Chicago's Jesuit University

**LOYOLA
UNIVERSITY
CHICAGO**

Niehoff School of Nursing

LOYOLA UNIVERSITY CHICAGO

MARCELLA NIEHOFF
SCHOOL OF NURSING

RANK AND TENURE GUIDELINES
AND PROCEDURES

LOYOLA UNIVERSITY CHICAGO MARCELLA NIEHOFF SCHOOL OF NURSING

RANK AND TENURE GUIDELINES AND PROCEDURES

OVERVIEW OF THE PROMOTION AND TENURE PROCESS

Approved December 2003 by the Faculty Affairs University Policy Committee
Modified May 3, 2017(approved by MNSON Academic Council)

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, 2015, pages.45-48).

It is the responsibility of individuals in the Marcella Niehoff School of Nursing (MNSON) 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 Department 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 MNSON 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. Marcella Niehoff School of Nursing Rank and Tenure Guidelines

Criteria for the granting of promotion and tenure at Loyola are described in the Loyola University Chicago Faculty Handbook, 2015, on pages. 45-48, and include excellence in teaching, research/scholarship (including artistic accomplishment, professional practice (if applicable), service to students and Loyola, and other relevant professional contributions. The MNSON 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 C of this document, and are posted on the MNSON online platform.

For faculty seeking hire at a rank that is higher than an assistant professor, the following should be submitted for review to the MNSON Rank and Tenure committee at time of potential hire to make an informed decision: Curriculum vitae, a personal statement about how the applicant currently meets the criteria for that rank at Loyola University Chicago that addresses items in our handbook (personal philosophy, teaching, scholarship, and service), and an abbreviated portfolio (e.g., recent publications and grant abstracts).

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.

"If changes are made to promotion and tenure guidelines, the new guidelines will be applied to newly-hired faculty, except that faculty hired when the previous guidelines were in effect may choose to be considered under the new guidelines. The new guidelines will, however, be applied to tenured faculty who are considered for promotion five years or more after a change in guidelines is approved by the appropriate college and university officials." (University Faculty Handbook, 2015, page 46)

Please refer to the MNSON R&T Committee Bylaws for description of the selection and composition of the Rank and Tenure committee.

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). The faculty member will be then evaluated for rank using the tenure line criteria for the rank they are seeking.

IV. Overview of Promotion and Tenure Review

The Bylaws of the Academic Council of the MNSON provide clarification on the rank and tenure process for initial appointment to the MNSON 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.

Candidates within the School of Nursing applying for promotion/tenure are evaluated by several entities:
- Three (3) internal reviewers who submit recommendations to the Department Chair and the School Rank and Tenure Committee (as outlined in Section V. A 3).
- Three external reviewers (not usually required for mid-probationary review or for non-tenure track faculty) (as outlined in Section V.A 4).
- The Department Chair who submits a recommendation to the MNSON Rank and Tenure as well as to the Dean of the School.
- The MNSON 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 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 hired in and appointed as an Associate or Full 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 MNSON 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 rank and tenure application files are compiled by the Dean's Executive Assistant and submitted to the MNSON 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 MNSON Faculty
- External reviews (for tenure track faculty)
- Recommendation from Department Chair

- MNSON R&T Committee and Dean/Department Chair recommendation letter from prior mid-probationary review
- 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 MNSON; 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 (for example, DNP, PharmD, PsyD, JD, EdD) would be expected to be hired into a non-tenure track. These faculty 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 area of scholarship which may include practice and/or service to Loyola University Chicago, as evidenced by contributions to students, MNSON, the University, community, and the profession.

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 G. 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 seeking tenure 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 tenure track line seeking promotion and/or tenure, an internal reviewer may be a MNSON tenured Professor Emeritus who has recent active engagement in the profession; and is at or above the rank the applicant is seeking.

   For faculty seeking promotion in a non-tenure line at least one of the three reviewers must be tenured and 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** 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. It is the responsibility of the Department Chairperson to assure that internal reviews are scheduled and completed according to the timeline.

By **first week of May** the applicant provides his/her Department Chairperson with materials that the Department Chairperson then distributes to the internal reviewers including the applicant's CV, Personal Statement, and relevant supporting materials, such as samples of publications and student teaching evaluations. A Peer Review Teaching Evaluation should be completed by the internal reviewer using the form in Appendix K.

A sample letter provided by the Department Chairperson to the internal reviewers is included in Appendix H. 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 Chairperson **by the 2nd Monday in September** of the fall semester the applicant's materials are being considered. These recommendations are placed in the applicant's confidential portfolio by the Dean's Executive Assistant 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), and not have any relationship with the applicant that is personal or collaborative (e.g., published together or funded together) so that they can provide an independent, unbiased review. A listing of comparable 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 Chair of Rank and Tenure mails a letter to the external reviewers (Appendix I) with 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 MNSON Chairperson of Rank and Tenure **by second 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 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 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**. All the recommendations, plus the supporting materials in the applicant's portfolio should be received by 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 in the Curriculum Vitae as appropriate**.** These materials are assembled in a portfolio that is clearly indexed and labeled. Materials should focus on time period under review.

a. **Documentation of Teaching.** A variety of materials may be used to demonstrate excellence in teaching. Comprehensive documentation of student evaluations is necessary for the Committee to make a judgment
   - 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).
   - 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.
   - Documentation of membership on students' 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). 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 or of the committee write a letter commenting on your contributions.

d. **Documentation of Practice.** In portfolio, may include: 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.

7. Evaluation by School of Nursing Rank and Tenure Committee.

By the 3rd Monday in September, this committee receives from the Dean's Executive Assistant 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 MNSON 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 MNSON 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 (2015).

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

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 (2015). 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 (2015), and informs the person of the appeal process should that person elect to challenge the outcome.

3. Confidentiality

All material related to Rank and Tenure will be handled in accord with the confidentiality practices of the MSON Rank and Tenure Committee and the Faculty Handbook. Only Rank and Tenure Committee members, the Department Chair, the MNSON Dean, the Dean of the Graduate School, and the Senior Academic Officer have access to the applicant's confidential file (i.e., internal and external reviews). Minutes pertaining to a MNSON Rank and Tenure 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 (2015), "*Untenured faculty in tenure-track assistant professor positions undergo a mid-probationary review…The mid-probationary review should normally include an evaluation of teaching effectiveness, as well as success in research/scholarship, professional practice (if applicable) and participation in service and in educational advising* (page 44).

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 MNSON 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 mid-probationary review is a holistic judgment based on three things: the overall quality of the candidate's accomplishments and promise in teaching, scholarship, and service as a candidate for tenure; the adequacy of the candidate's progress toward tenure; and the likelihood of the candidate's ultimate success. University Guidelines for Mid Probationary Review and One-semester Paid Research Leave, April 6, 2015).

The review also serves to guide non-tenure track faculty through a successful promotion outcome. Specifics regarding this process can be found in Appendix I.

B. Candidates for Mid-Probationary Review

In the MNSON, several types of faculty are required to participate in pre-reviews by the SON Rank & Tenure Committee.
- All tenure track faculty (in third year of hire) complete a mid-probationary and pre-promotion review.
- Faculty hired into tenure track at the Associate or Full Professor rank without tenure need to complete a review during their second semester of hire.
- Faculty in non-tenure track lines seeking promotion to Associate or Full Professor or higher are required to have a pre-review at least one year before promotion.
- And any faculty requesting an optional review in preparation for promotion and tenure

C. Schedule for the Review

Unless otherwise stipulated at the time of hire, 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 by April of the second year of hire. 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 Department Chairperson will advise/assist the candidate in preparing the portfolio for the review process. The faculty will submit all documents to the Department Chairperson by October 1st (fall of third year of hire).

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 may be included in the mid-review process as outlined in Appendix I. They may, however, be required in 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 Mid-Probationary Review Schedule

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

Third year of hire:
- **September 15th:** faculty meets with Department Chair to review the complete process.
- **October 1st:** Faculty submits materials (CV; personal statement; relevant supporting materials such as examples of publications and student course evaluations) to Department Chairperson for distribution to internal reviewers.
- **2nd Friday in January:** The faculty submits his/her portfolio with required materials to the Department Chairperson.
- **3rd Friday in January**: Internal reviewers provide evaluation to the Department Chairperson.
- **4th Friday in January:**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 (including internal reviewer recommendations) is sent to the Dean's office for review by MNSON Rank and Tenure Committee.
- **February/March**: MNSON Rank and Tenure Committee conducts the mid-probationary review/pre- promotion review and submits the MNSON R&T recommendation to the faculty applicant, the Department Chair and the MNSON Dean. The Department Chair provides a letter expressing the outcome of the mid-probationary review and a summary of significant considerations that formed the basis of that judgment to the candidate. The Dean will forward the Department Chair's recommendation to continue or discontinue the probationary period to the Provost with his/her recommendation.   It is the Department Chair's responsibility to meet with the faculty candidate and provide feedback regarding progress toward tenure and/or promotion. A copy of the letter from the Department Chair to the candidate as well as the MNSON Rank and Tenure recommendation letter will become part of the candidate's personnel file so they can be included in the materials to be reviewed, if/when the candidate petitions for tenure.

VII. Log of Revisions Made to MNSON Rank and Tenure Guidelines

The LUC Faculty Handbook is the authoritative document on rank and tenure. Also see the Provost's Policy (Appendix J). The MNSON tenure guidelines were approved at Academic Council on May 10, 2001 and were last updated in January of 2017. These were submitted to the Executive Committee April 15, 2017 and approved by Academic Council on May 3, 2017 and by the University Rank and Tenure Committee and the Provost on October 1, 2017. Substantive revisions to the Guidelines included changes to reflect the revised University Faculty Handbook (2015) and revision of the non-tenure track guidelines. The Guidelines were previously revised in December of 2003 and further revised in fall 2004 to reflect the change in the MNSON department structure. The tenure guidelines for Food and Nutrition faculty were approved at the School Rank and Tenure Committee on September 29, 1997.The MNSON 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. In summary, recent approvals include the following:

April 20, 2017 – Affiliate Faculty track approved by University
May 3, 2017 – Revisions to guidelines to reflect 2015 University guidelines and revisions made to non-tenure guidelines. Approved by Academic Council.
August 15, 2017 – Guidelines review completed by University Rank and Tenure Committee
October 1, 2017 – Revisions approved by the Provost, Health Sciences Division

Appendix A: Timeline Outlining Activities for Rank and Tenure Review

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:   **September 15th**: Faculty meets with Department Chair to review the upcoming dates and mid-review process. Faculty continues to build portfolio based on R&T guidelines. **October 1st**: Faculty provides Department Chair with materials (CV; personal statement; relevant supporting materials such as examples of publications and student course evaluations) that Chair distributes to internal reviewers. • **2nd Friday in January:** The faculty submits his/her portfolio with required materials to the Department Chairperson. **3rd Friday in January**: Internal reviewers provide evaluation to the Department Chairperson. **4th Friday in January**: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 (including internal reviewer recommendations) is sent to the Dean's office for review by MNSON Rank and Tenure Committee.**February/March**: MNSON Rank &Tenure Committee conducts the mid-probationary/ pre-promotion review and submits a recommendation to the applicant, Department Chair and MNSON Dean. The Department Chair provides a letter expressing the outcome of the mid-probationary review and a summary of significant considerations that formed the basis of that judgement to the candidate. The Dean will forward the Department Chair's recommendation to continue or discontinue the probationary period to the Provost with his/her recommendation.

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 Department Chair assures that internal reviews are scheduled.
    March 30: Faculty and Chair propose names for external reviewers and submit to MNSON Rank and Tenure Committee. Rank and Tenure Chair contacts external reviewers.
    April 30: Faculty submits materials to Department Chair and Chair of Rank and Tenure Committee.
    First week of May: Department Chair distributes documents to internal reviewers and Chairperson of Rank and Tenure sends out materials to external reviewers.

Year 6: May to August: Applicant prepares final portfolio

    2nd Monday in Sept: Internal reviewers submit recommendations to Department Chairperson.
    Third Monday in Sept: Faculty submits portfolio to Dean's office. Department Chairperson, Internal Reviewers, and External Reviewer letters are placed in confidential portfolio.
    Oct: MNSON Rank and Tenure Committee reviews materials
    First week Nov: Rank and Tenure Committee submits recommendation to Deans of MNSON and Graduate School. Letter to University Rank and Tenure Committee is incorporated into faculty portfolio.

End of Nov: Dean of MNSON forwards materials to Senior Academic Officer 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 (Faculty Handbook, 2015, page 26):

a. **Assistant Professor**
The rank of Assistant Professor is ordinarily awarded to a faculty member who has attained the doctorate or, in certain fields, the advanced professional status usually required for this rank and who has demonstrated a promise of excellence in teaching and scholarship.

b. **Associate Professor**
The rank of Associate Professor is ordinarily awarded only 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 evidences of scholarship and professional contributions, and has provided service to the University.

c. **Professor**
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 of the University, who has made an ongoing contribution to his or her field of learning and to the University, and whose achievements make it likely that he or she will continue to develop as a scholar and teacher.

NON-TENURE TRACK RANKS* (University Faculty Handbook, 2015, p. 28):

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."

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."

* 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.

*Non-Tenure Research Track Faculty are full-time faculty members whose primary responsibility is to advance the quality and breadth of research within the Marcella Niehoff School of Nursing (MNSON). This may occur through the conduct of independent research, as well as through collaborative research with faculty of the MNSON. This is a non-tenure track full time faculty appointment with the possibility of promotion to Associate Professor and to Professor. See Appendix E.

E. PART-TIME FACULTY

Part-time appointments are not tenured or tenure-track appointments. Years of service on the part-time faculty do not accrue toward eligibility for tenure. Typically, part-time faculty are assigned teaching responsibilities as the faculty member of record for a limited number of organized courses, academic advising, clinical instruction or supervision, and/or other instructionally related duties. Part-time faculty are expected to perform all teaching functions competently and to adhere to academic and other policies of their department, school/college or other academic unit. Part-time faculty status does not ordinarily require the publication of research/scholarship or service on University committees as expected of full-time faculty at Loyola.

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

F. AFFILIATE FACULTY

Affiliate Faculty are non-salaried, honorific appointments given to preceptors of enrolled students in the graduate programs of the School of Nursing who have appropriate professional or academic credentials, and whom the School of Nursing wishes to include within its academic community. This position confers an academic affiliation, title, identification card, and library privileges; the School of Nursing may permit the use of an office, laboratory, copier, or e-mail. A letter of appointment includes a 3-year time limit and is open to renewal at the request of the Program Director and discretion of the Dean. This position is not subject to promotion during the term of appointment.

Affiliate Faculty members who are Master's prepared are assigned a rank of Affiliate Instructor; Affiliate Faculty members who are doctorally prepared are assigned a rank of Affiliate Assistant Professor.

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 relationships 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 MNSON.

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 students' 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 /DNP projects).

Guidelines for Evaluating Teaching ~ Tenure Track Faculty

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

Guidelines for Evaluating Research and Scholarship

It is expected that faculty of the MNSON 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*, 2015 p. 36: "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.

Examples of Criteria for Research/Scholarship: The items in each rank listed below are some suggested ways to demonstrate excellence in research at various ranks. Other items can be included; not all examples must be addressed. However, evidence of excellence in research and scholarship must be documented.

Guidelines for Evaluating Research and Scholarship ~ Tenure Track:

Assistant Professor	Associate Professor	Professor
Develops a defined program of research and scholarship.	Establishes and is recognized regionally and/or nationally for a defined area of research and scholarship.	Recognized nationally and/or internationally for contributions to a defined area of research, such as by receipt of prestigious awards, appointments, invitations to present at scholarly conferences, and/or selection to serve on scientific advisory boards that set research priorities for the discipline or scholarly field of concentration.
Demonstrates ability to successfully conduct research and scholarly projects.	Establishes record of successful completion of research and scholarly projects.	Recognized nationally and/or internationally for a record of successful completion of research and scholarly projects.
Demonstrates ability to successfully obtain internal or local funding.	Secures funding as co-investigator or principal investigator from peer-reviewed national scholarly/health organization.	Serves or has served as principal investigator on an extramurally funded research project.
Develops collegial relationships with potential for collaborative and or multidisciplinary research and scholarly projects.	Engages in collegial relationships and effectively contributes to collaborative or multidisciplinary research and scholarly projects.	Leads the development and conduct of collaborative or multidisciplinary research and scholarly projects that advance the research strategic plan of the School, University, and or discipline.
Communicates research and scholarly work as evidenced by presentation at scholarly conferences at local, state, or regional conferences	Communicates research findings as evidenced by presentation at scholarly conferences at the national level.	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.
Disseminates research, including dissertation and/or independent post-doctoral research, and scholarly work by publishing in referred journals.	Disseminates research findings and scholarly work through publication of original articles or reviews in scholarly journals, chapters, and/or books, with consideration of quality, innovation and impact.	Demonstrates a sustained and progressive record of publication of research and scholarly articles or reviews in scientific journals, chapters, and/or books, with consideration of quality, innovation and impact.
Reviews abstracts for consideration by internal or local professional conferences.	Reviews research-based journal articles, conference papers, chapters.	Serves as editor or editorial board member of refereed professional journals.
	Reviews intramural grant-related proposals for funding.	Reviews extramural grant proposals for funding, which may include participation on major study sections of national and international research funding organizations.

Guidelines for Evaluating Research and Scholarship ~ Tenure Track:

Assistant Professor	Associate Professor	Professor
Supports the research mission of the School and/or University.	Contributes to advance the research mission of the School and/or university, such as the Palmer Research Symposium.	Leads projects, works or initiatives that advance the research mission of the School and/or University.
Disseminates research to students through teaching.	Fosters student research and scholarship at either the undergraduate or graduate level, such as by serving as faculty preceptor for students in the LUMEN, Provost Fellowship, PhD internship programs or by serving on or chairing doctoral dissertation committees.	Demonstrates a consistent record of mentorship of students in research at the doctoral and/or post-doctoral level.
Sought out by faculty colleagues and/or students for research and scholarly expertise.	Shares research and scholarly expertise with faculty colleagues and students.	Demonstrates a consistent record of sharing expertise and resources with faculty colleagues and students.
		Provides leadership in knowledge development and/or defining, promoting and disseminating scholarly work that changes thinking at a national/international level.

Guidelines for Evaluating Academic and Community Service

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, 2015, p. 36*)

Examples of Criteria for Academic and Community Service: The items in each rank listed below are some suggested ways to demonstrate excellence in service at various ranks. Other items can be included; not all examples must be addressed. However, evidence of excellence must be documented.

Guidelines for Evaluating Academic and Community Service ~ Tenure Track Faculty		
Assistant Professor	**Associate Professor**	**Professor**
Assumes leadership on appointed and elected committees and task forces within the MNSON	Assumes leadership on elected and appointed committees and task forces within the MNSON	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
Serves as a course director	Serves as program director or administrator	Serves as program director or administrator
	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	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
	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	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
	Serves on DNP or PhD committees; willingly mentors undergraduate students and graduate students who share interest in faculty area of expertise	Chairs DNP or PhD committees; willingly mentors undergraduate students and graduate students and faculty who share interest in faculty area of expertise
	Serves on appointed or elected University committees as active member or chair. E.g., Search Committees	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
	Establishes relationships with other departments/schools within the University to promote the education/service/research mission	Assumes leadership in establishing relationships with other departments/schools within the University to promote the education/service/research mission

Guidelines for Evaluating Academic and Community Service ~ Tenure Track Faculty		
Assistant Professor	**Associate Professor**	**Professor**
Participates in University activities and assumes leadership in planning and implementing and evaluating selected University activities within area of interest and expertise	Assumes leadership in planning and implementing and evaluating selected University initiatives and activities commensurate with area of expertise	Assumes leadership in planning and implementing and evaluating selected University initiatives and activities
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	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	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
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.	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.	Obtains funding, organizes 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.
Attends MNSON and University events such as BSN Honors and Pinning, MSN Day of Scholarship , Palmer Research Symposium, Commencement, Convocations, Student Recruitment events and student sponsored events	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	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
Organizes conferences or workshops with the University, MNSON or community at the local, regional or state level	Initiates, seeks funding and organizes conferences or workshops within the University, MNSON at the regional, state or national level	Initiates, seeks funding and organizes conferences or workshops within the University, MNSON at the regional, state or national level
Serves as an abstract reviewer for local or regional MNSON, University or professional conferences	Serves as an abstract reviewer for regional or national MNSON, University or professional conferences; serves as a manuscript review for journals in area of expertise	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

Guidelines for Evaluating Academic and Community Service ~ Tenure Track Faculty		
Assistant Professor	**Associate Professor**	**Professor**
Maintains regular office hours in order to advise students and to be available to students for coaching and mentoring. Works with LUMEN students.	Maintains regular office hours to advise students and to be available to students for coaching and mentoring. Mentors research students	Maintains regular office hours in order to advise students and to be available to students for coaching and mentoring. Mentors research students.
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	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	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
	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	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
Provides consultation in area of expertise at local level	Provides consultation in area of expertise at local, regional, state or national level	Provides consultation in area of expertise at local, regional, state or national level
Develops and presents continuing education programs/presentations within area of expertise	Develops and presents continuing education programs/presentations within area of expertise	Develops and presents continuing education programs/presentations within area of expertise
Mentors new faculty and graduate students	Mentors new faculty and graduate students.	Mentors new faculty and colleagues as well as graduate students.
Appreciates the University's global mission and supports student and faculty involvement in international programs and facilitates student participation as appropriate	Participates in MNSON and University global mission activities and facilitates student and faculty involvement in international programs	Provides leadership in MNSON and University global mission activities and facilitates student and faculty involvement in international programs

Appendix D: Qualifications/Examples of Criteria for Non-Tenure Track Faculty

Guidelines for Evaluating Teaching for Non-Tenure Faculty

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 promotion. Many faculty responsibilities related to teaching are consistent across all faculty ranks. .Some of these relate to communication and interpersonal relationships 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 students' 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).

Guidelines for Evaluating Teaching: Non-Tenure Track Faculty

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

Guidelines for Evaluating Teaching: Non-Tenure Track Faculty

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

Guidelines for Evaluating Research and Scholarship for Non-Tenure Faculty

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,* 2015, p.36) 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 research and scholarship at various ranks. Other items can be included; not all examples must be addressed. However, evidence of excellence must be documented.

Guidelines for Evaluating Scholarship: Non Tenure Track Faculty

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

Guidelines for Evaluating Academic and Community Service for Non-Tenure Faculty

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, 2015*)

Examples of Criteria for Academic and Community Service: The items in each rank listed below are some suggested ways to demonstrate excellence in service at various ranks. Other items can be included; not all examples must be addressed. However, evidence of excellence must be documented.

Guidelines for Evaluating Academic and Community Service: Non-Tenure Track Faculty

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

Appendix E: Qualifications/Examples of Criteria for Research Track (Non-Tenure) Faculty

This rank is awarded to full-time faculty members whose primary responsibility is to advance the quality and breadth of research within the Marcella Niehoff School of Nursing (MNSON). This may occur through the conduct of independent research, as well as through collaborative research with faculty of the MNSON. This is a non-tenure track full-time faculty appointment with the possibility of promotion to Associate Professor and to Professor.

In accordance with the 2015 Loyola University Faculty Handbook (page 29), "Research Faculty are full-time faculty members whose primary responsibility is to develop the research programs of their department and/or their school or college. Years of service as Research Faculty do not accrue toward eligibility for tenure. These positions are dependent upon external funding and, therefore, may be terminated when external funding ceases."
http://www.luc.edu/media/lucedu/academicaffairs/pdfs/Faculty%20Handbook-%20Loyola%20University%20Chicago%20-%202015.pdf

Based on salary time and effort commitments, faculty members in the Research Track may be expected to make contributions to the education mission of the University.

Minimum time intervals between applying for promotion will be as stipulated in the Loyola University Faculty Handbook. Application for early promotion will follow policy for exceptionality, as also stipulated in the Loyola University Faculty Handbook.

Guidelines for Evaluating Research and Scholarship		
Research Assistant Professor	**Research Associate Professor**	**Research Professor**
Demonstrates knowledge and expertise in a focused area of scholarship consistent with the research and scholarly mission of the MNSON.	Establishes regional and/or national recognition in a focused area of research, as evidenced by: - Reviewing abstracts for conferences - Reviewing manuscripts for journals within area of expertise - Serving on grant review panels - Local, state, or regional recognition for scholarly contributions	Establishes **sustained** national and/or international recognition in a focused area of research, as evidenced by: - Serving on editorial boards - Serving as a keynote speaker at conferences - Serving on scientific expert panels or advisory boards - Organizing regional, national and/or international scientific symposia, workshops, or conferences - Receiving national and/or international recognition for scholarly contributions
Demonstrates a **developing** focused program of research and scholarship as evidenced by: - Publication of research findings in peer-reviewed publications as first and co-author - Presentation of research and scholarly work at local, state, or regional conferences	Demonstrates a **developed** focused program of research and scholarship as evidenced by: - Record of funding for research training and/or internal and/or external awards - A consistent and growing record of first authored and co-authored peer reviewed publications	Demonstrates a **developed and sustained** program of research and scholarship as evidenced by: - Sustained and significant level of external research awards - Sustained record of publication of first-authored and co-authored publications

Guidelines for Evaluating Research and Scholarship		
Research Assistant Professor	**Research Associate Professor**	**Research Professor**
	• Presentation of research and scholarly work at regional and national conferences.	
Demonstrates research knowledge and skills to establish collaborative research partnerships with faculty of the University and the MNSON.	**Demonstrates a record** of establishing collaborative research partnerships with faculty of the University and the MNSON, as evidenced by: • Co-authoring of publications • Joint submission of research grants	**Demonstrates a sustained record** of collaborative research partnerships with faculty of the University and the MNSON, as evidence by: • Co-authoring of publications. • Attainment of external funding with faculty of the University and MNSON
Demonstrates **research-related expertise and talent that can be leveraged to** mentor MNSON students and faculty in research.	Contributes to the mentoring of MNSON students and/or faculty in research, as evidenced by: • Providing seminars and/or workshops in area of expertise • Serving as a research preceptor/mentor for students in area of expertise • Mentoring faculty in area of expertise • Serving as member of dissertation committees	Demonstrates a **consistent** record of mentoring students and/or faculty at all levels.

Guidelines for Evaluating Service		
Contributes to the research and scholarly activities of the MNSON.	Contributes to the research and scholarly activities of the MNSON (i.e., research-related workshops, Palmer Research Symposium, Writing Workshop, internal grant reviews, research-related task forces, etc.)	Demonstrates a **consistent** record of contributions to the research and scholarly activities of the MNSON.
Maintains membership in professional associations relevant to area of research expertise.	Actively contributes to activities of professional associations, as evidenced by membership on organization committees, task forces, and/or networks, etc.	Demonstrates leadership in professional associations and activities, as evidenced by: • Provides consultation to or serving on advisory boards of professional associations, community groups, government and/or health care agencies at local, state, regional, national and international levels. • Provides professional service to colleagues, such as reviewing manuscripts, proposals, or educational content related to area of expertise.

Note – Service is focused upon scholarly and professional activities that reflect the individual's contributions to the research activities of the School, the University and the profession. Service also reflects the recognition of such contributions by scientific leaders and professional organizations within their defined area of scholarship.

Appendix F: Tenure Criteria for School of Nursing Faculty

According to the *University Faculty Handbook*, 2015, 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 25). These faculty "participate in, and have responsibility for, the shared governance of the University, for recommending faculty status, titles and promotions, for curriculum development and for research/scholarship, as well as promoting the mission of the University" (page 26).

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 Handboo*k (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.

Appendix G. 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 i**ncluding 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. **Licensure and Certifications**

D. **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 PI or multiple PI, co-investigator, mentor, collaborator, or consultant of a grant proposal/project. Identify percent effort for each study. Differentiate between research grants, training grants, clinically-focused grants, etc. In your portfolio, include copies of award letters of grants since last review. Please organize this section as follows:

   - Research grants
     - External
     - Internal
     - Under review
     - Not funded
   - Program grants (i.e. HRSA)
     - External
     - Internal
     - Under review
     - Not funded
   - Other (i.e. fellowship, scholarship, community project, special project)
     - External
     - Internal
     - Under review
     - Not funded

E. **Publications.** 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 refereed journals in chronological order
   - Publications in non-refereed professional journals

- Books and monographs
- Book chapters (In portfolio, include copy of face sheet and table of contents of the book) Include mention of significance to field
- Published conference proceedings (invited or refereed)
- 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 presentation, interviews and panel discussions. Each should be identified with date.
- CEU/ Certification Programs presented.

H. 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 portfolio, provide documentation (certificate, letter, copies of election or selection to specific committee, etc.).

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

For non-classroom teaching, provide a listing of your role for each of these activities **along with dates.**
- Chair or member on preliminary exam committees. Indicate students' names and time period.
- Chair or member on dissertation committees.
- Chair or member of DNP committee
- Chair or member on a master's project/ thesis committee
- Director for independent research/study direction (indicate students' names, number of credit hrs and date).
- Mentor for student projects (i.e., Mulcahy scholar).
- Consultation to graduate student research
- Consultation to faculty research
- Program director/student advisor/class advisor

J. Professional Service: Includes MNSON, University, and 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).

Appendix H. Sample Letter from Department Chairperson to Internal Reviewers

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

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

Prepare a formal letter addressed to the Chair(s) of the School of Nursing Rank & Tenure Committee with your assessment of how well the applicant meets the criteria for the rank/tenure that he/she is seeking. Each of the areas of the criteria: teaching, research & scholarship, and service should be addressed in this letter. You may also include steps/additional actions you believe the applicant might want to take to continue progress on meeting the criteria in the future. Please email the completed teaching evaluation and your assessment letter with recommendations me later than **X** .

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

Appendix I. Sample Initial Email Request and from R&T Chairperson to External Reviewers

Email to Request External Review:

Dear Dr. XXX,

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

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

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

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

Sincerely,
XXXX (Chair, MNSON Rank and Tenure Committee)

Email to Confirm Agreement to Participate as External Reviewer

Dear Dr. XXX,

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

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

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

your evaluation and Loyola University Chicago School of Nursing Rank and Tenure criteria.

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

We are most appreciative of your time and contribution to this process. **I ask that you return your evaluation to Micki Ansted, Executive Assistant to the Dean, at mansted1@luc.edu. We would appreciate receiving your assessment by August 1st.** If you have any questions, please feel free to contact Micki Ansted at 708-216-9277 or to contact me at XXXX

Sincerely,

Name of Chair of Rank and Tenure Committee

Appendix J: Policy on Mid-Probationary Review and One-Semester Paid Research Leave

To: Tenured and Tenure Track Faculty
From: John Pelissero, Provost
Date: April 6, 2015

Re: University Guidelines for Mid-Probationary Review and One-Semester Paid Research Leave
Many schools and departments have adopted practices and procedures for mid-probationary reviews as elements in a unit's tenure and promotion guidelines. Consistent with that practice, and in the interests of insuring fairness and a reasonable degree of basic uniformity across the University in this important process, certain guidelines were adopted in 2003 and have been in effect since. These guidelines apply to persons newly hired into or currently in their first or second year of a probationary tenure-track faculty contract.

1. The Purpose and Nature of the Mid-Probationary Review: One purpose of mid-probationary review is to assist the individual to know the opinions of his or her colleagues regarding the progress being made toward tenure. A second purpose is to provide the department and the school with the opportunity to determine, in a fair-minded and evidence based way, whether a tenure-track faculty member, roughly at the mid-point of his or her probationary years, has reasonable likelihood of ultimately achieving tenure. The mid-probationary review is a holistic judgment based on three things: the overall quality of the candidate's accomplishments and promise in teaching, scholarship, and service as a candidate for tenure; the adequacy of the candidate's progress toward tenure; and the likelihood of the candidate's ultimate success.

2. Scheduling the Mid-Probationary Review: The specific semester of a person's mid-probationary review ought to be negotiated at the time of hiring and included in the person's letter of appointment from the Provost. Assuming a normal seven-year probationary period, with the tenure petition required at the start of the Fall Semester of the sixth probationary year, the mid-probationary review process normally occurs within the *Spring Semester of the third year of probationary service*. Depending on the number of years of the probationary period at Loyola, on the characteristics of research in a given field or discipline, or on the anticipated needs of the school or department, a Dean may recommend some other semester. In no case will the mid-probationary review occur in the academic year immediately prior to the year during which the application for tenure is to be made. The contracted semester for the mid-probationary review cannot be changed without the written approval of the Dean and the Chief Academic Officer.

3. Sequence of Events: The mid-probationary review should be completed within *one* semester. In anticipation of the actual review it is *suggested* that

☐ **By the end of week 3 of the semester**: The department Chair (or Dean, in the case of schools not organized into departments) should have arranged to have gathered and available such information as may be helpful and relevant to making an informed judgment regarding the candidate's progress toward tenure. For example, such information may include descriptive and evaluative information about the candidate's teaching activities; reviews by external experts, selected by the Chair from a list provided by the candidate and the tenured faculty of the department, of the candidate's scholarly accomplishments; descriptive and evaluative statements from colleagues on or off campus regarding the value of the candidate's contributions in the area of service. For a fuller clarification of the sources of relevant evidence and the performance indicators relating to teaching, scholarship, and service, consult the November 5, 2002 Provost's Memorandum to faculty regarding "Considerations Pertaining to the Evaluation, Promotion, and Tenure of Tenure-Track Faculty."

☐ **By the end of week 3**. The candidate should submit relevant materials to the Chair (or Dean, in the case of schools not organized into departments). At a minimum these materials should include a personal statement regarding his or her teaching philosophy, scholarly program, and participation in institutional and professional service. An up to date academic resume. The candidate is strongly encourage to supply backup materials such as samples of course syllabi, assignments, exams, and any evidence as may be relevant to indicating the effectiveness of his or her teaching; materials indicating the progress being made on his or her scholarship,

including manuscripts submitted, datasets, works in progress, and the like; and such evidence as may be relevant to indicating the initiative, effort, and benefits resulting from the candidate's contributions in the area of service and institutional citizenship.

☐ **By the end of week 5**: A committee comprised of the tenured faculty and the Chair of the department (or the Dean, in the case of a school not organized into academic departments) shall carefully review the materials that have been assembled with the same thoroughness, as far as possible in the time allowed, as these are evaluated in a review for tenure.

☐ **By the end of week 6:** The committee of tenured faculty, chaired by the department Chair (or the Dean, in the case of a school not organized into academic departments) shall meet to deliberate regarding the overall quality of the candidate's accomplishments and promise in teaching, scholarship, and service as a candidate for tenure; the adequacy of the candidate's progress toward tenure; and the likelihood of the candidate's ultimate success. In those cases where it is judged that the candidate's accomplishments are strong, and that the candidate is making acceptable progress toward tenure, and that there is a promising and reasonable likelihood of the candidate's ultimate success in earning tenure the group should make a recommendation to the Provost to continue the candidate's probationary period. In those cases where it is judged that accomplishments of the candidate are not strong, or that the candidate has not made acceptable progress toward tenure, or that the candidate's prospects for meeting tenure standards and expectations are nil or highly unlikely, the group should make a recommendation to the Provost or that the probationary period be discontinued.

4. Communicating the outcome of the process to the candidate: The Dean should provide a letter expressing the outcome of the mid-probationary review and a summary of the significant considerations that formed the basis of that judgment to the candidate. In cases where the Dean had not participated in the departmental level review, the Dean may ask the Chair to prepare a draft of the letter. In such a case the mid-probationary review file shall be forwarded to the Dean for review and recommendation. The Dean will forward the department's recommendation to continue or to discontinue the probationary period to the Provost with his or her recommendation.

☐ **If the outcome of the mid-probationary review is to continue the probationary period:** The letter from the Dean to the candidate will include suggestions with regard to any problems in teaching, scholarship or service that remain to be overcome, indicators of success that are yet to be achieved, and recommendations for further strengthening his or her ultimate case for tenure. The Chair (or Dean, in the case of schools not organized into departments) shall meet with the candidate to discuss the mid-probationary review letter and the suggestions it contains in detail. This conversation should occur by the end of week 9. This allows the candidate the opportunity to make timely application for a Probationary Faculty Development Grant (See below.)

☐ *The decision to continue the probationary period is **not** a guarantee that the candidate will ultimately achieve tenure.* No statement in the mid-probationary review letter, regardless of how positively or enthusiastically worded, shall legally or morally obligate the University to make a positive tenure decision, in whole or in part, at such time as the candidate's petition for tenure is being reviewed.

☐ **If the outcome of the mid-probationary review is to discontinue the probationary period:** The letter from the Dean to the candidate will state the outcome of the mid-probationary review and the reasons for the decision to discontinue the probationary period. Upon verification of the information with the Office of Faculty Administration, the letter should include a statement indicating the point in time when the candidate would no longer be employed as a tenure track faculty member. The letter should include a statement informing the candidate of his or her rights to appeal the decision under the existing faculty appeals procedures of the school/college (if any) and the University.

5. Use of the Mid-Probationary Review Letter: The letter from the Dean to the candidate will become part of the candidate's personnel file so that it can be included in the materials to be reviewed when the candidate petitions for tenure.

6. Mid-Probationary One-semester Paid Research Leave: For persons continuing in their probationary period, this leave provides support to pursue research and/or teaching development activities that will enhance their possibilities of achieving a positive tenure review. Applicants are strongly encouraged to focus their energies on advancing their research, furthering their development as teachers, and responding to the suggestions for improvement as may have been communicated in the mid-probationary review letter from their Dean.

☐ The one-semester paid research leave releases the candidate from teaching responsibilities for either the fall or spring semester of the year following their mid-probationary review.

☐ The decision to apply or not to apply for the one semester research leave is the candidate's. The application, made in writing, shall briefly describe the projects and activities that shall be undertaken, and their intended relationship to the further progress of the candidate toward tenure. The application shall propose a selected semester consistent with departmental and school instructional needs. Decisions on applications are made by the Provost on the recommendations of the candidate's Chair and Dean, and the appropriate University level committee. Given its purpose, one-semester paid research leave may not be taken at any time during the academic year in which one has applied for tenure. Candidates who intend not to apply for tenure shall inform the Provost and shall not make application for support via a paid semester research leave

Peer Review Teaching Evaluation

1.	Instructor being assessed (Name, Rank, Department)	
2.	Course being assessed (Course Name, course number, Section, Term)	
3.	Peer Assessor (Name, Rank, Department)	
4.	Format (e.g. online, hybrid, or face to face)	
5.	Number of students enrolled at time of assessment	
6.	Date assessment begun	
7.	Date assessment completed	
8.	Expected date of feedback	

Reviewers should rate the faculty member on the following items by circling the appropriate number or letters. Reviewers should support their evaluative comments with specific examples indicating how the faculty warrants the evaluation of exceeding expectations, meeting expectations or needing improvement.

Exceeds Expectations	Meets Expectations	Needs Improvement
Accomplished very well, among the best, outstanding	Adequate, as good as most	Inadequate, minimal evidence that this criterion has been met

3.13.18

Principle 1: Ignatian principle—An education that empowers and transforms.	Feedback for the Instructor (check one)
This principle includes the following as marks of true education according to Loyola's Transformative Education: expanding horizons and deepening knowledge; self-appropriation, dialogue, moral responsibility; care of the planet; faith and justice.	Exceeds expectations _____ Meets expectations _____ Needs improvement _____
The teaching approach of the faculty • Expands and deepens knowledge for students to lead extraordinary lives • Helps students to appreciate one's strengths and promotes discerning of how best to use them • Imparts value-based education that leads students to be agents for social change through meaningful dialogue and conversation to address inequities • Prepares students with a strong foundation in moral discernment to act responsibly in pursuit of the common good • Fosters attitudes to promote responsibility for good stewardship in the context of the global paradigm • Promotes the Jesuit mission and values of faith and justice.	**Evidence Found:**
Examples of evidence to look for (this is not exclusive) • Use of experiential learning approaches which advance knowledge and practice • Course assignments using reflection as a teaching approach to discern individual strengths • Use of learning activities that engage students to meaningfully address social structures and inequities in our society • Communicate mission and values of the SON and University • Course assignment(s) includes a collaborative learning activity	**Strengths:**
Examples of evidence to look for in the *face-to-face classroom or online:* • Evidence of engaged learning activities (field, service, or clinical/lab work) • Discussion related to Jesuit mission and values • Reflective activities for student self-assessment of gifts and talents ***Where to look in the electronic course environment:*** • Course syllabus, Instructional materials, Assignment directions • Assignment tool • Collaborative spaces (Discussion, blogs, etc.)	**Areas for Improvement:**

Principle 2: Good practice encourages contact between students and faculty.	Feedback for the Instructor (check one)
Frequent and timely student-faculty contact is the most important factor in student motivation and involvement. Evidence of faculty concern helps students get through challenging situations and inspires them to persevere. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.	Exceeds expectations _____ Meets expectations _____ Needs improvement _____
Examples of evidence to look for (this is not exclusive): - Encourages and fosters a healthy exchange of ideas and sharing of experiences. - Holds regular office hours either face-to-face or via technology - Encourages students to share their questions, examples, and experiences - Treats students as individuals, e.g., addresses students by name - Incorporates student ideas into the class - Checks students' understanding of the material/approach	**Evidence Found:**
Examples to look for in the *face-to-face classroom*: - Uses gestures, movements, facial expressions and other physical responses that him/her more friendly and accessible - Pauses after asking questions - Attends respectfully to student comprehension or puzzlement - Explores topics in detail with students (rather than skimming by many ideas)	**Strengths:**
Examples to look for *in the online environment*: - Provides a "welcome message" at the beginning of the course that encourages student-to-instructor contact - Initiates contact with, or respond to, students on a regular basis in order to establish a consistent online presence in the course - Uses a prominent announcement area to communicate important up-to-date course information to students such as reminders of impending assignment due dates, curriculum changes, scheduled absences etc. - Responds to student inquiries in a timely manner - Provides students with interaction space for study groups, "student lounge, muddiest point," etc. *Where to look in the electronic course environment:* - Communication tools (discussion areas, messages, etc.) - Posted announcements - Course syllabus	**Areas for Improvement:**
Principle 3: Good practice develops reciprocity and cooperation among students.	Feedback for the Instructor (check one)

3.13.18

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.	Exceeds expectations ____ Meets expectations ____ Needs improvement ____
Examples of evidence to look for: • Provides discussion prompts that help to guide and elicit student participation in class discussion activities. • Guides students to work on problems in teams, being sure to design group assignments so that they follow the basic tenants of cooperative learning (see Guide) in order to avoid the common pitfalls of "group work" • Conducts a "meet one another" activity at the beginning of the course so students can begin to make personal connections • Guides the direction of discussions, mediating conflict or differences of opinion • Provides regular opportunities for students to engage in one or more of the following activities: formal and/or informal discussions of course topics, collaborative course assignments, and study groups **Examples to look for in the *face-to-face classroom*:** • Facilitates group activities in the classroom. • Facilitates class discussions by encouraging, probing, questioning, summarizing, etc. • Draws participating and non-participating students into activities and discussions • Prevents specific students from dominating activities/discussions **Examples to look for *in an online environment:*** • Explains the criteria for "good" online discussion participation • Provides Netiquette guidelines to ensure respectful interaction • Models good online discussion participation practices • Provides students with interaction space(s) for study groups, "discussion forums," etc. ***Where to look in the electronic course environment:*** • Course syllabus, Instructional materials, Assignment directions • Communication tools (announcements, messages, discussion areas, etc.) • Collaborative spaces (Discussion, blogs, etc.)	**Evidence Found:** **Strengths:** **Areas for Improvement:**
Principle 4: Good practice encourages active learning.	**Feedback for the Instructor (check one)** Exceeds expectations ____

| Active learning methods engage students in the learning process by encouraging them to discover, process, and apply information. Empirical support for the positive impact of active learning on student achievement is extensive.

Examples of evidence to look for:
• Communication of mission and values of the SON and University
• Student activities that involve one or more of the following:
    ○ Active use of writing, speaking, and other forms of self-expression
    ○ Opportunity for information gathering, synthesis, and analysis in solving problems (including the use of library, electronic/computer and other resources, and quantitative reasoning and interpretation, as applicable)
    ○ Engagement in collaborative learning activities
    ○ Application of cultural competence
    ○ Dialogue pertaining to social behavior, community, and scholarly conduct
• Opportunities for students to "customize" their learning by tailoring assignments to their personal and professional interests and needs.

Examples of evidence to look for in the _face-to-face classroom or online_:
• Examples of student work where they
    ○ Think, talk, or write about their learning
    ○ Reflect, relate, organize, apply, synthesize, or evaluate information
    ○ Perform engaged learning activities (field, service, or clinical/lab work)
    ○ Participate in simulations.

**Where to look in the electronic course environment:**
• Course syllabus
• Instructional materials
• Assignment tool
• Discussion forums
• Statistics tab | Meets expectations ____
Needs improvement ____

Evidence Found:

Strengths:

Areas for Improvement: |

Principle 5: Good practice gives prompt feedback.	**Feedback for the Instructor (check one)**
	Exceeds expectations _____
Instructors help students frequently assess their knowledge and competence and provide them with opportunities to perform, receive meaningful suggestions, and reflect on their learning.	Meets expectations _____
	Needs improvement _____
Examples of evidence to look for:	**Evidence Found:**
• Includes information about course feedback methods in the course syllabus.	
• Clearly communicates course and individual assignment grading criteria.	
• Provides meaningful feedback on student assignments that is clear, positive, specific, and focused on observable behavior that can be changed.	
• Acknowledges responses from the class.	
• Helps students to expand their critical thinking	
• Uses positive reinforcement to enhance student learning.	
• Surveys students to elicit feedback for course improvement.	**Strengths:**
Examples to look for *in the face-to-face classroom:*	
• Actively monitors group activities, (e.g., asking questions, offering help).	
• Provides forum for question and answer session with students	
Examples to look for *in an online environment*:	
• Gives students access to an up-to-date course grade book.	
• Provides an open discussion forum where students can ask questions, and receive instructor feedback, about course content and activities.	**Areas for Improvement:**
Where to look in the electronic course environment:	
• Course syllabus	
• Instructional materials / Assignment directions	
• Assignment tool	
• Course grade book	
• Discussion forums	
• Survey instruments	
• Message/email tools	

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Principle 6: Good education emphasizes time on task.	Feedback for the Instructor (check one)
	Exceeds expectations _____
The frequency and duration of study, as well as effective time management skills, are critical for students and professionals alike. Students need help in learning to manage and prioritize their study time.	Meets expectations _____
	Needs improvement _____
Examples of evidence to look for:	**Evidence Found:**
• Provides a course schedule that outlines topics to be covered and assignment due dates so students can plan their workload accordingly.	
• Provides assignment feedback that gives students information on where to focus their studies.	
• Considers the nature of the student audience when considering assignment due dates and timeframes.	
• Makes announcements to the class addressing upcoming assignments and exams.	
• Provides explicit directions for active learning tasks, e.g., rationale, duration, product.	**Strengths:**
• Allows sufficient time to complete tasks, such as group work.	
Examples to look for *in the face-to-face classroom or the online environment:*	
• Evidence of preparation for teaching and classroom environment that is conducive to learning	
• Providing an outline or organization for the class session	
• Course syllabus and calendar	
• Completing the scheduled topics	**Areas for Improvement:**
• Alignment of course activity with schedule of content	
Where to look in electronic course environment:	
• Course syllabus and calendar	
• Instructional materials / Assignment directions	
• Assignment tool, submission date and times	
• Log in and other access statistics data in SAKAI	

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Principle 7: Good practice communicates high expectations.	Feedback for the Instructor (check one)
Effective instructors have high, but reasonable, expectations for their students. They clearly communicate those expectations and provide support to their students in their efforts to meet those expectations.	Exceeds expectations _____ Meets expectations _____ Needs improvement _____
Examples of evidence to look for:	**Evidence Found:**
• Communicates mission and values of the SON and University. • Prepares course materials reflecting the latest science in the field • Explicitly communicates the skills and knowledge every student needs to have in order to be successful in the course. • Explains course description and learning outcomes and how assignments are designed to help students achieve those outcomes. • Provides feedback to students through written explanations or rationale on assignments.	
• Uses critical and probing questions when communicating with students about course assignments and activities. • Provides examples of high quality work. • Conveys the purpose of each class activity or assignment.	**Strengths:**
Examples to look for *in the face-to-face classroom or the online environment:* • Provides learning objectives for the class session. • Maintain rigor of course through assessment and evaluation practices • Use of rubrics for teaching/learning expectations • Individual student feedback on assignments	
Where to look in electronic course environment: • Course syllabus • Instructional materials / Assignment directions • Course module • Grade book	**Areas for Improvement:**

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Principle 8: Good practice respects diverse talents and ways of learning.	Feedback for the Instructor (check one)
Faculty and students bring different talents and styles of learning to the learning environment. Some bring a wealth of relevant experience to a course, while others may be new to the topic at hand. Likewise, students who are strong in a discussion situation may be less adept at lab. Students need the opportunity to demonstrate their talents and to "personalize" their learning so that it is relevant to them. It is also important to give students opportunities to learn in ways that may be less comfortable in order to improve their learning skills.	Exceeds expectations _____ Meets expectations _____ Needs improvement _____
Examples of evidence to look for: • Facilitates an environment conducive to learning. • Uses of a variety of assessment tools that gauge student progress. • Includes a policy in the course syllabus and provides accommodation for students with disabilities. • Uses more than one form of instruction (e.g. lecture, discussion, interactive activities). • Provides opportunities and time for students to practice. • Provides a variety of examples and contexts to evoke interest in students supporting diversity. • Encourages comments and questions from students reflecting diverse perspectives.	**Evidence Found:**
Examples to look for *in the face-to-face classroom or the online environment:* • Encourages student participation and self-expression. • Uses various instructional methods and/or technology to bring multiple sensory dimensions to the classroom. • Facilitates assistive or support strategies for students with disabilities as required by Services for Students with Disabilities (SSWD). • Provides supplemental teaching/learning materials for students. • Creates a positive climate where students are encouraged to seek assistance with course content and learning activities. ***Where to look in the electronic course environment:*** • Course syllabus • Discussion forums • Communication tools (announcements, messages, email)	**Strengths:** **Areas for Improvement:**

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