of independent studies.	Advises/evaluates students' scholarly work as Chair or member on thesis/ and PhD dissertation committee; pre/post-doctoral traineeships.
Participates in collaborative and/or multidisciplinary educational projects with agencies at the local/ regional level.	Participates in collaborative and/or multidisciplinary educational projects with agencies at the local/state/national level.	Leads the development and conduct of collaborative and/or multidisciplinary educational projects with other agencies at the national/international level.
	Presents on innovative teaching, etc. at conferences and publishes in refereed journals or books.	—————▶
	Exhibits leadership in the development, revision and/or evaluation of the curriculum and methods of instruction	Recognized as regional/national leader in curriculum development within discipline and/or specialty content areas of expertise (i.e., national core curricula, national certifying bodies)
	Assists students in dissemination of their work through presentations at scholarly conferences and publishing in journals.	—————▶
	Develops/implements new educational programs	—————▶
		Provides leadership in standard setting, curricular requirements, etc. for academic programs at the national/international level.

Strives for excellence in teaching by completing a course in teaching and/or having a faculty peer review (Assistant, Associate or Professor) review course syllabi and observe faculty member	Strives for excellence in teaching by completing a course in teaching and/or having a faculty peer review (, Associate or Professor) review course syllabi and observe faculty member teaching a	Demonstrates excellence in teaching by serving as a teaching mentor for junior faculty or teaching a course or workshop on pedagogy. Reviews course syllabi for junior faculty and provides feedback to
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teaching a course and then using the faculty feedback to make modifications to teaching methods, syllabi and/or other course materials. Faculty may also conduct their own quality improvement intervention by altering teaching methods and/or course materials and demonstrating improvements in student evaluations over time.	course and then using the faculty feedback to make modifications to teaching methods, syllabi and/or other course materials. Faculty may also conduct their own quality improvement intervention by altering teaching methods and/or course materials and demonstrating improvements in student evaluations over time.	faculty members on teaching, teaching methods, syllabi and/or other course materials.
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Guidelines for Evaluating Research and Scholarship in Tenure Track

Loyola University Chicago Parkinson School of Health Sciences and Public Health utilizes our Jesuit values to improve population health and healthcare systems through education, research, and practice. The mission of Loyola is to expand knowledge in the service of humanity through learning, justice and faith and we strive to achieve social justice for the health of all populations and the environment and to have a positive impact on our society. Faculty are expected to fully support and advance the mission of Loyola University Chicago and the Parkinson School of Health Sciences and Public Health by participating and/or leading academic activities that may include research, technology development and transfer, innovation, entrepreneurship, and interdisciplinary clinical or public health activities. Evaluation of faculty for promotion and/or tenure includes their contributions to the institution's mission and stated priorities and evidence for the broader (societal) impact of their work, either now or in the near future, should be included within their personal statement and/or other appropriate portions of their dossier. : The quantity of each component shall be agreed upon by the Department Chairs. Faculty members are expected to work collaboratively with other Loyola faculty and/or to facilitate collaborative academic activities with other organizations, universities and communities. Faculty should also help to identify academic opportunities for students and include Loyola students in their own academic work when appropriate. Academic activities may include research, peerreviewed grants and contracts, publication of scholarly activity (such as papers, books, book chapters, computer and video formats), or clinical or public health activities. Scholarly activity may also be defined by technology transfer which may include patent filings or licenses, development of software (e.g. analysis of clinical data), technology tools (e.g. phone app), novel clinical processes and procedures, databases, electronic health system interventions, and industry grants. Academic activity may also include entrepreneurship that advances the Parkinson School mission such as creation of start-up organizations, non-profit foundations, and evidence of innovation via development of products or services on a continuing basis. For advancement through rank and toward tenure in the Parkinson School, academic activity should demonstrate evidence of continuous development of a sustained and cohesive program that attains national/international recognition and/or major external funding. Faculty who achieve tenure are expected to maintain and demonstrate sustained progression and development in their research and contributions to the scientific field and discipline.

Guidelines for Evaluating Research and Scholarship ~ Tenure Track		
Assistant Professor	Associate Professor	Professor
Develops a defined program of research and scholarship.	Establishes and is recognized regionally and/or nationally for a defined area of research and scholarship.	Recognized nationally and/or internationally for contributions to a defined area of research, such as by receipt of prestigious awards, appointments, invitations to present at scholarly conferences, and/or selection to serve on scientific advisory boards that set research priorities for the discipline or scholarly field of concentration.
Demonstrates ability to successfully conduct research and scholarly projects.	Establishes record of successful completion of research and scholarly projects.	Recognized nationally and/or internationally for a record of successful completion of research and scholarly projects.
Demonstrates ability to successfully obtain internal or local funding.	Secures funding as co-investigator or principal investigator from peer-reviewed national scholarly/health organization.	Serves or has served as principal investigator on an extramurally funded research project.
Develops relationships with potential for collaborative and or multidisciplinary research and scholarly projects.	Engages in relationships and effectively contributes to collaborative or multidisciplinary research and scholarly projects.	Leads the development and conduct of collaborative or multidisciplinary research and scholarly projects that advance the research strategic plan of the School, University, and or discipline.
Advance the mission of Parkinson School with the development of interdisciplinary projects which aim to create technologies or initiate companies, foundations or organizations. Work may also include the development of software, datasets, or electronic health system interventions which aim to improve population health or advance research	Demonstrates success in technology transfer which may include patent applications, industry grants, faculty founded start-up companies, or the oversight of student led start-up companies, development and/or licensing of software, creation of datasets to facilitate research or improve clinical and/or public health practice. Implementation of new technologies to improve population health.	National or international utilization or recognition of faculty developed technology or entrepreneurship that facilitates research or improves clinical and/or public health practice to advance the mission of the Parkinson School
Communicates research and scholarly work as evidenced by presentations at scholarly conferences at local, state, or regional conferences	Communicates research findings as evidenced by presentations at scholarly conferences at the national level.	Demonstrates a sustained record of presentations of research and scholarly work at the national and/or international level, including invitations to provide keynote presentations at prestigious conferences or chair of symposia.

Reviews abstracts for consideration by internal or local professional conferences.	Reviews research-based journal articles, conference papers, chapters.	Serves as editor or editorial board member of refereed professional journals.
	Reviews intramural grant-related proposals for funding.	Reviews extramural grant proposals for funding, which may include participation on major study sections of national and international research funding organizations.
Disseminates research, including dissertation and/or independent post-doctoral research, scholarly work by publishing in refereed journals and or presenting at professional conferences.	Disseminates research findings and scholarly work through publication of original articles or reviews in scholarly journals, chapters, and/or books, with consideration of quality, innovation and impact.	Demonstrates a sustained and progressive record of publication of research and scholarly articles or reviews in scientific journals, chapters, and/or books, with consideration of quality, innovation and impact.

Guidelines for Evaluating Research and Scholarship ~ Tenure Track (continued)		
Assistant Professor	Associate Professor	Professor
Supports the research mission of the School and/or University.	Contributes to advance the research mission of the School and/or university.	Leads projects, works or initiatives that advance the research mission of the School and/or University.
Disseminates research to students through teaching.	Fosters student research and scholarship at either the undergraduate or graduate level, such as by serving as faculty preceptor for students in the Provost Fellowship, or by serving on or chairing graduate capstone or dissertation committees. Involves students in academic activities such as research, innovation or entrepreneurship	Demonstrates a consistent record of mentorship of students in research at the master's or doctoral level. Consistently includes Loyola students in scholarly activities
Communicates research, technology expertise and/or entrepreneurship via peer reviewed publications, local presentations, and webinars. It is anticipated that faculty will publish on average at least two peer reviewed articles per year.	Communicates research, technology expertise and/or entrepreneurship via peer reviewed publications, regional or national presentations, and webinars. Sought out by faculty colleagues and/or students for expertise in research, technology or entrepreneurship. It is anticipated that faculty will publish on average at least three peer reviewed articles per year.	Demonstrates a consistent record of sharing expertise and resources with faculty colleagues, students, community organizations, national organizations or foundations, or general public. Generates royalty, licensing fees or funds from start-up companies. It is anticipated that faculty will publish on average more than three peer reviewed articles per year.
Works within interdisciplinary research? teams	Provides leadership in research, innovation or entrepreneurship at the University level and promotes and disseminates scholarly work	Provides leadership in knowledge development and/or defining, promoting and disseminating scholarly work that changes thinking at a national/international level.

Guidelines for Evaluating Academic and Community Service for Tenure Track Faculty

It is expected that faculty support the mission of the University and Parkinson School as evidenced by service to students, the Parkinson School, University and community with the goal of promoting Loyola University Chicago; advancing the disciplines in the School; and improving the health and well-being of the public.

Full-time faculty members are expected to serve on University, school/college, departmental or other academic unit committees, to attend meetings of such groups, and to participate in educational advising, convocations, commencements and other University events. Service may include any activity of direct benefit to Loyola. In addition, faculty are encouraged to serve in their profession organizations and in their communities. Evidence of excellence must be documented.

Guidelines for Evaluating Academic and Community Service ~ Tenure Track Faculty		
Assistant Professor	Associate Professor	Professor
<p>member of 1 or more capstone and/or thesis committees</p>	<p>Serves as program or track director or administrator</p> <p>Identifies and champions fact-finding, task forces and projects to address current trends in discipline, education and health care which further the mission of the Parkinson School and University</p> <p>Participates on teams focused on securing funding for service or education activities which further the mission of the School or University as evidenced by successful grant submission/funding from private foundations and government agencies</p> <p>Serves on capstone, thesis or doctoral committees; mentors students who share interest in faculty area of expertise</p> <p>Serves on appointed or elected University committees as active member or chair. E.g., Search Committees</p> <p>Establishes relationships with other departments/schools within the University to promote the education/service/research mission</p>	<p>Serves as program or track director or administrator</p> <p>Promotes change through fact-finding, task forces and projects to address current trends in discipline, education and health care which further the mission of the Parkinson School and University</p> <p>Takes a leadership role in securing funding for service or education activities which further the mission of the Parkinson School or University as evidenced by successful grant submission/funding from private foundations and government agencies</p> <p>Chairs capstone, thesis or doctoral committees; mentors students and faculty who share interest in faculty area of expertise</p> <p>Is sought out by University administration and colleagues for leadership roles based on reputation for expertise and contributions: assumes leadership on elected committees and task forces within the University</p> <p>Assumes leadership in establishing relationships with other departments/schools within the University to promote the education/service/research mission</p>

Guidelines for Evaluating Academic and Community Service ~ Tenure Track Faculty (continued)		
Assistant Professor	Associate Professor	Professor
Participates in public policy and supports legislation which affects health care in area of practice as evidenced by participation in policy related activities which may include testifying before government bodies or commissions, sharing policy information with students, participating in Advocacy Day, actively promoting health policy at local level, regional or state level, or comparable activity.	Assumes leadership in health policy and legislation which affects health care as evidenced by participation in policy related activities which may include testifying before government bodies or commissions, promulgating policy information with students, faculty and University personnel, leading policy related activities such as Advocacy Day or letter writing campaigns, actively promoting health policy at regional, state or national level, or comparable activity	Assumes leadership in health policy and legislation which affects health care and the profession as evidenced by participation in policy related activities which may include testifying before government bodies or commissions, promulgating policy information with students, faculty and University personnel, leading policy related activities, actively promoting health policy at regional, state, national level or international level or comparable activity
Participates in community outreach activities that promote health such as health fairs, career days to encourage young people to seek careers in sing; working with student groups who are raising money for health related causes	Seeks opportunities and funding to organize community outreach activities that promote health such as health fairs, projects to encourage young people to seek careers in health professions; advisor to student groups.	Obtains funding, organizes and evaluates community outreach activities that promote health such as health fairs, projects to encourage young people to seek careers in health professions and related activities.
	Initiates, seeks funding and organizes conferences or workshops within the University, School at the regional, state or national level	Initiates, seeks funding and organizes conferences or workshops within the University, School at the regional, state or national level
Serves as an abstract reviewer for local regional, University or professional conferences	Serves as an abstract reviewer for regional or national, University or professional conferences; serves as a manuscript reviewer for journals in area of expertise	Serves as an abstract reviewer for regional, national, University or professional conferences; serves as a manuscript reviewer and/or on editorial board for journals in area of expertise
Serves as a member of a professional association, agency, society, organization or task force related to education, profession or health care at the local/regional and state level	Serves as a chair, director or officer of a professional association, agency, society, organization or task force related to education, profession or health care at the state level or national level Serves as a member or officer of a professional association, agency, society, organization or task force related to education, profession or health care at the local/regional and state level	Serves as a chair, director or officer of a professional association, agency, society, organization or task force related to education, profession or health care at the state level or national level; mentors other faculty and graduate students to be future leaders Recognized for expertise nationally as evidenced by receiving national awards; being asked to serve on national committees and commissions
Provides consultation in area of expertise at local level	Provides consultation in area of expertise at local, regional, state or national level	Provides consultation in area of expertise at local, regional, state or national level
Participates in continuing education programs/presentations within area of expertise	Develops and presents continuing education programs/presentations within area of expertise	Develops and presents continuing education programs/presentations within area of expertise

	Mentors new faculty and graduate students.	Mentors new faculty, colleagues and graduate students.
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Appendix C: Tenure Criteria for the Parkinson School Faculty

Tenured and tenure-track faculty hold primary responsibility for maintaining and advancing the educational mission of the University. “Tenure and tenure-track faculty are teaching scholars who, by qualification, experience and commitment are appointed to full-time positions as tenured or tenure track assistant professors, associate professors, or professors to engage in teaching, research/scholarship, professional practice (if applicable) and service” (p. 25). These faculty “participate in, and have responsibility for, the shared governance of the University, for recommending faculty status, titles and promotions, for curriculum development and for research/scholarship, as well as promoting the mission of the University” (p. 26).

Criteria for the granting of tenure are based on excellence in teaching; research/ scholarship; professional practice (if applicable); service to students, Parkinson School, and the University; and professional contributions which may include the community and the profession represented in the School. Faculty holding appointments in the Parkinson School earn tenure within the School.

In the Parkinson School, the normal probationary period for faculty at the Assistant Professor level in a tenure line is 7 years. The petition for tenure is required to be submitted to the appropriate review bodies at the start of the Fall Semester of the 6th year of appointment to a tenure line. Ordinarily, Assistant Professors would apply for promotion to Associate level at the same time as the petition for tenure. For persons appointed as an Associate Professor in a tenure line, application for tenure occurs in the 3rd year of appointment. Exceptional early cases may be permitted in accordance with these guidelines. In some exceptional cases, senior faculty may be hired into the Parkinson School with tenure. Provisions for extension of the probationary period for tenure are described in the *University Faculty Handbook*. It is the expectation that faculty granted tenure continue to be productive and to move forward to meet the criteria for Professor.

Tenure Criteria:

If the applicant is seeking tenure, all areas of the tenure guidelines must be addressed. They are:

- An earned doctorate in a field relevant to teaching, research and scholarship. They may be considered for a tenure line if their career goals and scholarship support expectations of earning tenure.
- Demonstrated excellence in teaching, with demonstrated ability to teach across all program levels, and across different delivery modalities and technologies.
- Evidence of commitment to a program of research; scholarly endeavors that include consistent growth in types and amounts of funding secured, as well as, progression in the scope and level of presentations and publications provide to the scientific community.
- Recognized expertise in an area of scholarship.
- Commitment to Loyola University Chicago, as evidenced by contributions to the University, support of its mission, and service on university committees.
- Collegiality as demonstrated by effective working relationships with faculty, peers, students, staff and inter-professional colleagues.

Appendix D. Parkinson School Format for Curriculum Vitae

The academic vitae should be elaborated to provide more detail (and commentary if needed) to assist reviewers in correctly evaluating the quality of one's accomplishments. **Typical academic CVs include clearly defined categories of information and accomplishments.** Some examples are provided as reference.

- A. **Professional education** including years of graduation. This may also include special research training programs or further subspecialty training.
- B. **Professional experience** including titles and years of service. It can be separated into teaching, administrative and clinical sections as appropriate. If indicated, a brief description of job responsibilities can be included, esp. if listing more non-traditional roles.
- C. **Certifications** including dates.

D. Record of Grants Submitted and Funding Status

Differentiate between accomplishments done independently and those that reflect a committee effort. For example, indicate whether you are a sole or co-PI of a grant proposal. Differentiate between research grants, training grants, clinically-focused grants, etc. List names as they appear on the grant proposal. In your portfolio, include copies of agency proposals under review, and agency statements of grant proposals funded since last promotion. These might be displayed in a table to show funding source/ topic/ funding/ outcomes. Include:

- Research in progress
- External grant proposals, including all applications whether they were funded or not. Include monies requested or awarded. Include research, training and program grants.
- Fellowships
- Internal grant proposals, including all applications whether they were funded or not. Include monies requested or awarded.
- Research pilot studies
- Unfunded grants

- E. **Publications/ Scholarship** including both manuscripts **accepted** for publication (attach letter of acceptance from the editor along with the manuscript) or **published** (list in chronological order). All author's names should be listed in the sequence they appear on the manuscript or publication. Information should include publication date and full reference information, including publication year, volume (if appropriate), and pages. In your portfolio, include copies of each of the listed publications since last promotion. The focus should be on recent activities. Use the separate topic headings as listed below in the order provided.

- Manuscripts under review
- Data-based publications in referred journals in chronological order
- Non-data-based publications in refereed journals in chronological order
- Publications in non-refereed professional journals
- Books and monographs
- Book chapters (In portfolio, include copy of face sheet and table of contents of the book) Include mention of significance to field
- Published conference proceedings (invited or referred)
- Abstracts published in a journal
- Book reviews
- Editorial commentaries/ letters to the editor
- Columns/ newsletters

- Articles for lay press
- Special projects

F. Media Production (Video, CD-roms, etc)

G. Presentations: Indicate whether invited; refereed or non-refereed; local or national; keynote; data-based, etc. Clearly differentiate posters from oral presentations. **If the same presentation is given several times**, give the presentation title and list various dates and meetings where presented.

- Data-based papers/presentations/posters (consistent with area of research)
- Non- data-based papers/presentations
- Posters (clarify if data- based or non data-based)
- Invited research or clinical presentations
- Special panels
- Moderated sessions
- Media interviews, Press conferences, Television talk shows, etc. May include radio, television, magazine presentations, interviews, and panel discussions. Each should be identified with date.
- Continuing Education/Certification Programs Presented
- Development of infographics
- Cyberseminars

H. Special Projects.

I. Special Honors and Awards. May include university, local, state or national. May pertain to honors or awards for publications or research, or to election or selection to academic or policy/advisory committees based on scholarship. In the portfolio, provide documentation (certificate, letter, copies of election or selection to specific committee, etc.).

J. Teaching. In this elaborated CV, include a complete listing of all courses taught since your initial appointment or last promotion (courses, guest lectures and seminars). Include dates/semesters in which they were taught and class size).

For non-classroom teaching, provide a listing of your role for each of these activities **along with dates.**

- Chair or member on preliminary exam committees. Indicate students' names and time period.
- Chair or member on dissertation committees.
- Chair or member of DNP committee
- Chair or member on a master's project/ thesis committee
- Director for independent research/ study direction (indicate students' names, number of credit hours, and date).
- Mentor for student projects
- Consultation to graduate student research
- Consultation to faculty research
- Program director/ student advisor/ class advisor

K. Service: Includes Parkinson School, University, community/professional leadership. Keep similar examples together—such a listing of university service vs. professional or community service.

- Participation on any University boards, committees, task forces, including role(s) and years served.

- Participation on any Parkinson School boards, committees, task forces, including role(s) and years served.
- Membership in professional organization(s), listing years. Identify leadership positions, offices held, years served.
- Leadership roles in community organizations, including offices held/committees and years served.
- Grant reviewer. Identify organization and years served.
- Member of editorial boards of journals. Identify journal and years served.
- Activities as journal/abstract reviewer, listing journals and role(s).
- Examples of consultation (identify type of consultation, organization and years served).

Appendix E. Sample Letter from Department Chair to Internal Reviewers

Thank you for your willingness to serve as an internal reviewer for **Dr. XXX** who is applying for **XXX**. Internal reviewers are expected to review the materials of an individual faculty member and make recommendations to the Department Chairperson, Parkinson School of Health Sciences and Public Health Rank & Tenure Committee, and Dean. Each reviewer should be familiar with the applicant's teaching, scholarship, service and/or clinical practice as applicable (documents are attached). Please see Appendices C and D of the Rank and Tenure Guidelines of the Parkinson School of Health Sciences and Public Health which include both tenure and rank criteria (attached). While the review should be comprehensive and touch on all criteria, as an internal reviewer and peer, your feedback on teaching is especially important.

In order to complete the review, the expectation is that you will attend at least one class taught by the applicant and/or secure access to an online class taught by the applicant and use the attached Peer Review Teaching Evaluation form as a guide in your assessment. Also, carefully review the applicant's CV, copies of articles and support documents in the applicant's portfolio. Please plan to speak with the applicant to go over the criteria and the materials presented and seek more information as needed and provide any feedback or recommendations you may choose to make that should go in the letter.

Prepare a formal letter addressed to the Chair(s) of the Parkinson School of Health Sciences and Public Health Rank & Tenure Committee with your assessment of how well the applicant meets the criteria for the rank/tenure that he/she is seeking. Each of the areas of the criteria: teaching, research & scholarship, and service should be addressed in this letter. You may also include steps/additional actions you believe the applicant might want to take to continue progress on meeting the criteria in the future. Please email the completed teaching evaluation and your assessment letter with recommendations no later than **September 15, 20XX** to the Dean's Executive Assistant who will place these materials in the applicant's portfolio.

Please note that unless there is a formal appeal, the content of the internal review shall be deemed by the University and the candidate as confidential to the extent permitted by law. Please maintain confidentiality of the materials provided by not sharing with others and destroying files after you have finished the review.

Appendix F. Sample Initial Email Request from Department Chair to External Reviewers

Email to Request External Review:

Dear Dr. XXX,

I am writing on behalf of Dr. Elaine Morrato, Dean of the Loyola University Chicago, Parkinson School of Health Sciences and Public Health, to ask if you would be willing to provide an external review of Dr. XXX, candidate for promotion to XXXX with XXX. External review letters are a critical part of the promotion and tenure process, and you have been identified as someone who has expertise in similar research areas. Dr. XXX's program of research involves XXX.

Our Rank and Tenure Guidelines preclude external reviewers who have professional or personal relationships with candidates they are reviewing. Therefore, if you have collaborated with Dr. XXX in the past, please inform me as soon as possible.

If you are able to provide an external review, the materials will be sent to you in late spring and your letter would be due August 1st.

I sincerely hope that you will be able to help us with this important process. Please let me know your response within 2 weeks. If you are able to review, we will send you the applicant's materials (electronic or print copies – whatever is your preference) by May 1st.

Sincerely,
XXXX (Chair)

Email to Confirm Agreement to Participate as External Reviewer

Dear Dr. XXX,

Thank you for agreeing to review the credentials of [APPLICANT NAME], who is being considered by the Parkinson School of Health Sciences and Public Health at Loyola University Chicago for [Rank & Tenure? Name? Tenure?]. At our School, a faculty member's review includes a critical examination of their teaching, research and service with input from external experts in the candidate's area of scholarly activity. We appreciate your willingness to take the time to review the materials enclosed. Our Rank and Tenure Guidelines preclude external reviewers who have professional or personal relationships with candidates they are reviewing. Therefore, if you have collaborated with XXX in the past, please let me know.

Attached you will find sections of XXX which includes his/her curriculum vitae, a summary statement of his/her accomplishments, examples of publications and documentation of other scholarly activities. For your information, I have enclosed the criteria, expectations and examples of evidence related to teaching, scholarship and service used within our school. We request that you limit your assessment to her scholarly work and professional contributions and do not ask you to address her teaching effectiveness.

We appreciate your providing a detailed assessment of the specific strengths and weaknesses of the candidate's research record, including the significance and impact of her contributions to the profession and to the field, recognition at regional, national or international levels, and promise of sustained leadership and scholarly activity. Please also indicate whether you recommend the candidate be awarded the rank of XXX on the basis of your evaluation and Loyola University Chicago Parkinson School of Health Sciences and Public Health Rank and Tenure criteria.

Please note that unless there is a formal appeal, the identity of the external reviewer and the original review shall be deemed by the University and the candidate as confidential to the extent permitted by law. Please

maintain confidentiality of the materials provided by not sharing with others and destroying files after you have finished the review.

We are most appreciative of your time and contribution to this process. **I ask that you return your evaluation to XXX, Executive Assistant to the Dean, at XXX@luc.edu. We would appreciate receiving your assessment by August 1st.** If you have any questions, please feel free to contact XXX at 708-XXX-XXXX or to contact me at XXXX

Sincerely,

Name of Department Chair