

FACULTY APPOINTMENT, PROMOTION AND TENURE GUIDELINES FOR THE STRITCH SCHOOL OF MEDICINE (Effective in SSOM: January 1, 2017)

This document contains the faculty appointment, promotion and tenure guidelines for the Stritch School of Medicine (SSOM). This information was developed by the Committee on Academic Rank and Tenure (CART) and approved by the Provost, Health Sciences Division, University Rank and Tenure Committee (UTRC), and the Dean of the Stritch School of Medicine.

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Although not formally part of the promotion and tenure guidelines, specific examples and explicit criteria for all academic track and sub-track guidelines in the Faculty Information System (FIS) format are provided as a separate document.

TITLES AND CATEGORIES OF FACULTY APPOINTMENT (ONLY PROFESSOR LEVEL APPOINTMENTS LISTED)

1. **Professor of X** – Academic Research Track (ART) Track, Academic Clinical Care Research Track (ACRT), and Academic Educator Track (AET)
 - a. Eligibility: This rank is awarded to those full-time faculty members engaged in the full range of academic activities in the discipline.
 - b. Tenure: Faculty member may or may not be tenured or in a tenure-accruing line depending upon budgeted positions provided by the Stritch School of Medicine (SSOM) and the faculty member's SSOM academic track.

2. **Professor of X** – Clinician Educator Track
 - a. Eligibility: This rank is awarded to those full-time clinical faculty members engaged in clinical services, teaching and/or administration.
 - b. Tenure: Does not accrue tenure

3. **Research Professor of X**
 - a. Eligibility: This rank is awarded to those full-time faculty members whose primary responsibility is to develop the research program of the department and/or medical school.
 - b. Tenure: Does not accrue tenure.

4. **Clinical Professor of X** – Clinician Educator Track
 - a. Eligibility: This rank is awarded to those part-time faculty members who are appointed to a clinical department and hold a terminal clinical (therapeutic) degree (e.g., M.D., D.O., Ph.D. in Psychology, D.D.S., D.P.M.)
 - b. Tenure: Does not accrue tenure

5. **Adjunct Professor of X** – Adjunct Track
 - a. Eligibility: This rank is awarded to those part-time faculty members who are appointed to a department and who hold a terminal degree. These appointments are time limited, and generally are for one year or less.
 - b. Tenure: Does not accrue tenure.

6. **Affiliate Professor of X** – Affiliate Track
 - a. Eligibility: These are non-salaried appointments given to persons with appropriate professional or academic credentials who the department wishes to include within its academic community. Affiliate faculty would be expected to participate in a limited manner with the medical school or sponsoring department, as determined by the relevant department chair. Contributions could encompass a range of educational, clinical, quality or research activities. Examples of applicable activities might include teaching or mentoring medical students or graduate students, participation in educational, research and/or quality improvement programs or contributing to departmental or hospital initiatives. Affiliate faculty could be appointed as an Assistant, Associate, or Professor based on accomplishments commensurate with those required of fulltime faculty at the same level or faculty titles previously held at Loyola or

other medical school. These appointments are open to those with an academic title at another institution, are time limited, typically 3-5 years, and open to renewal at the request of the department chair or at the discretion of dean. This title is appropriate for faculty who will contribute significantly to a program.

- b. Tenure: Does not accrue tenure.

7. Instructor of X – Instructor Track

- a. Eligibility: This rank is awarded to those board-eligible physician faculty members who have not yet passed the written portion of their board certification examination.
- b. Tenure: Does not accrue tenure.

8. Professor Emeritus of X

- a. Eligibility: This rank is awarded to full-time, tenured faculty members who have resigned or retired after at least ten years of distinguished service to the medical school.

9. Visiting Professor of X

- a. Eligibility: This title is given to nationally or internationally renowned scientists.
- b. Tenure: Does not accrue tenure.

10. Joint Appointment

- a. Eligibility: This appointment is given to faculty members with productive involvement in two departments.
- b. Tenure: Based on status in primary department.

Academic Research Track Guidelines Including Public Health and Biostatistics

Promotion from Assistant to Associate Professor with Tenure

The Academic Research Track (ART) is tenure track only, except for those faculty in the Department of Public Health Sciences (see Public Health and Biostatistics ART Sub-Track Guidelines). Current ART faculty on a non-tenure track may continue in this track under these new guidelines. All new ART faculty members should be tenure track only. Promotion to associate professor with tenure on the ART may occur between five to seven years for faculty who demonstrate they have established a nationally recognized and sustained research program as well as met all other requirements for promotion. The criteria used to judge the quality and independence of a candidate's research are his or her ability to attract external research funds and a strong record of peer-reviewed publications.

Research

Promotion requires a candidate to be a principal investigator (PI) on a major extramural research grant (e.g. NIH grant, VA merit award, NSF grant, etc.) at the time of promotion. Furthermore, candidates must demonstrate evidence of a sustained research program, ideally by having successful grant renewals. If that grant is not a renewal of a prior award, the investigator must have obtained additional equivalent funding prior to the time of promotion. Funding requirements that would be considered equivalent to the renewal of a major research grant include fulfilling at least one of the following:

The candidate must be or have been:

- a. PI on another federal, foundation, or industry sponsored grant during the pre-tenure period (including salary support, totaling $\geq 10\%$ effort); **OR**
- b. Co-PI on multiple grants during the pre-tenure period with evidence of contributions that are significant and/or essential (e.g. the grant(s) provide salary support for the candidate, totaling $\geq 10\%$ effort); **OR**
- c. A recipient of a substantial career development award (from NIH, American Cancer Society, American Heart Association, Leukemia Society, etc.); **OR**
- d. Granted substantive patents based on his or her research as evidenced by likelihood to lead to licensing agreements and royalties to the University.

Other qualifications at time of promotion include a publication record supporting a likelihood of continued funding and national recognition as well as evidence of teaching and service to the institution and profession.

National Recognition

The department chair will solicit letters from at least three non-Loyola researchers who are prominent in the candidate's field of expertise to assess the productivity, quality, and goals of

the candidate's research efforts. These three letters may not be from the candidate's former mentors or advisors. Other criteria used to assess the candidate's level of national recognition may include his/her appointment to review panels for journals and/or granting agencies, appointment to editorial and/or advisory boards, invitations to present seminars, or invitations to chair regional, national, or international symposia.

Teaching

Candidates must show a significant commitment to the teaching of medical and graduate students in the classroom and to serving as mentors in the laboratory. Assessment of teaching quality will include student evaluations. The use of innovation in teaching (e.g., design of new course materials) is encouraged and will be considered in promotion and/or tenure decisions.

Service

Candidates are expected to participate in service to the department and university as evidenced by meaningful participation (i.e., not membership only) in outside professional groups such as committees and professional organizations. Participation in activities that bring local, national or international recognition to SSOM will also be considered. These activities include, but are not limited to, service on study sections (grant review panels) or on journal editorial boards as well as presentations and organizational responsibilities at professional society and/or scientific meetings.

Mid-Tenure Review

Departments are required to appoint a committee of senior faculty to review and evaluate the progress of candidates as well as to provide guidance to the candidate for effectively meeting promotion and tenure criteria during the third year after their initial appointment. Evaluations and recommendations generated during this review will be a permanent part of the faculty member's file, but only the dean's summary will accompany the candidate's application at the time of submission to CART. Information on the mid-tenure and mid-promotion review processes is provided at the end of these guidelines.

Tenure Time-Line

Candidates who believe they meet the requirements for promotion with tenure as early as five or six years may elect for an earlier review by CART. **If a candidate is unsuccessful in this initial attempt, but is on track to succeed within the seven-year period, the CART can table the first attempt without penalty.** Candidates in a tenure-accruing line who do not receive tenure at the end of seven years will be given a terminal contract for the following academic year.

Track Switching

Faculty members are eligible for a switch of tracks only once in their academic careers. **Track switching at the time of promotion is prohibited and cannot occur in a candidate's last year in rank or as part of promotion or tenure decisions.** Switching of

tracks may be considered if a faculty member's focus within their academic track changes. This will only be possible when based on new roles and responsibilities for the faculty member that are agreed to by the faculty member and chair with approval by the dean.

Appointment at the Associate Professor or Professor Level

SSOM tenure-track ART faculty members initially appointed at the associate professor or professor level shall be considered for tenure after two, but no more than four, years have elapsed from the time of the initial appointment.

Promotion from Associate Professor to Professor

Promotion to professor requires that the faculty member demonstrate a marked capacity for research, including an extended history of continued extramural grant support, recognized scholarship, continuous contribution to the field of learning, and an established national or international reputation. A desired minimum number of publications should be at least 25, mainly in refereed journals, and reflecting, at least in part, research carried out at SSOM during the time in their career that has been spent as a SSOM faculty member. Promotion to ART professor and the granting of tenure will be evaluated using comparable criteria as for associate professor with letters from non-Loyola researchers evaluating the national and/or international reputation of the candidate. Four letters of recommendation, three external, are required for promotion to full professor. These letters may not be from the candidate's former mentors or advisors. Except when outstanding merit is recognized, at least five years should elapse between appointments as associate professor and professor.

Public Health and Biostatistics ART Sub-Track Guidelines

With the expansion of research and public health activities at Loyola, the Public Health and Biostatistics faculty will be required to create, implement and monitor new curricula and participate as required. In addition, Public Health and Biostatistics faculty will mentor students and junior faculty in order to enhance ongoing research efforts at Loyola. This mentorship is critical for the sustainment and growth of all forms of research. These diverse activities may preclude the Public Health and Biostatistics faculty from becoming the primary investigator of a major grant. Instead, it is anticipated that these faculty will have major supportive functions for the research efforts of other faculty.

Public Health and Biostatistics faculty may be appointed to tenure or non-tenure accruing tracks. Those faculty members on a tenure track should demonstrate a strong track record in research activities but being a PI on a major grant is not a prerequisite for tenure. Evidence of adequate research participation should include at least two of the following:

The candidate must be or have been:

- a. PI or Co-PI on a major extramural research grant during the pre-tenure period; **OR**
- b. Co-investigator on a grant with evidence of contributions that are significant and/or essential (e.g. the grant(s) provide salary support for the candidate, totaling $\geq 10\%$ effort) over the past 4 years prior to application for tenure; **OR**
- c. A recipient of a substantial career development award (from the NIH, American Cancer Society, American Heart Association, Leukemia Society, etc.)

Teaching excellence is a critical aspect for promotion for Public Health and Biostatistics faculty and candidates must show a significant commitment to the teaching of medical and graduate students in the classroom and to serving as research mentors. Assessment of teaching quality will include student evaluations. The use of innovation in teaching (e.g., design of new course materials) is encouraged and will be considered in promotion and/or tenure decisions.

Other qualifications at the time of promotion include a publication record supporting a likelihood of continued funding and national recognition as well as evidence of teaching and service to the institution and profession. It is expected that the Public Health and Biostatistics faculty should publish, on average, 4 manuscripts per year either as a primary author or as a collaborator.

Academic Educator Track Guidelines Non-Tenure-Track (AET-NTT)

Academic Educator Track (AET)

The AET is generally designed for full-time faculty members who exclusively have teaching/education responsibilities. The Academic Educator Track (AET) is ordinarily expected to be a non-tenure track, although there may be some faculty best suited to the tenure-track (see AET0TT sub-track guidelines). Under special circumstances, described below, faculty may be appointed to a tenure track position on the AET. Candidates should demonstrate evidence of an increasing contribution career trajectory as they rise through the academic ranks. For this academic track, the impact and recognition of a faculty member's achievements should progress from local to regional in their promotion to associate professor, and should demonstrate evidence of a sustained local / regional reputation as an active participant to national and international recognition for promotion to professor. For full professors, the strengths and impact of their activities should be recognized external to the LUC/HSD/SSOM and health system.

General Expectations and Promotion Summary of the AET

Promotion from Assistant to Associate Professor

Promotion from assistant to associate professor on the AET may occur between five to seven years for faculty who demonstrate they have established and sustained educational, administrative and service activities, in addition to meeting all other requirements for promotion. The criteria used to evaluate a candidate's achievements towards promotion are based on three teaching/educational domains consisting of teaching forms, recognition and scholarship along with service to the institution, such as administrative and intramural / extramural service.

Teaching

Candidates must show a significant commitment to the didactic teaching of students, trainees and peers. They should have a strong local reputation as a leader in education, demonstrated by the development of innovative teaching methods, curricula, and educational policy or assessment tools. These activities should include: course and clerkship lectures, CME courses, and grand rounds; and active participation in research training and mentoring of medical and graduate students, residents, and clinical research fellows. The candidate's activity in administrative leadership roles, such as course or seminar director, may also be considered. Assessment of teaching quality will include student evaluations. The use of innovation in teaching (e.g. design of new course materials) is encouraged and will be considered in promotion and/or tenure decisions.

Recognition & Service

For the AET, the impact and recognition of a faculty member's achievements should progress from a local to regional sphere. Examples may include: invitations to speak and teach locally, including outside the candidate's department(s); contributions to local professional educational organizations; local awards for teaching or mentoring; leadership or senior role in local courses or programs; service on local committees developing guidelines and policies for education/training programs; service on local committees evaluating education programs or grant proposals related to education; and service on editorial boards of educational journals. Awards for teaching or mentoring from sources other than the candidate's department or the University may also serve as evidence of external recognition.

Candidates are expected to participate in intramural and extramural service to the health system, department, medical school, university, and professional and/or government groups. Examples of activities include: active participation in administrative management of a core institution, facility or organization; and participation in activities that bring local, national or international recognition to SSOM. These activities include, but are not limited to, service on study sections (grant review panels) or on journal editorial boards as well as presentations and organizational responsibilities at professional society and/or scientific meetings.

Scholarship

The AET requires clear evidence of scholarly activities demonstrated by the following metrics: development and local adoption of educational material in print or other media, which may include syllabi, curricula, web-based training modules or courses, and/or technologies (e.g., simulation); development of educational methods, policy statements, and/or assessment tools' publication of chapters and reviews within textbooks; development of educational material in print or other media with local, and in some cases regional adoption, such as syllabi, curricula, web-based training modules or courses, and/or technologies (e.g., simulation); development of educational methods, policy statements, and/or assessment tools; and/or popular dissemination of teaching expertise (e.g., blogs, webinars, Twitter Chats, etc.).

Mid-Promotion Review

Departments are required to appoint a committee of senior faculty to review and evaluate the progress of candidates as well as to provide guidance to the candidate for effectively meeting promotion criteria during the third year after their initial appointment. Evaluations and recommendations generated during this review will be a permanent part of the faculty member's file, but will not accompany the candidate's application at the time of submission to CART.

Track Switching

Faculty members are eligible for a switch of tracks only once in their academic careers. **Track switching at the time of promotion is prohibited and cannot occur in a candidate's last year in rank or as part of promotion decisions.** Switching of tracks may be considered if a faculty member's focus within their academic track changes. This will only be possible when based on new roles and responsibilities for the faculty member that are agreed to by the faculty member and chair with approval by the dean.

Promotion from Associate Professor to Professor

Promotion to professor in the AET requires that the faculty member demonstrate a marked capacity for recognized scholarship, continuous contribution to the field of learning, and demonstrate evidence of a sustained local / regional reputation as an active participant as well as national and international recognition. Sustained contributions and innovations encompassing the domains of teaching, recognition, scholarship and service are a prerequisite for promotion to the rank of professor. Promotion to professor will be evaluated using comparable criteria as for associate professor with letters from non-Loyola educators evaluating the local and/or regional reputation of the candidate. Four letters of recommendation, three external, are required for promotion to full professor. These letters may not be from the candidate's former mentors or advisors. Except when outstanding merit is recognized, at least five years should elapse between appointments as associate professor and professor.

Academic Educator Track Tenure-Track Sub-track (AET-TT)

Under special circumstances the Academic Educator Track may include a tenure sub-track (AET-TT). These circumstances may include, for example, a faculty member holding tenure who is an outstanding educator senior faculty member whose career path has transitioned to one that no longer aligns with the faculty member's existing track guidelines or expectations (e.g. ART). These transitions would be subject to the approval of the Provost, Health Sciences Division and the Dean of the School of Medicine. Faculty appointed to the AET-TT must demonstrate credentials that meet or exceed the expectations outlined in the criteria below. Additionally, junior faculty who have not yet received tenure, and who demonstrate meritorious teaching and educational credentials, may petition to enter this track, subject to the approval of the Provost, Health Sciences Division and Dean of the School of Medicine. In these cases, the minimum criteria and expectations outlined below must be met for faculty appointment and advancement.

General Expectations and Promotion Summary on the AET-TT

Promotion from Assistant to Associate Professor

Teaching

Candidates must show evidence of teaching excellence and demonstration of commitment to education by activities locally, both within and outside the University. Examples of such activities include the following: participation in courses and lectures at SSOM, LUHS and its affiliates as well as local invited lectures. Participation in teaching symposia, conferences, workshops, faculty development programs and continuing educational courses; administrative leadership roles including evaluations and success of course(s) and or program(s); and development of curricular offerings and teaching materials and participation on a curriculum committee or other education-related committees.

The candidate must demonstrate a strong local and regional reputation as an active leader in education, demonstrated by the development of innovative teaching methods, curricula, and educational policy or assessment tools. Additionally, regional scholarly activities including development of educational materials with local, and in some cases regional, adoption may be considered as metrics for evaluation.

Recognition & Service

For this academic track, the impact and recognition of a faculty member's achievements and service contributions should progress from a local to regional sphere. Examples should include: invitations to speak and teach locally, including outside the candidate's department(s); contributions to local professional educational organizations; local awards for teaching or mentoring; appointment to a leadership or senior role in local courses or programs; service on local committees; development of guidelines and policies for education/training programs; service on local committees evaluating education programs or grant proposals related to education and service on editorial boards of educational journals.

Awards for teaching or mentoring from sources other than the candidate's department or institution may also be considered.

Candidates are expected to participate in intramural and extramural service to the health system, department, medical school, university, and professional and/or government groups. Examples of activities include: active participation in administrative management of a core institution, facility or organization; and participation in activities that bring local, national or international recognition to SSOM. These activities include, but are not limited to, service on study sections (grant review panels) or on journal editorial boards as well as presentations and organizational responsibilities at professional society and/or scientific meetings.

Scholarship

The AET requires clear evidence of scholarly activities, demonstrated by the following metrics: publications in peer reviewed literature (typically required); development and local adoption of educational material in print or other media, which may include syllabi, curricula, online training modules or courses, and/or technologies (e.g., simulation); development of educational methods, policy statements, and/or assessment tools; publication of books or chapters and reviews within books; development of educational material in print or other media with local, and in some cases regional adoption, including include syllabi, curricula, online training modules or courses, and/or technologies (e.g. simulation); development of educational methods, policy statements, and/or assessment tools; and popular dissemination of teaching expertise (e.g., blogs, webinars, Twitter Chats, etc.).

Mid-Tenure Review

Departments are required to appoint a committee of senior faculty to review and evaluate the progress of candidates as well as to provide guidance to the candidate for effectively meeting promotion and tenure criteria during the third year after the faculty member's initial appointment. Evaluations and recommendations generated during this review will be a permanent part of the faculty member's file, but only the dean's summary report will accompany the candidate's application at the time of submission to CART.

Tenure Time-Line

Candidates that believe they meet the requirements for promotion with tenure as early as five or six years may elect for an earlier review by CART. **If a candidate is unsuccessful in this initial attempt, but is on track to succeed within the seven-year period, the CART can table the first attempt without penalty.** Candidates in a tenure-accruing line who do not receive tenure at the end of seven years will be given a terminal contract for the following academic year.

Promotion from Associate Professor to Professor

Promotion to professor in the AET-TT requires that the faculty member demonstrate a marked capacity for recognized scholarship; continuous contributions to the field of learning; and an established national or international reputation. Sustained contributions and innovations encompassing the domains of teaching, recognition, scholarship and service are

a prerequisite for promotion to the rank of professor. Promotion to professor will be evaluated using comparable criteria as for associate professor with letters from non-Loyola educators evaluating the local / regional, national, and international reputation of the candidate. Four letters of recommendation, three external, are required for promotion to full professor. These letters may not be from the candidate's former mentors or advisors. Except when outstanding merit is recognized, at least five years should elapse between appointments as associate professor and professor.

Track Switching

Faculty members are eligible for a switch of tracks only once in their academic careers. **Track switching at the time of promotion is prohibited and cannot occur in a candidate's last year in rank or as part of promotion decisions.** Switching of tracks may be considered if a faculty member's focus within their academic track changes. This will only be possible when based on new roles and responsibilities for the faculty member that are agreed to by the faculty member and chair with approval by the dean.

Academic Clinical Care Research Track Guidelines Including Bioethics

The Academic Clinical Care Research Track (ACRT) may be tenure or non-tenure accruing. ACRT faculty members include clinical investigators and PhDs with responsibilities in clinical departments who have patient care and/or teaching responsibilities while also engaged in research. Physician faculty members appointed to the ACRT are expected to be excellent clinicians and able to develop a patient-oriented practice. ACRT faculty may also be non-clinicians in clinical departments with a demonstrated ability to fulfill significant service responsibilities. The work settings of all ACRT faculty members should be used for teaching students, residents and/or fellows. Faculty members are expected to develop creative advances in medical care and clinical techniques as well as to perform independent research. External research funding is required for tenure-track ACRT faculty and encouraged for non-tenure track ACRT faculty. ACRT faculty members must produce peer-reviewed publications describing original, clinical, translational and/or basic research for promotion.

Research Requirements for ACRT Faculty on the Tenure Track

External research funding is required for tenure-track ACRT faculty engaged in basic, clinical and/or translational research. This track can be used for tenure-accruing lines within clinical departments to ensure the necessary institutional support required for future academic success. For tenure track ACRT faculty, a minimum of 50% effort will be devoted to protected time for research.

Research criteria for promotion from assistant to associate professor and granting of tenure on the ACR track includes evidence of a nationally recognized and sustained research program. Evidence of excellence in research will generally be based on the following criteria:

- a. Principal Investigator on a major extramural research grant (e.g. NIH RO1, VA Merit Award, NSF Grant, DOD Grant, etc.) at or before the time of promotion; **OR**
- b. Lead or Principal Investigator on a Multicenter Clinical Trial; **OR**
- c. Lead or Principal Investigator on a Health Services Research and Development Grant or equivalent; **AND**
- d. Strong track record of peer-reviewed, original publications in high-quality journals.

Research Requirements for Non-Tenure Track ACRT Faculty

External independent NIH or other federal extramural support is not required for non-tenure-track ACRT faculty. Establishing a record of external research funding from private agencies, foundations, and/or industry to fund clinical investigations, clinical trials and/or translational studies are strongly encouraged. The level of effort and the nature of the demonstrated clinical and/or translational research activity should be mutually agreed upon

by the clinical investigator or Ph.D. clinical faculty member and their chair and, if applicable, division chief or institute director.

Mid-Tenure and/or Mid-Promotion Review

Departments are required to appoint a committee of senior faculty to review and evaluate the progress of candidates as well as to provide guidance to the candidate for effectively meeting promotion and tenure criteria during the third year after their initial appointment. All ACRT faculty, tenure and non-tenure track, will have this formal mid-promotion and/or mid-tenure review. Evaluations and recommendations generated during this review will be a permanent part of the faculty member's file, but only the dean's summary will accompany the candidate's application at the time of submission to CART. Information on the mid-tenure and mid-promotion review processes is provided at the end of these guidelines.

Tenure Time-Line

Tenure-track ACRT candidates that believe they meet the requirements for tenure as early as five or six years may elect for an early review. **If a candidate is unsuccessful in this initial attempt, but is on track to succeed within the seven-year period, the CART can table the first attempt without penalty.** Candidates in a tenure-accruing line who do not receive tenure at the end of seven years will be given a terminal contract for the following academic year.

Track Switching

Faculty members are eligible for a switch of tracks only once in their academic careers. **Track switching at the time of promotion is prohibited and cannot occur in a candidate's last year in rank or as part of promotion or tenure decisions.** Switching of tracks may be considered if a faculty member's focus within their academic track changes. This will only be possible when based on new roles and responsibilities for the faculty member that are agreed to by the faculty member and chair with approval by the dean.

Promotion from Assistant to Associate Professor and Granting of Tenure

SSOM faculty members who are appointed as assistant professor on the ACRT tenure track shall be considered for tenure between five to seven years in rank. Because time-in-rank criteria considered for tenure are the same as for promotion, tenure track assistant professors recommended for promotion should also be recommended for tenure. Candidates will be considered for promotion to associate professor with tenure on the ACRT after a minimum of five years and a maximum of seven years at the rank of assistant professor. SSOM tenure-track ACRT faculty members initially appointed at the associate professor or professor level shall be considered for tenure after two, but no more than four, years have elapsed from the time of the initial appointment. Non-tenure track ACRT faculty will also be considered for promotion from assistant to associate professor between five and seven years. If a non-tenure track ACRT faculty member has not been recommended for promotion by the end of the seven-year promotion window, the chair will provide a written explanation on the reasons for this to the dean.

When an ACRT faculty member is considered for promotion and/or tenure, letters from two non-Loyola academicians (other than prior mentors or advisors) in the candidate's discipline or specialty area will be solicited. These letters should include an appraisal of the quality, contribution and goals of the candidate's academic career. One or more additional letters will be obtained from outside or within the Loyola community. All letters must come from referees at the academic rank of associate professor or its equivalent and must exclude letters from the candidate's former mentors or advisors. Other criteria demonstrating national recognition include: appointment as a reviewer for journal or research grants; appointment to editorial boards, advisory boards or review committees; invitations to present seminars or lectures; appointment or election to offices in local, national or international societies; and other appropriate clinical or basic science activities.

Early consideration for granting of tenure may be recommended by the dean of the SSOM under special circumstances.

In evaluating a faculty member, CART will use the same criteria for recommending tenure as for promotion - excellence in research, external funding, publication record, teaching and service. For faculty members recommended for tenure, superior intellectual attainment and specific contribution to SSOM through teaching, clinical activity, research and/or other creative achievements are expected. Tenure can be recommended only when there is clear documentation of ability and diligence in teaching.

Promotion from Associate Professor to Professor

Promotion to professor for ACRT tenure track faculty requires a marked capacity for research, including an extended history of continued extramural grant support, recognized scholarship, continuous contribution to the field of learning, and an established national and international reputation. A desired minimum number of publications should be at least 25, mainly in refereed journals, and reflecting, at least in part, research carried out at SSOM during the time in their career that has been spent as a SSOM faculty member.

In either the ACRT tenure or non-tenure track, promotion to professor and/or the granting of tenure will be evaluated using the same criteria as detailed for associate professor, with letters from non-Loyola researchers evaluating the national and international reputation of the candidate. Except when outstanding merit is recognized, at least five years should elapse between appointments as associate professor and professor. Four letters of recommendation, three external, are required for promotion to full professor and must exclude letters from the candidate's former mentors or advisors.

Bioethics ACRT Sub-Track Guidelines

The faculty of the Neiswanger Institute for Bioethics may include philosophers, theologians and attorneys whose scholarly productivity is measured by peer-reviewed publications, presentations at national meetings, holding office in professional societies, etc., but are not necessarily fundable empirical researchers. It is expected that these faculty members are avid educators and publish descriptive and/or analytic conceptual articles. Because they generally do clinical case consultation, the opportunity to earn tenure will be within the ACRT. Bioethics faculty members are expected to have a strong record of presentations and service on the national and local levels. This must include scholarly service. Community service work is also strongly encouraged.

Teaching Requirements for ACRT Faculty on the Bioethics Sub-Track

Faculty members in the bioethics track generally participate in much teaching owing to the responsibilities the bioethics institute has in the medical and graduate schools. As a result, faculty must be accomplished educators to earn tenure and promotion. Objective evidence to evaluate their work must be available from the following sources, appropriate to their role:

1. Medical students

- Course directorship
- Lectures
- Small group facilitation
- Clinical teaching
- Mentorship
- Advising

2. Graduate Students

- Program directorship
- Course directorship
- Lectures
- Conferences
- Mentorship

3. Continuing Medical Education

- Conferences
- Lectures

Promotion from Assistant to Associate Professor and/or Granting of Tenure

Must demonstrate excellence in teaching and contribute to curricular innovation and development or review, e.g., design or revise graduate courses, create curricular innovations, serve in LCME accreditation review, ad hoc curricular task forces, etc.

Bioethics faculty must maintain a strong research agenda as measured by peer-reviewed publications and other published works. Publications are typically evaluated both in terms of quantity and quality.

- Quantity – Assistant Professors should maintain an average of 1.5 peer-reviewed publications per year, associate professors 2.0 articles annually. (Some equivalent credit may be granted for other kinds of publications, i.e., single-authored books or edited volumes.)

Grant funding is encouraged for those who conduct some empirical research. However, as most bioethicists conduct conceptual research, funding is not required in this track.

Maintaining an average of 1.5 peer-reviewed publications in selective journals per year (or the equivalent) is required for promotion to Associate Professor.

Faculty must also demonstrate evidence of continued development of scholarly work and ongoing professional development.

Active participation in professional societies is an important part of the tenure path. The American Society for Bioethics and Humanities (ASBH), American Association of Medical Colleges (AAMC) and other disciplinary specialty organizations, e.g., APHA, have opportunities for committee and annual meeting service. A record of such service commensurate with the faculty member's interests and professional background is required.

Bioethics faculty members are expected to have a strong record of presentations and service on the national and local levels. This must include scholarly service. Community service work is also strongly encouraged. Faculty should demonstrate evidence of consistent scholarly and service involvement outside the Loyola community.

Faculty members are expected to provide clinical ethics consultation as a regular member of the ethics consultation service. They are also expected to provide regular committee service (serve on approximately two committees annually) on SSOM and/or LUHS ad hoc or standing committees.

Promotion to Professor

Must demonstrate excellence in teaching and contribute to curricular innovation and development or review, e.g., design or revise graduate courses, create curricular innovations, serve in LCME accreditation review, ad hoc curricular task forces, etc.

Bioethics faculty must maintain a strong research agenda as measured by peer-reviewed publications and other published works. Publications are typically evaluated both in terms of quantity and quality.

- Quality – This is slightly more nuanced and requires in-depth evaluation by experts owing to the fact that bioethicists will publish in venues related to the topic at issue. In general, bioethics faculty should publish in elite or selective journals in the bioethics, medical and/or medical education literature.

Grant funding is encouraged for those who conduct some empirical research. However, as most bioethicists conduct conceptual research, funding is not required in this track.

Maintaining an average of 2.0 peer-reviewed publications in selective journals per year (or the equivalent) is required for promotion to Professor.

Faculty must also show evidence of ongoing lifelong professional development.

Bioethics faculty members are expected to have a strong record of presentations and service on the national and local levels. This must include scholarly service. Community service work is also strongly encouraged.

Faculty should be recognized outside the Loyola community as a leader in their field and as an active participant in the life of the local community.

Faculty members are expected to have both demonstrated leadership in institutional service and clinical ethics consultation excellence.

Clinician Educator Track (CET) Guidelines

The Clinician Educator Track is non-tenure only. CET is generally designed for full-time and part-time physician faculty members who have primary clinical and education responsibilities. The CET may also be used for faculty holding PhDs with responsibilities in clinical departments who are involved primarily in patient care, but who may also be involved in teaching and administration.

Board Certification

Physician faculty members who are board-eligible and have not yet passed the written component of their board examinations will be appointed as Instructor. Once this occurs, these physician faculty members will be promoted to assistant professor. Should there also be an oral component of the board examination, these individuals must then become fully board certified (i.e., satisfactorily completed all components of board examinations) for a minimum of two years prior to being promoted to the rank of associate professor.

Promotion from Assistant to Associate Professor

For promotion on the CET, faculty members must contribute to the department's clinical practice and be board certified relevant to the individual's appointment for a minimum of two years prior to promotion. The minimum amount of time that a faculty member will be maintained on this track prior to consideration of academic advancement is five years. CET faculty members must also teach SSOM trainees, faculty or staff. A portfolio consisting of educational activities, administrative duties and clinical productivity should be instituted at the beginning of the academic appointment and periodically reviewed by the faculty member, department chair and/or division chief. At the end of the seven-year period, if a faculty member has not been recommended for promotion, the chair will provide a written explanation on the reasons for this to the dean.

Mid-Promotion Review

Prior to the end of the third year after initial appointment, a mid-promotion review will be performed in order to provide guidance to the faculty candidate to determine if they have appropriate teaching, academic, administrative and/or clinical activity to support promotion to the next level in rank. This mid-cycle review will also provide direction to the faculty candidate to determine if they are working at an adequate level of clinical activity. Teaching evaluations will also be reviewed to help determine if the teaching effort is appropriate, highly rated, and pertinent for promotion to the next rank. Administrative activities will also be reviewed to determine if there is adequate engagement of that faculty member to justify promotion in the CET. Information on the mid-promotion review process is provided at the end of these guidelines.

Track Switching

Faculty members are eligible for a switch of tracks only once in their academic careers. **Track switching at the time of promotion is prohibited and cannot occur in a**

candidate's last year in rank or as part of promotion or tenure decisions. Switching of tracks may be considered if a faculty member's focus within their academic track changes. This will only be possible when based on new roles and responsibilities for the faculty member that are agreed to by the faculty member and chair with approval by the dean.

Clinical Activity

The candidate should have a sustained level of performance and reputation for clinical excellence at the SSOM and other service components of the LUHS.

Intramural Service

Administrative duties or participation on committees at the SSOM, hospital or university level, and offices held within the department constitute intramural service. Professional supervision, participation in student and resident training-centered activities; as well as involvement in the recruiting process of residents and medical students will be considered as intramural service.

Teaching

Teaching excellence is a significant aspect of the promotional criteria for the CET. Courses taught to medical students or residents will be considered, as well as the number of lectures given within the department to medical students, residents and/or fellows. Student counseling, student mentoring, tutoring and day-to-day teaching activities will be considered as part of the criteria for academic service on the CET. Academic teaching rounds must be considered as part of the criteria for excellence in teaching on this track.

Recognition & Extramural Service

Administrative roles outside the department may be considered as criteria for promotion on the CET. Also, extramural assignments such as invited presentations, selection to review panels, presentations at societal meetings, committee work on international, national or regional societies, performing manuscript reviews for journals, and being involved in legislative activities, i.e. state societies or regional activities, may also be considered.

Demonstrated Scholarly Activity

While published works are not the sole criteria for advancement on this track, publication of scholarly work in peer-reviewed journals, or derived from invited manuscripts will be considered for promotion and advancement. Published works will include book chapters, peer-reviewed articles, review papers, abstracts given, exhibits presented at national organization meetings or invited manuscripts.

Evidence of scholarly activities may also be demonstrated by the following metrics: development and local adoption of educational material in print or other media, which may include syllabi, curricula, web-based training modules or courses, and/or technologies (e.g., simulation); development of educational methods, policy statements, and/or assessment tools' publication of chapters and reviews within textbooks; development of educational

material in print or other media with local, and in some cases regional adoption, such as syllabi, curricula, web-based training modules or courses, and/or technologies (e.g., simulation); development of educational methods, policy statements, and/or assessment tools; and/or popular dissemination of teaching expertise (e.g., blogs, webinars, Twitter Chats, etc.).

Grant Funding

Grant funding is not required for promotion in the CET. However, research funding is encouraged and will have merit in promotion considerations for CET faculty members.

Promotion from Associate Professor to Professor

Promotion to professor for CET faculty requires clinical excellence in patient care that is recognized beyond the SSOM and LUHS. Except when outstanding merit is recognized, at least five years should elapse between appointments as associate professor and professor. Criteria incorporated for promotion to the professor level on the CET will require four letters (three external) and must exclude letters from the candidate's former mentors or advisors. A faculty member may be advanced to the next level in rank in less than five years, but this will require an extraordinary effort and documentation supporting of this early promotion in rank.

Research Track Guidelines

The Research Track (RT) is non-tenure only. Research faculty are full-time faculty members whose primary responsibility is to develop the research programs of their department. Years of service on the Research Track do not accrue toward eligibility for tenure. Research faculty positions are dependent upon external funding and therefore may be terminated when external funding ceases. Subject to availability of continued salary support, promotion in this track is based primarily on research productivity as monitored by the quality of research and the quality as well as quantity of publications and other forms of scholarly activity.

Appointments begin at the rank of research assistant professor. Appointment to the Research Track requires a terminal degree in the candidate's field of expertise; two or more years of postdoctoral experience; documentation of creativity, innovation and sustainability in research; demonstration of original contributions in a specific area of research; and extramural funding to support the position.

Promotion from Research Assistant Professor to Research Associate Professor

Promotion to research associate professor requires applicants to have received extramural funding as principal investigator or demonstrated significant contributions to another principal investigator's independence and sustainability of their research program.

Promotion from Research Associate Professor to Research Professor

In addition to meeting the criteria for promotion to research associate professor, appointment to the rank of research professor requires faculty members to have a national reputation for their contributions to their own or another principal investigator(s) research program(s), including strong academic productivity and sustained extramural funding.

For promotion to research associate professor, RT faculty members must demonstrate teaching or mentoring excellence if they have continued to participate in some level of these activities during their years in rank as a research associate professor.

Teaching

Based on salary time and effort commitments, faculty members in the RT may be expected to make limited contributions to graduate and/or medical education. If applicable, promotion then requires objective evidence of an educational contribution appropriate to their academic rank and role, available from the following sources:

1. **Medical students** – lectures, conferences, laboratory, small groups
2. **Graduate Students** – mentorship, lectures, conferences
3. **Research Associates and Other Research Professionals** - mentorship

The following examples could be used to demonstrate teaching effort and proficiency:

- Teaching awards
- Student and peer evaluations

- Curriculum development
- Chairing session at, or serving on program committee for local, regional, national, and/or international conferences
- Presenting at local or regional conferences

Research

Faculty promotion on the RT requires evidence of significant contributions to a nationally recognized and sustainable research program. The criteria that will be used to judge the quality of a candidate's research contributions are his or her ability to obtain independent funding or to contribute to the sustainability of a principal investigator's (PI's) external research support, including a strong record of peer-reviewed publications (and presentations if applicable). A combination of the following can be used to judge proficiency in research on this track:

- Receipt of external funding as principal investigator
- Publication of peer reviewed research publications
- Publication of review articles, book chapters and/or abstracts
- Patents leading to licensing agreements and royalties
- Significant contributions to another principal investigator's ability to obtain career development or merit awards, national competitive grant, local grants from public and private sources

Service

RT faculty members must demonstrate evidence of a reputation for scholarly involvement in activities outside Loyola that bring recognition to the PI's laboratory and the University. Faculty members should be active in some service activities within their home departments or the SSOM, but University service is not required.

MID-TERM REVIEW PROCESSES FOR TENURE AND NON-TENURE ACCRUING FACULTY

MID-TENURE REVIEW FOR TENURE-ACCRUING FACULTY

Goal: The goal of this review is to provide the faculty member with a constructive critique on her/his progress in teaching, research and service during her/his first three years as a faculty member. Much of the feedback provided to the faculty member will focus on the research program, especially the progress in establishing a high quality independent research program, and a strong mentoring environment for students, but will also include an assessment of teaching and service.

Overview of Process: The process begins with a meeting of the Chair and the faculty member during the third year of her/his appointment. The goal of this meeting is to identify two faculty members external to the department (including one outside Loyola) with expertise in the research area of the faculty candidate; emphasis will be placed on identifying faculty who are experienced and dedicated mentors with an interest in enhancing the career of young academic scientists.

The review committee will be chaired by a senior faculty member chosen by the Department Chair and also consisting of two outside reviewers. This committee will review the research, teaching and service of the pre-tenured faculty member.

Details of the Process:

1. The Review Committee members are provided with the SSOM Guidelines for Promotion and Tenure, and also with the faculty member's Curriculum Vitae (using the approved format) and research statement, including copies of all manuscripts published since joining SSOM. The research statement will include:
 - a. A history of the candidate's research
 - b. Current research plans and goals
 - c. Future research plans and goals
 - d. Pending grant applications and reviews
 - e. Evidence of an appropriate amount of teaching and quality that includes SSOM
 - f. Service to the Institution
2. The committee is invited to the Department for a one-day meeting during which time, they will:
 - a. Attend a 1 hour departmental research seminar given by the faculty member
 - b. Meet with the faculty member and discuss in detail her/his research progress and future plans

- c. Meet with trainees and students to evaluate the mentoring and teaching style of the faculty member, and also her/his competence as a mentor
- d. Meet with faculty colleagues to evaluate the contribution of the faculty member to the academic mission of the department and institution
- e. Meet with the Department Chair, Institute Director (if appropriate) and Division Director (if appropriate)

Outcomes:

1. The committee will provide verbal and written recommendations to the faculty member regarding
 - a. The vitality and sustainability of her/his research program
 - b. An assessment of adequacy of resources to fulfill the expectations
 - c. Mechanisms to increase her/his national or international visibility as a scholar
 - d. Teaching and mentoring style
 - e. Magnitude and quality of service to the institution
2. The Chair designate will prepare a report for the Chair which should include:
 - a. A statement of the progress of the faculty member in the areas of research, teaching, mentoring and service.
 - b. Provide guidance and recommendations to achieve the goal of a successful promotion and tenure application in the future
 - c. Recommendations on how the Chair and other members of the Department can facilitate the academic progress of the faculty member toward becoming an academic scholar and a viable candidate for tenure
3. The Department Chair shall meet with the faculty member to discuss the results of the mid-tenure review.
4. The Department Chair will submit her/his review to the dean of the SSOM, who will provide a formal evaluation and recommendation to the Provost, Health Sciences Division on whether to continue the candidate's probationary period. The dean and Provost will provide letters 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.

Additional information on the Mid-Probationary Review may be found in the *Faculty Handbook* and the "University Guidelines for Mid-Probationary Review and One-Semester Paid Research Leave".

MID-PROMOTION REVIEW FOR NON-TENURE-ACCRUING FACULTY

Goal: The goal of this review is to provide the faculty member with a constructive critique on her/his progress in teaching, research and/or service during her/his first three years as a faculty member. Feedback provided to the faculty member will focus on the key elements of the faculty member's responsibilities including service, research, teaching, administration and/or patient care.

Overview of Process: The process begins with a meeting of the Chair and the faculty member during the third year of her/his appointment. The goal of this meeting is to identify an internal group of faculty with expertise appropriate to evaluate the progress and development of the faculty candidate; emphasis will be placed on identifying faculty who are experienced and dedicated mentors with an interest in enhancing the career of young academic scientists and/or physicians.

The review committee will be chaired by a senior faculty member chosen by the Department Chair and also consist of two additional faculty members. This committee will review the research, teaching and/or service of the pre-promoted faculty member.

Details of the Process:

1. The Review Committee members are provided with the SSOM Guidelines for Promotion and Tenure, and also with the faculty member's Curriculum Vitae (using the approved format) and research statement (if applicable), including copies of all manuscripts published since joining SSOM. If applicable, the research statement will include:
 - a. A history of the candidate's research
 - b. Current research plans and goals
 - c. Future research plans and goals
 - d. Pending grant applications and reviews
 - e. Evidence of an appropriate amount of teaching and quality that includes SSOM
 - f. Service to the Institution
2. The committee will meet for one day within the Department during which time, they will:
 - a. Attend an optional 1 hour departmental seminar (potentially research and/or service related) given by the faculty member
 - b. Meet with the faculty member and discuss in detail her/his research progress and future plans, if applicable
 - c. Meet with trainees and students to evaluate the mentoring and teaching style of the faculty member, and also her/his competence as a mentor
 - d. Meet with faculty colleagues to evaluate the contribution of the faculty member to the academic mission of the department and institution
 - e. Meet with the Department Chair, Institute Director (if appropriate) and Division Director (if appropriate)

Outcomes:

1. The committee will provide verbal and written recommendations to the faculty member regarding
 - a. Development or progress in each of the key faculty member's roles
 - b. The vitality and sustainability of her/his research program, if applicable
 - c. An assessment of adequacy of resources to fulfill the expectations
 - d. Mechanisms to increase her/his national or international visibility as a scholar
 - e. Teaching and mentoring style
 - f. Magnitude and quality of service to the institution
2. The Chair designate will prepare a report for the Department Chair which should include:
 - a. A statement of the progress of the faculty member in the areas of research (if applicable), teaching, mentoring and service.
 - b. Provide guidance and recommendations to achieve the goal of a successful promotion application in the future
 - c. Recommendations on how the Chair and other members of the Department can facilitate the academic progress of the faculty member
3. The Department Chair shall meet with the faculty member to discuss the results of the mid-promotion review.
4. The Department Chair will submit her/his review to the Dean of the SSOM.