LOYOLA UNIVERSITY CHICAGO

MARCELLA NIEHOFF
SCHOOL OF NURSING

PROMOTION AND TENURE GUIDELINES AND PROCEDURES

Revised August 29, 2013
LOYOLA UNIVERSITY CHICAGO
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OVERVIEW OF THE PROMOTION AND TENURE PROCESS

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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, 2009, p. 52).

It is the responsibility of individuals in the School of Nursing to seek ongoing advice related to promotion and tenure from the Departmental Chair and/or the Dean at the time of the annual review. Although applicants can initiate the process without the Department Chair or Dean’s support, it is very unusual. 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 be identifying mentors for teaching and research/scholarly activities at the time of hire. Additionally, faculty should be maintaining an ongoing academic curriculum vita that follows the SON template. They should be maintaining a file that will provide supporting evidence for the time of mid-probationary review and the scheduled promotion and tenure review. This file contains course and faculty student evaluations, letters from outside agencies and organizations, peer review evaluations, annual faculty evaluations, and compilation of publications and presentations. The Department Chair can provide further counsel in this area.

II. School of Nursing Promotion and Tenure Guidelines

Criteria for the granting of promotion and tenure at Loyola are described in the Loyola University Chicago Faculty Handbook, 2009, on p. 51, and include excellence in teaching, research/scholarship, professional practice (if applicable), service to students and Loyola, and other relevant professional contributions. The School of Nursing 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 appendix of this document, and are posted on the School of Nursing Blackboard site. School specific guidelines are approved by the Dean, the University Rank and Tenure Committee, and the Senior Academic Officer. 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 Senior Academic Officer. “After approval, these changed guidelines shall be applied prospectively” (University Faculty Handbook, 2009, page 51).

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 appointees, including providing a letter of intent with personal statement, an academic curriculum vita, three letters of recommendation/support, and participation in a scholarly presentation to the faculty (as outlined in Section IV). 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 Marcella Niehoff School of Nursing provide clarification on the rank and tenure process for initial appointment to the School of Nursing 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 School of Nursing applying for promotion/tenure are evaluated by several entities:
- Three internal reviewers who submit recommendations to the Department Chair and the School R&T Committee (as outlined in Section V. A 3).
• Three external reviewers (not usually required for mid-probationary review or for non-tenure track faculty) (as outlined in Section V.A 4).
• The Department Chair who submits a recommendation to the School R&T Committee as well as to the Dean of the School.
• The School Rank and Tenure Committee.
• The Dean of the School of Nursing.
• 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 Senior Academic Officer’s office at the Loyola University Health System. This portfolio is then forwarded to the Chair of the University Rank and Tenure Committee.

V. The Tenure and/or Promotion Review Process.
In the MSON 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 hired in and appointed as an Associate Professor in a tenure line, application for tenure occurs in the 3rd year of appointment.

After consultation with the Department Chair, the faculty member should indicate an intention to apply for tenure and/or promotion to the MSON 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.

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 by the Dean’s secretary and submitted to the MSON Rank and Tenure Committee. They should include the following, which are further described below:

• Letter of intent with personal statement
• Elaborated academic curriculum vitae.
• Internal reviews from MSON Faculty
• External reviews (for tenure track faculty)
• Recommendation from Department Chair
• MSON R&T Committee recommendation letter from prior mid-probationary review (for use in MSON evaluation, not to be forwarded to University R&T Committee)
• Additional evidence/supporting documentation of Teaching, Research and Scholarship, and Service.
• Evidence of practice for faculty in non-tenure tracks, as appropriate

1. Letter of Intent with Personal Statement
The Personal Statement is a letter to the University Rank and Tenure Committee requesting consideration for tenure. The purpose of the Personal Statement is three-fold and should provide: 1) supportive evidence of the applicant’s teaching philosophy and commitment to the education of students enrolled in the MSON; 2) 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 3) evidence of the applicant’s contributions and service to the School, University, community and discipline. 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 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, 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: PhD preferred, in nursing or in an associated field. Faculty with a professional doctorate (DNP, PharmD, PsychD) would be expected to be hired into a non-tenure track. 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.

2. 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. The format for the vitae is included in Appendix F. This format should be followed and information presented in the stated order.

3. Internal Reviews

The function of the internal reviewers is to review the dossier of an individual faculty member for promotion and/or tenure and to make recommendations to the Department Chair and the MNSON 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, clinical practice, teaching, or service contribution). 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 MNSON. Each reviewer shall be familiar with the applicant’s teaching, scholarship, service (and clinical practice, as appropriate).

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 listing of potential reviewers. At least one of the faculty’s suggestions shall be selected. This time period allows time for internal reviewers to attend classes or seminars of the applicant.

By first week of May the internal reviewers should receive the applicant’s CV, Personal Statement, and relevant supporting materials (samples of publications). Each applicant’s internal reviewer shall write an individual, independent evaluation based on all the 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 3rd Monday in September of the fall semester 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 School of Nursing, the Department Chair and the MNSON Rank and Tenure Committee.

4. External Reviews.
External review letters are required for faculty seeking tenure, or seeking promotion to Associate or Full Professor (except those faculty in a non-tenure track). The following aspects should be considered when an applicant/ Department Chair develops their list of potential external reviewers: 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). A listing of such institutions can be found on the AACN web site.

The process begins in the spring semester (by the last Friday in March) prior to the academic year the faculty applicant seeks promotion and/or tenure. The applicant and the Department Chair will each submit a list of three to five names of potential external reviewers to the MNSON Rank and Tenure Committee Chairperson. A rationale for each of the choices should be included when the names are submitted, along with contact information. These reviewers should be current experts in the applicant’s field of specialization. The applicant should indicate how and under what circumstances she/he is acquainted with the reviewer and/or whether the reviewer is familiar with the applicant’s work. For each candidate, three reviewers will be selected by the members of the Rank and Tenure Committee. At least one of the names will be selected from the candidate’s list. The Chair of the MNSON R&T Committee will contact the reviewers to determine their willingness to serve in this review capacity.

During the first week of May the Department Chair mails to the external reviewers the applicant's vitae; personal statement; copies of recent research and scholarly publications; and the MNSON 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 are submitted to the Department Chair by 3rd Monday 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 School of Nursing, the Department Chair and the MNSON Rank and Tenure Committee.

All applicants are expected to have three external review letters when applying for Associate or Full Professor and/or tenure. 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 mid-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 MNSON by the third Monday in September. The Dean forwards all these recommendations plus the supporting materials in the applicant’s portfolio to the MNSON Rank and Tenure Committee by the last Monday 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. A variety of materials are used to demonstrate excellence in teaching. These include course/faculty evaluations for each course taught over the prior three years. Only summarized data of evaluations, including summarized comments, are needed (if the Rank and Tenure Committee wants any raw data, they will request it). Comprehensive documentation of student evaluations is necessary for the Committee to make a judgment.
• Formal peer evaluations of teaching
• Listing of courses taught and numbers of students enrolled with modality used for teaching,
• Course syllabi that faculty has developed, with a description of the rationale for the course
• Letters documenting membership on student master’s theses, director of comprehensive examinations, director or member of doctoral preliminary exam, chair of dissertation committee or DNP capstone project committee.

• Evidence of student advising/mentoring/professional consultation

b. Documentation of Research and Scholarship. In 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. Provide documentation of scholarly presentations (site/date). Provide copies of agency grant proposals under review, and agency statements of grant proposals funded since last promotion. Provide evidence of service on research review panels (i.e., MNRS, APHA).

c. Documentation of Academic and Community Service. In portfolio, separate out the 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 of or the committee write a letter commenting on your contributions.

d. Documentation of Practice (Required for non-tenure track, as appropriate for tenure track). For example: Letters of agreement/appointment to work for a specific agency; copies of certification by professional certification boards; description of clinical 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 MNSON Rank and Tenure Committee.

By the 3rd Monday in September this committee receives from the Dean’s secretary all materials compiled for the faculty’s application. They 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 (except for an Associate Professor in the non-tenure track reviewing faculty in the tenure-track). 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 will not be revealed by any committee member.

By first week of November, the 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 School of Nursing 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.

8. Recommendations by the Deans of the School of Nursing and the Graduate School.
The Dean of the MNSON, 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 Senior Academic Officer’s office at the Loyola University Health System campus 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 MNSON Rank and Tenure Committee, the Dean of the School, and, if applicable, the recommendation of the Dean of the Graduate School. The Senior Academic Officer makes the final determination for rank and tenure based on the University Faculty Handbook (2009).

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 that will be effective at the conclusion of the following academic year” (University Faculty Handbook (2009), p. 53).

9. University Rank and Tenure Committee
The applicant’s materials for tenure and/or promotion are forwarded from the Senior Academic Officer’s office to the University review board in December. The University R&T Committee, after reviewing all the materials and recommendations forwarded to it, makes a recommendation to the Senior Academic Officer. All promotion and tenure decisions issue from this Officer after review and consultation with the President.

B. Communicating Outcomes

1. Dean’s Letter
By the end of March of the spring semester, the MNSON Dean will have mailed the applicant a letter that communicates the outcome of the complete review process and summarizes the significant evidence that supported the outcome. If 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 (2009). The Dean’s letter will be included in the faculty member’s personnel file and copied to the Senior Academic Officer and Department Chair.

2. Senior Academic Officer’s Letter
If promotion and/or tenure is granted, the Senior Academic Officer 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 Senior Academic Officer 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 (2009), 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 accord with the confidentiality practices of the Rank and Tenure Committee. Only Rank and Tenure Committee members, the Department Chair, the MNSON Dean, the Dean of the Graduate Program, and the Senior Academic Officer have access to the applicant’s confidential file (i.e., internal and external reviews). Minutes pertaining to a SON R&T Committee review meeting 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.
VI. Mid-Probationary Review and Pre-Promotion Review

A. Purpose for Review

According to the University Faculty Handbook (2009), “untenured faculty in tenure-track assistant professor positions undergo a mid-probationary review” (page 50). The purpose of this review is to assess tenure-track faculty members’ progress toward tenure and promotion. It is meant to assist individuals to know the opinions of their colleagues regarding the progress being made toward promotion and tenure, and to provide the School with the opportunity to determine whether the faculty has a reasonable likelihood of ultimately achieving promotion and/or tenure. This review is considered an internal evaluation within the MNSON. The recommendation does not go to the University Rank and Tenure Committee. The review not only gives the MNSON Dean and the Department Chair an opportunity to evaluate—through a fair, comprehensive, and evidenced-based process—a tenure-track faculty member’s progress toward tenure, it also identifies areas of deficiency in a faculty person’s portfolio and generates a plan for remedying those deficiencies in order to facilitate success in the tenure-track process. The three major foci of this review process are: the overall quality of a candidate’s accomplishments and promise in research/scholarship, teaching, and service (and clinical practice for non-tenure track faculty seeking promotion); the adequacy of a candidate’s progress toward tenure in these areas; and 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. The review also serves to guide non-tenure track faculty through a successful promotion outcome.


B. Candidates for Review

In the MNSON, several types of faculty are required to participate in pre-reviews by the SON R&T Committee.

- All tenure track faculty (in third year of hire) complete a mid-tenure and pre-promotion review.
- Faculty hired into tenure track at the Associate Professor rank without tenure need to complete a review during their first semester of hire
- Faculty in non-tenure track lines seeking promotion are required to have a pre--review at least one year before final application. The criteria for rank is listed in Appendix C of this Guideline. The documents to be used for evaluation are found in Section IV A: Documents Used in the Assessment Process
- And any faculty requesting an optional review.

C. Schedule for the Review

Unless otherwise stipulated, the mid review process takes place during the spring semester (mid February) 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 scheduled during mid February). This discussion should specify the relevant materials and information that the MNSON 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 since the time of hire. The Chair and the candidate may identify an individual or individuals who can assist the candidate in preparing the portfolio for the review process.

D. Documents Used in Review

The mid-probationary review is 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, MNSON Rank and Tenure Committee, and the MNSON Dean. Note that external reviewers are not routinely included in the mid-review process. 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 MNSON Rank and Tenure Committee will determine need for such 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.

E. Summary of Review Schedule

Second year of hire:
- **April**: Faculty meets with Department Chair to discuss the complete review process, select internal reviewers, send request letter to review faculty.

Third year of hire:
- **October 15**: faculty meets with Department Chair to review the complete process.
- **November 1st**: Faculty submits materials to Chair for internal reviewer evaluation (see section IV) (and external reviewers if needed).
- **January 30th**: The faculty submits their portfolio with required materials. The Department Chair provides a letter of recommendation to the MNSON Rank and Tenure Committee as well as to the Dean. The complete faculty application with supporting materials (internal reviewer recommendations) is sent to the Dean’s office for review by MNSON Rank and Tenure Committee.
- **February**: MNSON Rank and Tenure Committee conducts the mid-probationary review/pre-promotion review and submits a recommendation to the faculty applicant, the Department Chair and the MNSON 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 MNSON and university. The Dean’s letter will be included in the faculty member’s personnel file and copied to the Senior Academic Officer and Department Chair.

- **March**: The MNSON Dean will have reviewed the materials and prepared for the Senior Academic Officer’s consideration a summary of the candidate’s accomplishments and promise in teaching, scholarship and service. Faculty who have successfully completed the mid-probationary review are eligible for a one semester 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 MNSON by the end of March. This letter will be forwarded to the Senior Academic Officer for final approval. The MNSON R&T Committee does not need to review the request, as the review of the mid-probationary review materials serves as a positive recommendation for the leave.

Pre-promotion reviews for non-tenure track faculty and pre-tenure reviews for newly hired Associate Professors are not forwarded to the Senior Academic Officer (unless they are problematic) since these faculty are not eligible for a mid-probationary leave of absence.

- **April**: The Senior Academic Officer will send a letter to the successful applicant that acknowledges receipt of the Dean’s favorable recommendation regarding the applicant’s mid-review status, and on that basis, the Senior Academic Officer will award the mid-probationary leave to the applicant.
In the case of the unsuccessful applicant, the Senior Academic Officer will send a letter to the applicant that acknowledges receipt of the Dean’s unfavorable recommendation regarding the applicant’s mid-probationary 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.
THE FACULTY HANDBOOK IS THE AUTHORITATIVE DOCUMENT.
See also the Provost’s University Guidelines for Mid Probationary Review (Feb 2003)

The School of Nursing tenure guidelines for nursing faculty were approved at Academic Council on May 10, 2001 and updated in December of 2003. The Guidelines were further revised in fall 2004 to reflect the change in the SON department structure. The tenure guidelines for Food and Nutrition faculty were approved at the School Rank and Tenure Committee on September 29, 1997. The School of Nursing promotion guidelines for nursing faculty were approved at Academic Council on May 10, 2001 and updated in December of 2003. The Food and Nutrition promotion guidelines were approved in 1998 and reaffirmed in the spring of 2000.

All guidelines were approved by the Faculty Affairs University Policy Committee in December of 2003. These guidelines were modified in Dec 2006 to incorporate more detailed information on the mid-promotion/mid-tenure review and to provide a more integrated summary of the promotion/tenure process. They were modified in April 2011 to more clearly reflect the criteria expected at each rank, and to more clearly present the overall process for promotion and tenure, with final revisions completed in December 2012.
Appendix A: Timeline Outlining Activities for Promotion and Tenure Review

* Detailed discussion of these steps are provided in Sections V and VI of the MNSON Promotion and Tenure Guidelines and Procedures (2011)

Year 1: Ongoing: Prepare academic curriculum vitae and begin gathering supporting materials for faculty file. Review criteria for R&T and attend faculty development workshops as offered. Senior faculty to review teaching.

Schedule for Mid-Probationary/Pre-Promotion Review:

Year 2: April: Faculty meets with Department Chair to discuss the complete review process and select internal reviewers; Chair sends request letter to internal reviewers.

Year 3:

- October 15: Faculty meets with Department Chair to review the upcoming dates and mid-review process. Faculty continues to build portfolio based on R&T guidelines.
- November 1st: Faculty submits to Department Chair materials to send to internal reviewers.
- January 30th: The faculty submits their portfolio with required materials to Department Chair. Chair attaches own letter of recommendation, and those of internal reviewers to portfolio that is sent to the Dean’s office for review by MNSON Rank and Tenure Committee.
- February: MNSON R & T Committee conducts the mid-probationary/pre-promotion review and submits a recommendation to the applicant, Department Chair and MNSON Dean.
- March: Chair informs faculty of outcome. MNSON Dean sends recommendation to Senior Academic Officer. End of March: Successful faculty member submits request for probationary LOA
- April: The Senior Academic Officer awards the mid-probationary leave

Year 4: Ongoing: Faculty continues to build portfolio based on R&T guidelines, and to address areas identified in the mid-probationary review.

Schedule for Tenure and 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 MNSON R&T 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 mails out documents to internal and external reviewers.
- May to August: Applicant prepares final portfolio

Year 6:

- Third Monday in Sept.: Faculty submits portfolio to Dean’s office. All recommendations (Chair, internal and external reviewers) placed in confidential portfolio.
- Oct: R&T Committee reviews materials
- First week Nov: Committee submits recommendation to Deans of MNSON and Graduate School. Letter to University R&T is incorporated into faculty portfolio.
- End of Nov: Dean of MNSON forwards materials to Senior Academic Officer office to be forwarded to University R&T Committee
- January: University Review completed
- End of March: Candidate notified of outcome of review
Appendix B: Titles and Categories of Faculty Appointment in School of Nursing

TENURE TRACK RANKS*:

A:  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 (PhD preferred) in an appropriate academic field and possess appropriate licensure as deemed by their discipline. The faculty member must have demonstrated a promise of excellence in teaching and scholarship.

B:  ASSOCIATE PROFESSOR
   Eligibility: The faculty member must have an earned doctorate (PhD preferred) in an appropriate academic field and 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, 2009, p. 29).

C:  PROFESSOR
   Eligibility: The faculty member must have an earned doctorate (PhD preferred) 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, 2009, pp 29-30).

NON-TENURE TRACK RANKS*:

A:  INSTRUCTOR
   Eligibility: The faculty member must have a minimum of a master’s degree in an appropriate academic field and 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.

B:  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. The faculty member must have demonstrated a promise of excellence in teaching and scholarship, and possess appropriate licensure as deemed by their discipline, and certification if available.

C:  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, 2009, p.29).

D:  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, 2009, pp 29-30).

* Faculty with a professional doctorate would be expected to be hired into a non-tenure track. They may be considered for a tenure line if their career goals and scholarship support expectations of earning tenure.
Appendix C: Qualifications/Examples of 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 the profession of nursing and 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 School of Nursing.

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 clinical content; conducting classes at assigned times; demonstrating enthusiasm for teaching and nursing; 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 clinical 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).
<table>
<thead>
<tr>
<th>Guidelines for Evaluating Teaching ~ Tenure Track Faculty</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Assistant Professor</strong></td>
<td><strong>Associate Professor</strong></td>
</tr>
<tr>
<td>Demonstrates one’s thoughtfully developed philosophy of and pedagogy toward teaching</td>
<td>Shares with/ mentors other faculty in personal teaching philosophy and pedagogical approach.</td>
</tr>
<tr>
<td>Develops a recognized content area/teaching method within school of nursing</td>
<td>Sought as consultant in recognized content area/teaching method by peers within and/or outside the school.</td>
</tr>
<tr>
<td>Uses a variety of innovative teaching techniques, including electronic teaching methods, to promote critical thinking and achieve course outcomes.</td>
<td>Exhibits leadership in the development, implementation and evaluation of innovative teaching methods.</td>
</tr>
<tr>
<td>Designs course materials that reflect the latest science in the field, and integrates evidence into practice.</td>
<td>Develops educational software that receives professional recognition.</td>
</tr>
<tr>
<td>Advises/evaluates student’s scholarly projects (comprehensive exams, etc)</td>
<td>Advises/evaluates student’s scholarly work as member on thesis/ DNP/ and PhD dissertation committee; supervision of independent studies.</td>
</tr>
<tr>
<td>Participates in collaborative and/or multidisciplinary educational projects with agencies at the local/regional level.</td>
<td>Participates in collaborative and/or multidisciplinary educational projects with agencies at the local/state/national level.</td>
</tr>
<tr>
<td>Presents on innovative teaching, etc. at conference and publishes in referred journals or books.</td>
<td>Exhibits leadership in the development, revision and/or evaluation of the curriculum and methods of instruction</td>
</tr>
<tr>
<td>Assists students in dissemination of their work through presentations at scholarly conferences and publishing in journals.</td>
<td>Develops/ implements new educational programs and seeks external funding to support (i.e., HRSA grants)</td>
</tr>
<tr>
<td>Provides leadership in standard setting, curricular requirements, etc. for academic programs at the national/international level.</td>
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</tr>
</tbody>
</table>
Guidelines for Evaluating Research and Scholarship

It is expected that faculty of the Marcella Niehoff School of Nursing demonstrate commitment to research and scholarly endeavors by actively engaging in knowledge development through research and scholarly inquiry that advances the field or discipline. As stated in the Loyola University Chicago University Faculty Handbook, 2009 p. 40: “Faculty members are expected to be productive in research, scholarly, and/or artistic accomplishments at a level consistent with departmental, other academic unit and school/college expectations for the category of faculty and field of experience in which the individual faculty member holds an appointment.” For advancement through rank and toward tenure in the Marcella Niehoff School of Nursing, research and scholarly activity should demonstrate evidence of continuous development of a sustained and cohesive program of research 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:

<table>
<thead>
<tr>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
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</thead>
<tbody>
<tr>
<td>Develops a defined program of research and scholarship.</td>
<td>Establishes and is recognized regionally and/or nationally for a defined area of research and scholarship.</td>
<td>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.</td>
</tr>
<tr>
<td>Demonstrates ability to successfully conduct research and scholarly projects.</td>
<td>Establishes record of successful completion of research and scholarly projects.</td>
<td>Recognized nationally and/or internationally for a record of successful completion of research and scholarly projects.</td>
</tr>
<tr>
<td>Demonstrates ability to successfully obtain internal or local funding.</td>
<td>Secures funding as co-investigator or principal investigator from peer-reviewed national scholarly/health organization.</td>
<td>Serves or has served as principal investigator on an extramurally funded research project.</td>
</tr>
<tr>
<td>Develops collegial relationships with potential for collaborative and or multidisciplinary research and scholarly projects.</td>
<td>Engages in collegial relationships and effectively contributes to collaborative or multidisciplinary research and scholarly projects.</td>
<td>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.</td>
</tr>
<tr>
<td>Communicates research and scholarly work as evidenced by presentation at scholarly conferences at local, state, or regional conferences</td>
<td>Communicates research findings as evidenced by presentation at scholarly conferences at the national level.</td>
<td>Demonstrates a sustained record of presentation 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.</td>
</tr>
<tr>
<td>Disseminates research, including dissertation and/or independent post-doctoral research, and scholarly work by publishing in referred journals.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Reviews abstracts for consideration by internal or local professional conferences.</td>
<td>Reviews research-based journal articles, conference papers, chapters.</td>
<td>Serves as editor or editorial board member of referred professional journals.</td>
</tr>
<tr>
<td></td>
<td>Reviews intramural grant-related proposals for funding.</td>
<td>Reviews extramural grant proposals for funding, which may include participation on major study sections of national and international research funding organizations.</td>
</tr>
<tr>
<td>Supports the research mission of the School and/or University.</td>
<td>Contributes to advance the research mission of the School and/or university, such as the Palmer Research Symposium.</td>
<td>Leads projects, works or initiatives that advance the research mission of the School and/or University.</td>
</tr>
</tbody>
</table>
### Guidelines for Evaluating Research and Scholarship ~ Tenure Track:

<table>
<thead>
<tr>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disseminates research to students through teaching.</td>
<td>Fosters student research and scholarship at either the undergraduate or graduate level, such as by serving as faculty preceptor for students in the LUMEN, Provost Fellowship, PhD internship programs or by serving on or chairing doctoral dissertation committees.</td>
<td>Demonstrates a consistent record of mentorship of students in research at the doctoral and/or post-doctoral level.</td>
</tr>
<tr>
<td>Sought out by faculty colleagues and/or students for research and scholarly expertise.</td>
<td>Shares research and scholarly expertise with faculty colleagues and students.</td>
<td>Demonstrates a consistent record of sharing expertise and resources with faculty colleagues and students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provides leadership in knowledge development and/or defining, promoting and disseminating scholarly work that changes thinking at a national/international level.</td>
</tr>
</tbody>
</table>
Guidelines for Evaluating Academic and Community Service

Supports mission of the University and MNSON as evidenced by service to students, the MNSON, University and community with the goal of promoting Loyola University Chicago; advancing the profession of nursing; 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, 2009)
<table>
<thead>
<tr>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumes leadership on appointed and elected committees and task forces within the MNSON</td>
<td>Assumes leadership on elected and appointed committees and task forces within the MNSON</td>
<td>Is sought out by MNSON and University administration and colleagues for leadership roles based on reputation for expertise and contributions: assumes leadership on elected committees and task forces within the MNSON</td>
</tr>
<tr>
<td>Serves as a course director</td>
<td>Serves as program director or administrator</td>
<td>Serves as program director or administrator</td>
</tr>
<tr>
<td>Identifies and champions fact-finding, task forces and projects to address current trends in nursing, education and health care which further the mission of the SON, University and Profession of Nursing</td>
<td>Promotes change through fact-finding, task forces and projects to address current trends in nursing, education and health care which further the mission of the SON, University and Profession of Nursing</td>
<td>Takes a leadership role in securing funding for service or education activities which further the mission of the SON or University as evidenced by successful grant submission/funding from private foundations and government agencies</td>
</tr>
<tr>
<td>Participates on teams focused on securing funding for service or education activities which further the mission of the SON or University as evidenced by successful grant submission/funding from private foundations and government agencies</td>
<td>Chairs DNP or PhD committees; willingly mentors undergraduate students and graduate students who share interest in faculty area of expertise</td>
<td>Chairs DNP or PhD committees; willingly mentors undergraduate students and graduate students and faculty who share interest in faculty area of expertise</td>
</tr>
<tr>
<td>Serves on DNP or PhD committees; willingly mentors undergraduate students and graduate students who share interest in faculty area of expertise</td>
<td>Serves on appointed or elected University committees as active member or chair. E.g., Search Committees</td>
<td>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</td>
</tr>
<tr>
<td>Establishes relationships with other departments/schools within the university to promote the education/service/research mission</td>
<td></td>
<td>Assumes leadership in establishing relationships with other departments/schools within the university to promote the education/service/research mission</td>
</tr>
<tr>
<td>Participates in University activities and assumes leadership in planning and implementing and evaluating selected University activities within area of interest and</td>
<td>Assumes leadership in planning and implementing and evaluating selected University initiatives and activities commensurate with area of expertise</td>
<td>Assumes leadership in planning and implementing and evaluating selected University initiatives and activities</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Associate Professor</td>
<td>Professor</td>
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<tr>
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</tr>
<tr>
<td><strong>expertise</strong></td>
<td>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 Lobby Day, actively promoting health policy at local level, regional or state level</td>
<td>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 Lobby Day or letter writing campaigns, actively promoting health policy at regional, state or national level</td>
</tr>
<tr>
<td><strong>Organizes and participates in community outreach activities that promote health such as health fairs, career days to encourage young people to seek careers in nursing; working with student groups who are raising money for health related causes such as Walk for the Cure, Locks of Love.</strong></td>
<td>Seeks opportunities and funding to organize community outreach activities that promote health such as nurse-managed programs, health fairs, projects to encourage young people to seek careers in nursing; advisor to student groups who are raising money for health related causes such as Walk for the Cure, Locks of Love.</td>
<td>Obtains funding and organize and evaluates community outreach activities that promote health such as nurse-managed programs, health fairs, projects to encourage young people to seek careers in nursing and nursing student related activities.</td>
</tr>
<tr>
<td><strong>Attends MNSON and University events such as Honors and Pinning, Masters Recognition Day, Palmer Symposium, Commencement, Convocations, Student Recruitment events and student sponsored events</strong></td>
<td>Assumes leadership in organizing MNSON and University events such as Honors and Pinning, Masters Recognition Day, Palmer Symposium, Alumni Board events, Commencement, Convocations and student sponsored events</td>
<td>Assumes leadership in organizing MNSON and University events such as Honors and Pinning, Masters Recognition Day, Palmer Symposium, Alumni Board events, Commencement, Convocations and student sponsored events</td>
</tr>
<tr>
<td><strong>Organizes conferences or workshops with the University, MNSON or community at the local, regional or state level</strong></td>
<td>Initiates, seeks funding and organizes conferences or workshops within the University, MNSON at the regional, state or national level</td>
<td>Initiates, seeks funding and organizes conferences or workshops within the University, MNSON at the regional, state or national level</td>
</tr>
<tr>
<td><strong>Serves as a abstract reviewer for local or regional MNSON, University or professional conferences</strong></td>
<td>Serves as a abstract reviewer for regional or national MNSON, University or professional conferences; serves as a manuscript review for journals in area of expertise</td>
<td>Serves as a abstract reviewer for regional or national MNSON, University or professional conferences; serves as a manuscript review and/or on editorial board for journals in area of expertise</td>
</tr>
<tr>
<td>Guidelines for Evaluating Academic and Community Service ~ Tenure Track Faculty</td>
<td>Assistant Professor</td>
<td>Associate Professor</td>
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</tr>
<tr>
<td>Maintains regular office hours in order to advise students and to be available to students for coaching and mentoring. Works with LUMEN students.</td>
<td>Maintains regular office hours in order to advise students and to be available to students for coaching and mentoring. Mentors research students.</td>
<td>Maintains regular office hours in order to advise students and to be available to students for coaching and mentoring. Mentors research students.</td>
</tr>
<tr>
<td>Serves as a member or officer of a professional association, agency, society, organization or task force related to education, profession of nursing or health care at the local/regional and state level</td>
<td>Serves as a chair, director or officer of a professional association, agency, society, organization or task force related to education, profession of nursing or health care at the state level or national level</td>
<td>Serves as a chair, director or officer of a professional association, agency, society, organization or task force related to education, profession of nursing 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 being elected as a Fellow of the American Academy of Nursing; receiving national awards; being asked to serve on national committees and commissions</td>
</tr>
<tr>
<td>Provides consultation in area of expertise at local level</td>
<td>Provides consultation in area of expertise at local, regional, state or national level</td>
<td>Provides consultation in area of expertise at local, regional, state or national level</td>
</tr>
<tr>
<td>Develops and presents continuing education programs/presentations within area of expertise</td>
<td>Develops and presents continuing education programs/presentations within area of expertise</td>
<td>Develops and presents continuing education programs/presentations within area of expertise</td>
</tr>
<tr>
<td>Mentors new faculty and graduate students</td>
<td>Mentors new faculty and graduate students.</td>
<td>Mentors new faculty and colleagues as well as graduate students.</td>
</tr>
<tr>
<td>Appreciates the University’s global mission and supports student and faculty involvement in international programs and facilitates student participation as appropriate</td>
<td>Participates in MNSON and University global mission activities and facilitates student and faculty involvement in international programs</td>
<td>Provides leadership in MNSON and University global mission activities and facilitates student and faculty involvement in international programs</td>
</tr>
</tbody>
</table>
Appendix D: Qualifications/Examples of 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. 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 the profession of nursing and 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 School of Nursing.

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 clinical content; conducting classes at assigned times; demonstrating enthusiasm for teaching and nursing; 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 clinical 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).
<table>
<thead>
<tr>
<th>Instructor</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates enthusiasm for teaching.</td>
<td>Demonstrates one’s thoughtfully developed philosophy of and pedagogy toward teaching</td>
<td>Shares with/ mentors other faculty in personal teaching philosophy and pedagogical approach.</td>
<td></td>
</tr>
<tr>
<td>Maintains an advanced level of practice in a well-defined area of clinical practice that informs teaching. Maintains certification in an area of specialty expertise.</td>
<td>Develops a recognized content area/teaching method within school of nursing</td>
<td>Sought as consultant in recognized content area/teaching method by peers within and/or outside the school.</td>
<td>Gains national prominence in content area/teaching method</td>
</tr>
<tr>
<td>Uses a variety of innovative teaching techniques, including clinical simulations/electronic teaching methods, to promote critical thinking and achieve course outcomes.</td>
<td>Uses a variety of innovative teaching techniques, including clinical simulations/electronic teaching methods, to promote critical thinking and achieve course outcomes.</td>
<td>Exhibits leadership in the development, implementation and evaluation of innovative teaching methods (ex: clinical simulations).</td>
<td>Recognized leader in teaching innovations.</td>
</tr>
<tr>
<td>Designs course materials that reflect the latest science in the field, and integrates evidence into practice</td>
<td>Designs course materials that reflect the latest science in the field, and integrates evidence into practice.</td>
<td>Develops educational software that receives professional recognition.</td>
<td></td>
</tr>
<tr>
<td>Demonstrates proficiency with knowledge, skills and attitudes required for competency in patient-centered care, team work, quality improvement, safety, evidence-based practice and informatics. (QSEN.org; Cronenwett et al., 2009)</td>
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</tr>
<tr>
<td>Advises/evaluates student’s scholarly projects (comprehensive exams, etc)</td>
<td>Advises/evaluates student’s scholarly work as member on thesis/ DNP/ and PhD dissertation committee; supervision of independent studies.</td>
<td>Advises/evaluates student’s scholarly work as Chair or member on thesis/ DNP/ and PhD dissertation committee; pre/post doctoral traineeships.</td>
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</tbody>
</table>
## Guidelines for Evaluating Teaching ~ Non Tenure Track Faculty

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
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<tbody>
<tr>
<td></td>
<td>Participates in collaborative and/or multidisciplinary educational / practice improvement projects with agencies at the local/ regional level.</td>
<td>Participates in collaborative and/or multidisciplinary educational / practice improvement projects with agencies at the local/state/national level.</td>
<td>Leads the development and conduct of collaborative and/or multidisciplinary educational/ practice improvement projects with other agencies at the national/international level.</td>
</tr>
<tr>
<td></td>
<td>Presents on innovative teaching, etc. at conference and publishes in referred journals or books.</td>
<td>Exhibits leadership in the development, revision and/or evaluation of the curriculum and methods of instruction</td>
<td>Recognized as regional/national leader in curriculum development within the discipline of nursing and/or specialty content areas of expertise (i.e., national core curricula, national certifying bodies)</td>
</tr>
<tr>
<td></td>
<td>Assists students in dissemination of their work through presentations at clinical conferences and publishing in journals.</td>
<td>Develops/ implements new educational programs and seeks external funding to support (i.e., HRSA grants)</td>
<td>Provides leadership in standard setting, curricular requirements, etc. for academic programs at the national/international level.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Serves as an accreditation visitor.</td>
</tr>
</tbody>
</table>
Guidelines for Evaluating Research and Scholarship

Faculty in the non-tenure track are expected to demonstrate commitment to research and scholarly endeavors and “be productive in research, scholarly, and/or artistic accomplishments at a level consistent with departmental, other academic unit and school/college expectations for the category of faculty and field of experience in which the individual faculty member holds an appointment.” (University Faculty Handbook, 2009, p.40) For faculty in the non-tenure line in the MNSON, scholarship is interpreted broadly as recognized by AACN (1996), and includes conducting clinical research and evaluation, developing innovative health care delivery models, mentoring other professionals and students, initiating grant proposals and developing practice standards. Sigma Theta Tau International(SSTI) (1999) defines clinical scholarship “as an approach that enables evidence-based nursing development of best practices to meet the needs of clients efficiently and effectively.” According to the STTI, “the clinical scholar demonstrates the following characteristics: a high level of curiosity, critical thinking, continuous learning, and the ability to use a spectrum of resources and evidence to improve effectiveness of clinical interventions” (p. 5).

Examples of Criteria for Research/Scholarship: 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.
<table>
<thead>
<tr>
<th>Instructor</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guidelines for Evaluating Research &amp; Scholarship ~ Non Tenure Track Faculty</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instructor</strong></td>
<td><strong>Develops a defined program of research/scholarship.</strong></td>
<td><strong>Establishes and is recognized regionally and/or nationally for a defined area of research/scholarship.</strong></td>
<td><strong>Recognized nationally and/or internationally for contributions to a defined area of research/scholarship, 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.</strong></td>
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<td><strong>Assistant Professor</strong></td>
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<tr>
<td><strong>Demonstrates ability to successfully conduct research/scholarly projects.</strong></td>
<td><strong>Establishes record of successful completion of research/scholarly projects.</strong></td>
<td><strong>Recognized nationally and/or internationally for a record of successful completion of research/scholarly projects.</strong></td>
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<tr>
<td><strong>Demonstrates ability to successfully obtain internal or local funding.</strong></td>
<td><strong>Secures funding as co-investigator or principal investigator from peer-reviewed national scholarly/health organization.</strong></td>
<td><strong>Serves or has served as principal investigator on an extramurally funded research project.</strong></td>
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<tr>
<td><strong>Develops collegial relationships with potential for collaborative and/or multidisciplinary research/scholarly projects.</strong></td>
<td><strong>Engages in collegial relationships and effectively contributes to collaborative or multidisciplinary research/scholarly projects.</strong></td>
<td><strong>Leads the development and conduct of collaborative or multidisciplinary research/scholarly projects that advance the research strategic plan of the School, University, and/or discipline.</strong></td>
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</tr>
<tr>
<td><strong>Communicates research/scholarly work as evidenced by presentation at scholarly conferences at local, state, or regional conferences</strong></td>
<td><strong>Communicates research/scholarly work as evidenced by presentation at scholarly conferences at the national level.</strong></td>
<td><strong>Demonstrates a sustained record of presentation of research/scholarly work at the national and/or international level, including invitations to provide keynote presentations at prestigious conferences or chair of symposia.</strong></td>
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</table>
## Guidelines for Evaluating Research & Scholarship ~ Non Tenure Track Faculty

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<thead>
<tr>
<th>Instructor</th>
<th>Assistant Professor</th>
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<tr>
<td></td>
<td>Disseminates research/scholarship, including dissertation and/or independent post-doctoral research, by publishing in referred journals.</td>
<td>Disseminates research/scholarship through publication of original articles or reviews in scholarly journals, chapters, and/or books, with consideration of quality, innovation and impact.</td>
<td>Demonstrates a sustained and progressive record of publication of research and scholarly articles or reviews in scholarly journals, chapters, and/or books, with consideration of quality, innovation and impact.</td>
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<td></td>
<td>Reviews abstracts for consideration by internal or local professional conferences.</td>
<td>Reviews research-based journal articles, conference papers, chapters.</td>
<td>Serves as editor or editorial board member of referred professional journals.</td>
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<tr>
<td></td>
<td>Supports the research/scholarly mission of the School and/or University.</td>
<td>Supports the research/scholarly mission of the School and/or University.</td>
<td>Leads projects, works or initiatives that advance the research/scholarly mission of the School and/or University.</td>
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<td>Disseminates research/scholarship to students through teaching.</td>
<td>Disseminates research/scholarship to students through teaching.</td>
<td>Fosters student research at either the undergraduate or graduate level, such as by serving as faculty preceptor for students in the LUMEN, Provost Fellowship, PhD internship programs or by serving on or chairing doctoral dissertation committees.</td>
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<td></td>
<td>Sought out by faculty colleagues and/or students for research/scholarly expertise.</td>
<td>Shares research/scholarly expertise with faculty colleagues and students.</td>
<td>Demonstrates a consistent record of sharing expertise and resources with faculty colleagues and students.</td>
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<td>Provides leadership in knowledge development and/or defining, promoting and disseminating scholarly work that changes thinking at a national/international level.</td>
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Guidelines for Evaluating Academic and Community Service

Supports mission of the University and MNSON as evidenced by service to students, the MNSON, University and community with the goal of promoting Loyola University Chicago; advancing the profession of nursing; 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, 2009)

Examples of Criteria for Academic and Community Service: 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.
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<th>Instructor</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
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<tr>
<td>Actively serves as a member of MNSON committees and/or taskforces</td>
<td>Assumes leadership on appointed and elected committees and task forces within the MNSON</td>
<td>Assumes leadership on elected and appointed committees and task forces within the MNSON</td>
<td>Is sought out by MNSON and University administration and colleagues for leadership roles based on reputation for expertise and contributions: assumes leadership on elected committees and task forces within the MNSON</td>
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<td>Serves as a course director</td>
<td>Serves as program director or administrator</td>
<td>Serves as program director or administrator</td>
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<td>Identifies and champions fact-finding, task forces and projects to address current trends in nursing, education and health care which further the mission of the MNSON, University and Profession of Nursing</td>
<td>Promotes change through fact-finding, task forces and projects to address current trends in nursing, education and health care which further the mission of the MNSON, University and Profession of Nursing</td>
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<td>Participates on teams focused on securing funding for service or education activities which further the mission of the MNSON or University as evidenced by successful grant submission/funding from private foundations and government agencies</td>
<td>Takes a leadership role in securing funding for service or education activities which further the mission of the MNSON or University as evidenced by successful grant submission/funding from private foundations and government agencies</td>
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<tr>
<td>Provides student advising</td>
<td>Provides student advising and serves on student committees or clubs</td>
<td>Serves on DNP or PhD committees; willingly mentors undergraduate students and graduate students who share interest in faculty area of expertise</td>
<td>Chairs DNP or PhD committees; willingly mentors undergraduate students and graduate students and faculty who share interest in faculty area of expertise</td>
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<td>Participates in University and SON activities</td>
<td>Participates in University activities and assumes leadership in planning and implementing and evaluating selected University activities within area of interest and</td>
<td>Serves on appointed or elected University committees as active member or chair, e.g., Search Committees</td>
<td>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</td>
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<td>Instructor</td>
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<td>expertise</td>
<td>Establishes relationships with other departments/schools within the university to promote the education/service/research mission. Assumes leadership in planning and implementing and evaluating selected University initiatives and activities commensurate with area of expertise.</td>
<td>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 Lobby Day or letter writing campaigns, actively promoting health policy at regional, state or national level.</td>
<td>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.</td>
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<tr>
<td>Participates in public policy and supports legislation which affects area of practice as evidenced by sharing policy information with students, participating in Lobby Day and actively promoting health policy at the local level.</td>
<td>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 Lobby Day, actively promoting health policy at local level, regional or state level.</td>
<td>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 Lobby Day or letter writing campaigns, actively promoting health policy at regional, state or national level.</td>
<td>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.</td>
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<tr>
<td>Participates in community outreach activities that promote health.</td>
<td>Participates in funding initiatives. Organizes and participates in community outreach activities that promote health such as health fairs, career days to encourage young people to seek careers in nursing; working with student groups who are raising money for health related causes such as</td>
<td>Seeks opportunities and funding to organize community outreach activities that promote health such as nurse-managed programs, health fairs, projects to encourage young people to seek careers in nursing; advisor to student groups who are raising money for health related causes such as Walk for the Cure, Locks of Love.</td>
<td>Obtains funding and organize and evaluates community outreach activities that promote health such as nurse-managed programs, health fairs, projects to encourage young people to seek careers in nursing and nursing student related activities.</td>
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### Guidelines for Evaluating Academic and Community Service ~ Non Tenure Track Faculty

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<th>Instructor</th>
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<tr>
<td><strong>Walk for the Cure, Locks of Love.</strong></td>
<td>Attends MNSON and University events such as Honors and Pinning, Masters Recognition Day, Palmer Symposium, Commencement, Convocations, Student Recruitment events and student sponsored events</td>
<td>Assumes leadership in organizing MNSON and University events such as Honors and Pinning, Masters Recognition Day, Palmer Symposium, Alumni Board events, Commencement, Convocations and student sponsored events</td>
<td>Assumes leadership in organizing MNSON and University events such as Honors and Pinning, Masters Recognition Day, Palmer Symposium, Alumni Board events, Commencement, Convocations and student sponsored events</td>
</tr>
<tr>
<td><strong>Attends MNSON and University events such as Honors and Pinning, Graduation, Palmer Symposium</strong></td>
<td>Attends MNSON and University events such as Honors and Pinning, Masters Recognition Day, Palmer Symposium, Commencement, Convocations, Student Recruitment events and student sponsored events</td>
<td>Assumes leadership in organizing MNSON and University events such as Honors and Pinning, Masters Recognition Day, Palmer Symposium, Alumni Board events, Commencement, Convocations and student sponsored events</td>
<td>Assumes leadership in organizing MNSON and University events such as Honors and Pinning, Masters Recognition Day, Palmer Symposium, Alumni Board events, Commencement, Convocations and student sponsored events</td>
</tr>
<tr>
<td><strong>Attends and assists at conferences or workshops involving MNSON or University at local level</strong></td>
<td>Organizes conferences or workshops with the University, MNSON or community at the local, regional or state level</td>
<td>Initiates, seeks funding and organizes conferences or workshops within the University, MNSON at the regional, state or national level</td>
<td>Initiates, seeks funding and organizes conferences or workshops within the University, MNSON at the regional, state or national level</td>
</tr>
<tr>
<td><strong>Serves as an abstract reviewer for local or regional MNSON, University or professional conferences</strong></td>
<td>Serves as an abstract reviewer for regional or national SON, University or professional conferences; serves as a manuscript review for journals in area of expertise</td>
<td>Serves as an abstract reviewer for regional or national MNSON, University or professional conferences; serves as a manuscript review and/or on editorial board for journals in area of expertise</td>
<td></td>
</tr>
<tr>
<td><strong>Maintains regular office hours in order to advise students and to be available to students for coaching and mentoring.</strong></td>
<td>Maintains regular office hours in order to advise students and to be available to students for coaching and mentoring. Works with LUMEN students.</td>
<td>Maintains regular office hours in order to advise students and to be available to students for coaching and mentoring. Mentors research students</td>
<td>Maintains regular office hours in order to advise students and to be available to students for coaching and mentoring. Mentors research students. Mentors new faculty and graduate students</td>
</tr>
<tr>
<td><strong>Serves as a member or officer of a professional association, agency, society, organization or task force related to education, profession of nursing or health care at the local/regional and state level</strong></td>
<td>Serves as a chair, director or officer of a professional association, agency, society, organization or task force related to education, profession of nursing or health care at the state level or national level</td>
<td>Serves as a chair, director or officer of a professional association, agency, society, organization or task force related to education, profession of nursing or health care at the state level or national level; mentors other faculty and graduate students to be future leaders</td>
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- Provides consultation in area of expertise
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<th>Instructor</th>
<th>Assistant Professor</th>
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<th>Professor</th>
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<td></td>
<td>expertise at local level</td>
<td>expertise at local, regional, state or national level</td>
<td>at local, regional, state, national or international level. Recognized for expertise nationally as evidenced by being elected as a Fellow of the American Academy of Nursing; receiving national awards; being asked to serve on national committees and commissions</td>
</tr>
<tr>
<td></td>
<td>Develops and presents continuing education programs/presentations within area of expertise</td>
<td>Develops and presents continuing education programs/presentations within area of expertise</td>
<td>Organizes, develops and presents continuing education programs/presentations within area of expertise</td>
</tr>
<tr>
<td></td>
<td>Appreciates the University’s global mission and supports student and faculty involvement in international programs and facilitates student participation as appropriate</td>
<td>Appreciates the University’s global mission and supports student and faculty involvement in international programs and facilitates student participation as appropriate</td>
<td>Promotes MNSON and University global mission activities and facilitates student and faculty involvement in international programs</td>
</tr>
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<td>Provides leadership in MNSON and University global mission activities and facilitates student and faculty involvement in international programs</td>
<td>Provides leadership in MNSON and University global mission activities and facilitates student and faculty involvement in international programs</td>
<td>Provides leadership in MNSON and University global mission activities and facilitates student and faculty involvement in international programs</td>
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Appendix E:  Tenure Criteria for School of Nursing Faculty

According to the *University Faculty Handbook*, 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” (page 29). 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” (page 29).

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

In the MNSON 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 MNSON with tenure. Provisions for extension of the probationary period for tenure are described in the *University Faculty Handbook* (p. 53). It is the expectation that faculty granted tenure continue to be productive and to move forward to meet the criteria for Professor.

Tenure Criteria:

The following tenure criteria apply to persons seeking tenure in the MNSON. Additional promotion criteria can be found in other MNSON Rank &Tenure guidelines.

- An earned doctorate: PhD preferred, in nursing or in an associated field. Faculty with a professional doctorate would be expected to be hired into a non-tenure track. 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.
Appendix F. MNSON 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. Include 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 referred journals in chronological order
   - Publications in non-referred 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.
   • CEU/ Certification Programs Presented.

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 on a master’s project/thesis 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 (ex, Mulcahy scholar)
   • Consultation to graduate student research
   • Consultation to faculty research.
   • Program director/student advisor/class advisor

K. Service: Includes MNSON, 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 MNSON 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).