



LOYOLA
UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

LOYOLA UNIVERSITY CHICAGO

SCHOOL OF HEALTH SCIENCES & PUBLIC HEALTH

RANK AND TENURE GUIDELINES AND PROCEDURES

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

PROMOTION AND TENURE GUIDELINES AND PROCEDURES

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OVERVIEW OF THE PROMOTION AND TENURE PROCESS

I. Introduction

“Requesting promotion and/or tenure is the responsibility of the faculty member, normally at the time indicated in the faculty member’s letter of appointment and/or annual contract. The appropriate departmental and/or school or college procedures for promotion and/or tenure begin with this request” (*University Faculty Handbook*, 2015, p. 46).

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

II. School of Health Sciences & Public Health Promotion and Tenure Guidelines

Criteria for the granting of promotion and tenure at Loyola are described in the Loyola University Chicago Faculty Handbook, 2015, on p. 45, and include excellence in teaching, research/scholarship, professional practice (if applicable), service to students and Loyola, and other relevant professional contributions. The SHSPH has written guidelines to use in the promotion and tenure evaluation which should be shared with faculty at time of hire. These criteria are found in the appendices of this document (Appendices C, D and E), and are posted on the SHSPH Sakai site. School-specific guidelines are approved by the SHSPH faculty, the Dean, the University Rank and Tenure Committee, and the Provost. Approval of any changes to the guidelines requires the same procedures as approval of the initial guidelines. These changes must be communicated promptly and in writing to faculty members by the Provost. “If changes are made to promotion and tenure guidelines, the new guidelines will be applied to newly-hired faculty, except that faculty hired when the previous guidelines were in effect may choose to be considered under the new guidelines. The new guidelines will, however, be applied to tenured faculty who are considered for promotion five years or more after a change in guidelines is approved by the appropriate college and university officials” (*University Faculty Handbook*, 2015, page 46).

III. Transfer from Non-Tenure to Tenure Track Position

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

IV. Overview of Promotion and Tenure Review

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

criteria for the rank they are seeking.

Candidates within the SHSPH 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 (3) external reviewers (not usually required for mid-probationary review or for non-tenure track faculty) (as outlined in Section V.A 4).
- The Department Chair who submits a recommendation to the School R&T Committee as well as to the Dean of the School (as outlined in Section V.A 5).
- The School Rank and Tenure Committee.
- The Dean of the SHSPH.
- The Dean of the Graduate School (for those candidates who are members of the graduate faculty).

Each recommendation is placed in the candidate's portfolio, which is forwarded to the Provost's office at the Loyola University Health Sciences Division. This portfolio is then forwarded to the Chair of the University Rank and Tenure Committee.

V. Tenure and/or Promotion Review Process.

In the SHSPH, the normal probationary period for faculty at the Assistant Professor level in a tenure line is seven (7) years. The petition for tenure is required to be submitted to the appropriate review bodies at the start of the Fall Semester of the sixth year of appointment to a tenure line. Ordinarily, Assistant Professors would apply for promotion to Associate level at the same time as the petition for tenure. For persons hired in and appointed as Associate Professor in a tenure line, application for tenure occurs in the third 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 SHSPH Rank and Tenure Committee by the last week of March in the spring semester prior to the academic year in which promotion/tenure is sought. The University Faculty Handbook contains guidelines, criteria, and timelines and is the authoritative document on the policies of the University.

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

A. Documents Used in the Assessment Process

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

- a. Letter of intent with personal statement
- b. Elaborated academic curriculum vitae
- c. Internal reviews from SHSPH Faculty
- d. External reviews (for tenure track faculty only)
- e. Recommendation from Department Chair
- f. SHSPH Rank and Tenure Committee recommendation letter from prior mid-probationary review (for use in SHSPH evaluation, not to be forwarded to University Rank and Tenure Committee)
- g. Additional supporting documentation of teaching, research and scholarship, and service

1. Letter of Intent with Personal Statement

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

- supportive evidence of the applicant's teaching philosophy and commitment to the education of students enrolled in the SHSPH; 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 evidence of the applicant's contributions and service to the School, University, community and profession.

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

2. Curriculum Vitae

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

3. Internal Reviews

The function of the internal reviewers is to evaluate the dossier of an individual faculty member for promotion and/or tenure and to make recommendations to the Department Chair and the SHSPH Rank and Tenure Committee. Internal reviewers for faculty in a tenure track must be three (3) full-time tenured faculty at or above the rank the applicant is applying for, with expertise in the applicant's area of specialty (i.e., research methodology,

teaching, clinical practice, if applicable, or service contribution). For faculty in a non-tenure line at least one of the three reviewers must be tenured. At least two (2) faculty must reside in the SHSPH. Each reviewer must be familiar with the applicant's teaching, scholarship, service (and clinical practice, if applicable).

The selection process for internal reviewers begins in **mid-January** (Year 5 of hire) prior to the academic year the faculty applicant seeks promotion and/or tenure. The applicant and the Department Chair each develop a list of potential reviewers. At least one (1) of the faculty's suggestions must be selected. This time period allows time for internal reviewers to attend classes or seminars of the applicant.

By **first week of May** the applicant provides his/her Department Chair with materials that the Chairperson then distributes to the internal reviewers including the applicant's CV, Personal Statement, and relevant supporting materials, such as samples of publications and student evaluations of instruction. A sample letter provided by the Chairperson to the internal reviewers is included in Appendix G. Each applicant's internal reviewer must write an individual, independent evaluation based on all criteria for tenure and/or for the rank being sought. Reviewers need to support their evaluative comments with specific examples that indicate how the applicant warrants the ranking given by the peer reviewer. This evaluation must include clear recommendation of support/no support. The recommendations are submitted to the Department Chair **by third Monday in September** of the fall semester the applicant's materials are being considered. These recommendations are placed in the applicant's confidential portfolio under the direction of the Dean and will be shared only with the Dean of the SHSPH, the Department Chair and the SHSPH 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 faculty in a non-tenure track). The following aspects should be considered when an applicant/ Department Chair develops their list of potential external reviewers: reviewers must be at or above the rank that the applicant is seeking; have similar expertise in research/scholarship as the applicant; and be from a comparable institution (based on the Carnegie University Classification System).

The process begins in the spring semester (**by the last Friday in March of Year 5 of hire**), prior to the academic year the faculty applicant seeks promotion and/or tenure. The faculty member and the Department Chair will each submit a list of three to five names of potential external reviewers to the SHSPH 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 SHSPH Rank and Tenure Committee will contact the reviewers to determine their willingness to serve in this review capacity.

During the **first week of May** the Department Chair mails to the external reviewers the applicant's CV; personal statement; copies of recent research and scholarly publications; and the SHSPH Rank and Tenure criteria and examples for research, scholarship, and service for the specific rank being sought. Ordinarily external reviewers are not expected to comment on excellence in teaching.

These external recommendations must be submitted to the Department Chair **by third Monday in September** of the fall semester in which the applicant's materials are being considered. These recommendations are placed in the applicant's confidential portfolio and will be shared only with the Dean of the SHSPH, the Department Chair and the SHSPH 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 (3) letters. If, after all good faith efforts, less than three letters are received, the Rank and Tenure Committee will decide whether there is adequate information to proceed. Materials received after the mid-September deadline will not be considered.

5. Evaluation by Department Chair

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

6. Additional Evidence/Supporting Materials

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

a. Documentation of Teaching. A variety of materials are used to demonstrate excellence in teaching. These include:

- Course/faculty evaluations for each course taught over the prior three (3) years; only summarized data of evaluations, including summarized comments, are needed (if the Rank and Tenure Committee wants any raw data, they will request it).
- Comprehensive documentation of student evaluations is necessary for the Committee to make a judgment.
- Formal peer evaluations of teaching.
- Listing of courses taught and numbers of students enrolled with modality used for teaching.
- Course syllabi that faculty has developed, with a description of the rationale for the course.
- Letters documenting membership on student master's theses, director of comprehensive examinations, director or member of doctoral preliminary exam, chair of dissertation committee or capstone project committee.
- Evidence of student advising/mentoring/ professional consultation.

b. Documentation of Research and Scholarship. In the portfolio, provide letters from organizations, journals, etc. that document accomplishments in research and scholarship. Include a representative sample of recent publications (journals, chapters, books). Focus on time period under review. 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 (e.g. NIH, APHA).

c. Documentation of Academic and Community Service. In the portfolio, separate

out academic from community service. Provide letters from organizations, editors, etc. to support claims. Include descriptive and evaluative statements from colleagues on or off campus regarding contributions in the area of service. If served in a leadership position in a professional organization, have a member of the board or of the committee write a letter comment on your contributions.

- d. **Documentation of Practice** (required for non-tenure track and tenure track, if applicable). For example: Letters of agreement/appointment to work for a specific agency; copies of certification by professional certification boards; description of clinical or consulting practice, including frequency.
- e. **Other:** Faculty may submit their annual faculty evaluations for review. Solicited letters of support from appropriate persons within and outside the University that document achievement of promotion or tenure criteria are suggested and can be included in the portfolio. Unsolicited letters should be sent to the Chair of the SHSPH Rank and Tenure Committee.

7. Evaluation by School Rank and Tenure Committee.

By the **3rd Monday in September** this committee receives from the Dean's administrative 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 must not be revealed by any committee member.

By **first week of November**, the SHSPH 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 SHSPH and to the Chair of the University Rank and Tenure Committee.

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

8. Recommendations by the Deans of the School of Health Sciences & Public Health and the Graduate School.

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

By the end of November, the complete portfolio with all relevant supporting materials is

submitted to the Provost's office at the Loyola University Health Sciences Division 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 SHSPH Rank and Tenure Committee, the Dean of the SHSPH, and, if applicable, the recommendation of the Dean of the Graduate School. The Provost makes the final determination for rank and tenure based on the University Faculty Handbook (2015).

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

9. University Rank and Tenure Committee

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

B. Communicating Outcomes

1. Dean's Letter

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

2. Provost's Letter

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

3. Confidentiality

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

or committees.

VI. Mid-Probationary Review and Pre-Promotion Review

A. Purpose for Review

According to the University Faculty Handbook (2009), “Untenured faculty in tenure-track assistant professor positions undergo a mid-probationary review” (p. 43). The purpose of the mid-probationary review is to assess tenure-track faculty members’ progress toward tenure and promotion. It is designed to inform faculty about the opinions of colleagues regarding their progress toward promotion and tenure, and to allow the SHSPH to determine whether or not they have a reasonable likelihood of achieving promotion and/or tenure. This review is considered an internal evaluation within the SHSPH. The recommendation resulting from the mid-probationary review does not go to the University Rank and Tenure Committee. The mid-probationary review gives the SHSPH 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 that faculty member’s portfolio and generates a plan for remedying those deficiencies in order to facilitate success in the promotion and tenure process. The three major foci of the mid-probationary review process are: 1) the overall quality of a candidate’s accomplishments and promise in research/scholarship, teaching, and service; 2) the adequacy of a candidate’s progress toward tenure in these areas and; 3) the likelihood of a candidate’s ultimate success in the achievement of promotion and/or tenure in light of their current overall performance at the point of review. See:

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

The pre-promotion review serves to guide non-tenure track faculty through a successful promotion outcome. The purpose of the pre-promotion review is to assess non-tenure-track faculty members’ progress toward promotion. It is designed to inform faculty about the opinions of colleagues regarding their progress toward promotion, and to allow the SHSPH to determine whether or not they have a reasonable likelihood of achieving promotion. This review is considered an internal evaluation within the SHSPH and the recommendation resulting from the pre-promotion review does not go to the University Rank and Tenure Committee. The pre-promotion review gives an opportunity to evaluate a non-tenure-track faculty member’s progress toward promotion. It also identifies areas of deficiency in that faculty member’s portfolio and generates a plan for remedying those deficiencies in order to facilitate success in the promotion process. The two major foci of the pre-promotion review process are: 1) the overall quality of a candidate’s accomplishments and promise in teaching, service, scholarly activity and, if applicable, clinical or consulting practice and 2) the likelihood of a candidate’s ultimate success in the achievement of promotion in light of their overall performance at the time of review.

B. Candidates for Review

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

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

C. Schedule for the Review

Unless otherwise stipulated, the mid-probationary review process takes place during the spring semester of the candidate's third year of academic probationary service. The review should be completed within one (1) semester.

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

Faculty in non-tenure track lines seeking promotion are required to have a pre-promotion review at least one (1) year before their final application.

D. Documents Used in Reviews

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

E. Summary of Reviews Schedule

Second year of hire:

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

Third year of hire:

- **October 15:** faculty meets with Department Chair to review the complete process.
- **November 1st:** Faculty submits materials to Chairperson for distribution to internal reviewers (see section IV) (and external reviewers if needed).
- **January 30th:** Internal reviewers provide evaluation to the Department Chairperson. The faculty submits his/her portfolio with required materials. The Department Chair provides a letter of recommendation to the SHSPH 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 SHSPH Rank and Tenure Committee.

- **February:** SHSPH Rank and Tenure Committee conducts the mid-probationary review/pre- promotion review and submits a recommendation to the faculty candidate, the Department Chair and the SHSPH Dean. It is the Department Chair and the Dean's responsibility to provide feedback to the candidate regarding progress toward tenure and/or promotion. If the recommended outcome is to continue the probationary period, the letter will contain specific suggestions for enhancing teaching, scholarship, or service, and strengthening the candidate's case for tenure and promotion. The letter should inform the tenure-track applicant about the mid-probationary leave, which is taken during a semester of the following academic year.

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

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

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

- **April:** The Provost will send a letter to the successful candidate that acknowledges receipt of the Dean's favorable recommendation regarding the applicant's mid- review status, and on that basis, the Provost will award the mid-probationary leave to the applicant.
- In the case of the unsuccessful applicant, the Provost will send a letter to the applicant that acknowledges receipt of the Dean's unfavorable recommendation regarding the applicant's mid-probationary status, and on that basis, will set the limits of the person's employment as a tenure-track member at LUC and inform the person of the appeal process should that person elect to challenge the outcome.

THE FACULTY HANDBOOK IS THE AUTHORITATIVE DOCUMENT.

See the Provost's University Guidelines for Mid Probationary Review (April 2015)

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

The School of Health Sciences and Public Health rank and tenure guidelines for faculty were approved at Academic Council on 12/14/2018. All guidelines were approved by the Faculty Affairs University Policy Committee in XXXX.

Appendix A: Timeline Outlining Activities for Promotion 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:

October 15: Faculty meets with Department Chair to review the upcoming dates and mid- review process. Faculty continues to build portfolio based on R&T guidelines.

November 1: Faculty provides Department Chair with materials that Chair distributes to internal reviewers

January 30: Internal reviewers provide evaluation to the Department Chairperson The faculty submits his/her portfolio with required materials to Department Chair. Chair attaches own letter of recommendation, and those of internal reviewers to portfolio that is sent to the Dean's office for review by SHSPH Rank and Tenure Committee.

February: SHSPH Rank and Tenure Committee conducts the mid-probationary/pre-promotion review and submits a recommendation to the candidate, Department Chair and SHSPH Dean.

March: Chair informs faculty of outcome. SHSPH Dean sends recommendation to Provost. **End of March:** Successful faculty member submits request for probationary leave of absence.

April: The Provost awards the mid-probationary leave.

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

Schedule for Tenure and Promotion Review:

Year 5: **September:** Faculty and Department Chair review upcoming schedule.
Mid-January: Faculty and Department Chair discuss selection of internal reviewers and Chair sends request.
March 30: Faculty and Chair propose names for external reviewers and submit to SHSPH Rank and Tenure Committee. R&T Chair contacts reviewers.
April 30: Faculty submits to Department Chair materials to send to internal and external reviewers.
First week of May: Chair distributes documents to internal and external reviewers.
May to August: Applicant prepares final portfolio.

Year 6: **Third Monday in Sept.:** Faculty submits portfolio to Dean's office. All recommendations (Chair, internal and external reviewers) placed in confidential portfolio.
Oct: R&T Committee reviews materials.
First week Nov: Committee submits recommendation to Deans of SHSPH and Graduate School. Letter to University R&T is incorporated into faculty portfolio.
End of Nov: Dean of SHSPH forwards materials to Provost's office to be forwarded to University R&T Committee.
January: University Review completed.
End of March: Candidate notified of outcome of review.

Appendix B: Titles and Categories of Faculty Appointment in the School of Health Sciences & Public Health

TENURE TRACK RANKS*:

A: ASSISTANT PROFESSOR

Eligibility: This rank is awarded to those full-time faculty members engaged in the full range of academic activities in the discipline. The faculty member must have an earned doctorate (PhD preferred) in an appropriate academic field and, if applicable, possess appropriate licensure as deemed by their discipline. The faculty member must have demonstrated a promise of excellence in teaching and scholarship. (*University Faculty Handbook, 2015, p. 26*)

B: ASSOCIATE PROFESSOR

Eligibility: The faculty member must have an earned doctorate in an appropriate academic field and, if applicable, possess appropriate licensure as deemed by their discipline. Ordinarily a minimum of five (5) years must elapse between promotion to Assistant Professor and application to Associate Professor. In exceptional cases, this waiting period may be reduced. "The rank of Associate Professor is ordinarily only awarded to a faculty member who has performed his or her academic and teaching duties with distinction, has merited internal and external recognition in his or her field by evidence of scholarship and professional contributions, and has provided service to the University" (*University Faculty Handbook, 2015, p. 26*).

C: PROFESSOR

Eligibility: The faculty member must have an earned doctorate (PhD preferred) in an appropriate academic field and possess appropriate licensure as deemed by their discipline. After five (5) years at the rank of Associate Professor, a faculty member may be considered for promotion to the rank of Professor. In exceptional cases, this waiting period may be reduced. "The rank of Professor is ordinarily awarded only to a faculty member who has a sustained record of excellence in teaching and research, who has achieved recognition for a record of excellence in research and scholarship inside and outside the university, who has made an ongoing contribution to her/his field of learning and to the university, and whose achievements make it likely that she/he will continue to develop as a scholar and teacher" (*University Faculty Handbook, 2015, p. 26*).

NON-TENURE TRACK RANKS*:

A: INSTRUCTOR

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

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 and, if applicable, possess appropriate licensure and certification as deemed by their discipline. The faculty member must have demonstrated a promise of excellence in teaching and scholarship, (*University Faculty Handbook, 2015, p. 26*)

C: ASSOCIATE PROFESSOR

Eligibility: The faculty member must have an earned doctorate. Ordinarily a minimum of five (5) years must elapse between promotion to Assistant Professor and application to Associate Professor. In exceptional cases, this waiting period may be reduced.

“The rank of Associate Professor is ordinarily only awarded to a faculty member who has performed his or her academic duties with distinction, has merited internal and external recognition in his or her field by evidence of scholarship and professional contributions, and has provide service to the University (*University Faculty Handbook*, 2015, p.26).

D: PROFESSOR

Eligibility: After five (5) years at the rank of Associate Professor, a faculty member may be considered for promotion to the rank of Professor. In exceptional cases, this waiting period may be reduced. “The rank of Professor is ordinarily awarded only to a faculty member who has a sustained record of excellence in teaching and research (scholarship), who has achieved recognition for a record of excellence in research and scholarship inside and outside the university, who has made an ongoing contribution to her/his field of learning and to the university, and whose achievements make it likely that she/he will continue to develop as a scholar and teacher” (*University Faculty Handbook*, 2015, p. 26).

* 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.

E: PART-TIME FACULTY

Part-time appointments are neither tenured nor tenure-track appointments. Years of service on the part-time faculty do not accrue toward eligibility for tenure. Typically, part-time faculty are assigned teaching responsibilities as the faculty member of record for a limited number of organized courses, academic advising, clinical instruction or supervision, and/or other instructionally-related duties. Part-time faculty are expected to perform all teaching functions competently and to adhere to academic and other policies of their department, school/college or other academic unit. Part-time faculty status does not ordinarily require the publication of research/scholarship or service on University committees as expected of full-time faculty at Loyola.

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

Appendix C: Criteria for Tenure Track Faculty

Guidelines for Evaluating Teaching

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

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

Examples of Teaching Criteria: Demonstrates excellence in teaching

The candidate must demonstrate 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. 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 Research and Scholarship

It is expected that faculty of the SHSPH demonstrate commitment to research and scholarly endeavors by actively engaging in knowledge development 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 SHSPH, research and scholarly activity should demonstrate evidence of continuous development of a sustained and cohesive program of research that attains national/international recognition and/or major external funding. Faculty who achieve tenure are expected to maintain and demonstrate sustained progression and development in their research and contributions to the scientific field and discipline.

Guidelines for Evaluating Academic and Community Service

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

Full-time faculty members are expected to serve on University, school/college, departmental or other academic unit committees, to attend meetings of such groups, and to participate in educational advising, convocations, commencements and other University events. Service may include any activity of direct benefit to Loyola. (Loyola University Chicago, *University Faculty Handbook*, 2015, p. 36). In addition, faculty are encouraged to serve in their profession organizations and in their communities. Evidence of excellence must be documented.

Appendix D: Criteria for Non-Tenure Track Faculty

Guidelines for Evaluating Teaching

It is expected that Loyola faculty will strive for excellence in the area of teaching.

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

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

Examples of Teaching Criteria: Demonstrates excellence in teaching

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

Guidelines for Evaluating Research and Scholarship

Faculty in the non-tenure track are expected to demonstrate commitment to research and scholarly endeavors and "be productive in research, scholarly, and/or artistic accomplishments at a level consistent with departmental, other academic unit and school/college expectations for the category of faculty and field of experience in which the individual faculty member holds an appointment." (*University Faculty Handbook*, 2015, p.36) For faculty in the non-tenure track in the SHSPH, scholarship is interpreted broadly and includes conducting practice-oriented research and evaluation, developing innovative programs, mentoring other professionals and students, initiating grant proposals and developing practice standards. Evidence of excellence must be documented.

Guidelines for Evaluating Academic and Community Service

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

Full-time faculty members are expected to serve on University, school/college, departmental or other academic unit committees, to attend meetings of such groups, and to participate in educational advising, convocations, commencements and other University events. Service may include any activity of direct benefit to Loyola. (Loyola University Chicago, *University Faculty Handbook*, 2009, p. 36) In addition, faculty are encouraged to serve in their profession organizations and in their communities. Evidence of excellence must be documented.

Appendix E: Tenure Criteria for the School of Health Sciences & Public Health Faculty

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

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

In the SHSPH, the normal probationary period for faculty at the Assistant Professor level in a tenure line is seven (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 SHSPH with tenure. Provisions for extension of the probationary period for tenure are described in the *University Faculty Handbook* (p. 48). 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 SHSPH.

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

Appendix F. SHSPH Format for Curriculum Vitae

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

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

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

 - Research in progress.
 - External grant proposals, including all applications whether they were funded or not. Include monies requested or awarded. Include research, training and program grants.
 - Fellowships.
 - Internal grant proposals, including all applications whether they were funded or not. Include monies requested or awarded.
 - Research pilot studies.
 - Unfunded grants.
- E. **Publications/ Scholarship** including both manuscripts **accepted** for publication (attach letter of acceptance from the editor along with the manuscript) or **published** (list in chronological order). All author's names should be listed in the sequence they appear on the manuscript or publication. Information should include publication date and full reference information, including publication year, volume (if appropriate), and pages. In your portfolio, include copies of each of the listed publications since last promotion. The focus should be on recent activities. Use the separate topic headings as listed below in the order provided.
 - Manuscripts under review.
 - Data-based publications in referred journals in chronological order.
 - Non-data-based publications in refereed journals in chronological order.
 - Publications in non-refereed professional journals.
 - Books and monographs.
 - Book chapters (In portfolio, include copy of face sheet and table of contents of the book) Include mention of significance to field.
 - Published conference proceedings (invited or referred).
 - Abstracts published in a journal.
 - Book reviews.
 - Editorial commentaries/ letters to the editor.
 - Columns/ newsletters.

- Articles for lay press.
- Special projects.

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

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

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

H. Special Projects.

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

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

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

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

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

- Participation on any University boards, committees, task forces, including role(s) and years served.
- Participation on any SHSPH 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 G. Sample Letter from Department Chair to Internal Reviewers

Thank you for your willingness to serve as an internal reviewer for **Dr. XXX** who is applying for **XXX**. Internal reviewers are expected to review the materials of an individual faculty member and make recommendations to the Department Chairperson, School of Health Sciences and Public Health Rank & Tenure Committee, and Dean. Each reviewer should be familiar with the applicant's teaching, scholarship, service and/or clinical practice as applicable (documents are attached). Please see Appendices C and D of the Rank and Tenure Guidelines of the School of Health Sciences and Public Health which include both tenure and rank criteria within the School (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 Health Sciences and Public Health Rank & Tenure Committee with your assessment of how well the applicant meets the criteria for the rank/tenure that he/she is seeking. Each of the areas of the criteria: teaching, research & scholarship, and service should be addressed in this letter. You may also include steps/additional actions you believe the applicant might want to take to continue progress on meeting the criteria in the future. Please email the completed teaching evaluation and your assessment letter with recommendations no later than **September 15, 201X** to the Dean's Executive Assistant who will place these materials in the applicant's portfolio.

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

Appendix H. Sample Initial Email Request from R&T Chair to External Reviewers

Email to Request External Review:

Dear Dr. XXX,

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

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

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

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

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

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

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

Sincerely,

Name of Chair of Rank and Tenure Committee