

AN OVERVIEW OF THE SSOM UPDATED PROMOTION AND TENURE GUIDELINES



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What was the process?

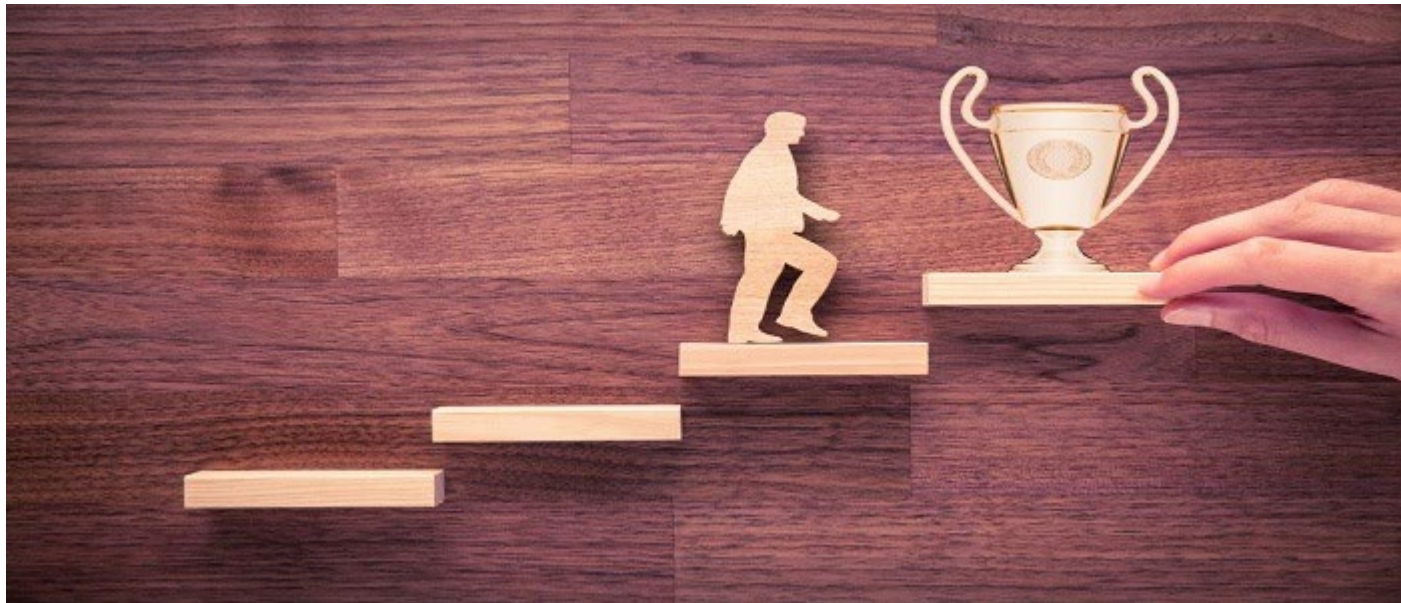
- SSOM CART charged by SSOM Dean to review and update the current Promotion and Tenure guidelines
- Sub-Committees for each track were created
- Sub-Committees spent many months studying peer institutions' promotion criteria
- Sub-committees aligned criteria with relevant peer institutions
- Recommendations sent to Dean Marzo, URTC and Provost for final approval

When do updates become effective?

- Provost approved updated guidelines effective July 1, 2021.

WHAT ARE THE MOST SIGNIFICANT CHANGES?

- The number of letters of recommendation for each track.



WHAT ARE THE MOST SIGNIFICANT CHANGES?

CET Track–Old Guidelines

Promotion to Associate Professor

Old Guidelines–CET Track

3 letters total—

--at least 2 letters from academicians (not former mentors or advisors) in the candidate's discipline or specialty area (these can be from within the Loyola community)

--at least 1 letter from someone outside LUC.

WHAT ARE THE MOST SIGNIFICANT CHANGES?

CETTrack

Promotion to Associate Professor

New Guidelines – CET Track

4 letters total–

- 1 external letter of recommendation/evaluation
- 3 internal letters of evaluation
- 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

WHAT ARE THE MOST SIGNIFICANT CHANGES?

CETTrack

Promotion to Professor Old Guidelines-CET Track

--At least 3 letters from non-Loyola academicians prominent in the candidate's discipline or specialty area (not former mentors or advisors)

--at least 1 letter from a Loyola faculty member.

WHAT ARE THE MOST SIGNIFICANT CHANGES?

CETTrack

Promotion to Professor

New Guidelines – CET Track

4 letterstotal

- 3 external lettersof recommendation/evaluation
- 1 internal letterof recommendation/evaluation
- All letters must come from referees at the academic rank of professor or its equivalent and must exclude letters from the candidate's former mentors or advisors

WHAT ARE THE MOST SIGNIFICANT CHANGES?

ART Track← Old Guidelines

*Promotion to Associate Professor
with/without Tenure*

Old Guidelines-ART Track

At least 3 letters from non-Loyola
researchers prominent in the
candidate's field of expertise (not
former mentors or advisors)

WHAT ARE THE MOST SIGNIFICANT CHANGES?

ARTTrack

Promotion to Associate Professor with/without Tenure

New Guidelines—ART Track—Promotion to Associate Professor with Tenure

- Letters from at least 4 to 6 non-Loyola researchers, prominent in the candidate's field
 - At least 4 not the primary mentors during the candidate's training as a PhD student or post-doctoral fellow, or current collaborators.

WHAT ARE THE MOST SIGNIFICANT CHANGES?

ARTTrack

Promotion to Professor with/without Tenure
Old Guidelines *ART Track*

4 letters total—

--at least 3 letters from non-Loyola researchers prominent in the candidate's field of expertise (not former mentors or advisors)

--at least 1 letter from a Loyola faculty member.

WHAT ARE THE MOST SIGNIFICANT CHANGES?

ARTTrack

Promotion to Professor with/without Tenure

New Guidelines—ART Track

- Letters from at least 4 to 6 non-Loyola researchers who are prominent individuals in the candidate's field of expertise
 - At least four not the primary mentors during the candidate's training as PhD student or post-doctoral fellow, or current collaborators.

WHAT ARE THE MOST SIGNIFICANT CHANGES?

AETTrack

Promotion to Associate Professor without Tenure

Old Guidelines-AET Track

At least 3 letters from non-Loyola researchers prominent in the candidate's field of expertise (not former mentors or advisors).

WHAT ARE THE MOST SIGNIFICANT CHANGES?

AETTrack

Promotion to Associate Professor without Tenure

New Guidelines-AET Track

- 2 letters of evaluation from non-Loyola faculty of appropriate rank;
- 1 letter of evaluation from a Loyola faculty of appropriate rank

WHAT ARE THE MOST SIGNIFICANT CHANGES?

AETTrack

Promotion to Professor without Tenure

Old Guidelines - AET Track

4 letters total—

--at least 3 letters from non-Loyola researchers prominent in the candidate's field of expertise (not former mentors or advisors)

--at least 1 letter from a Loyola faculty member.

WHAT ARE THE MOST SIGNIFICANT CHANGES?

AETTrack

Promotion to Professor without Tenure

New Guidelines AET Track

- 2 letters of evaluation from non-Loyola faculty of appropriate rank;
- 1 letter of evaluation from a Loyola faculty of appropriate rank.

WHAT ARE THE MOST SIGNIFICANT CHANGES?

ACRT Track

*Promotion to Associate Professor
with/without Tenure*

Old Guidelines-ACRT Track

3 letters total—

--at least 2 letters from non-Loyola academicians (not former mentors or advisors) in the candidate's discipline or specialty area -

--at least 1 letter from someone outside or within the Loyola community

WHAT ARE THE MOST SIGNIFICANT CHANGES?

ACRT Track

Promotion to Associate Professor with/without Tenure

New Guidelines-ACRT Track

- 2 letters from two non-Loyola academicians (other than prior mentors or advisors) in the candidate's discipline or specialty area
- 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.

WHAT ARE THE MOST SIGNIFICANT CHANGES?

ACRT Track

Promotion to Professor with/without Tenure

Old Guidelines-ACRT Track

4 letters total—

--at least 3 letters from non-Loyola academicians prominent in the candidate's discipline or specialty area (not former mentors or advisors)

--at least 1 letter from a Loyola faculty member.

WHAT ARE THE MOST SIGNIFICANT CHANGES?

ACRT Track

Promotion to Professor with/without Tenure

New Guidelines-ACRT 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.
- 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.

WHAT ARE THE MOST SIGNIFICANT CHANGES?

RT Track

Promotion to Associate Professor and Professor

Old and New Guidelines

4 to 5 letters non-Loyola Researchers with at least 4 not primary mentors during training or current collaborator.

WHAT ARE THE MOST SIGNIFICANT CHANGES?

CET

- Four Domains added to assist with clarifying faculty activity related to promotion:
 - Clinical teaching
 - Education
 - Research
 - Administration
- Added a category on Graduate Medical Trainees who are board eligible or board certified in their specialty and may be appointed as an Instructor in a CET sub-track designated as CET-GME

Domains

CET Addendum 1 - CET Faculty Domains and Activity Table

Domain	Scholarship	Leadership and Recognition	Professional Service
Clinical – Minimum	<ul style="list-style-type: none"> Development and implementation of clinical policies, order sets, guidelines Development and implementation of innovative clinical programs or quality initiatives Contributing author for case reports, reviews, editorials, book chapter 	<ul style="list-style-type: none"> Active membership in professional organizations Editorial activity for medical journals Consistent favorable evaluations as a clinician from graduate medical trainees, medical students, patients Participation in the development of clinical guidelines, statements, and other expert opinion documents that form the basis of the national standard of patient care 	<ul style="list-style-type: none"> Provision of high-quality, evidence-based patient care Membership on a LUMC/LUHS and LUC committee Community outreach participation
Clinical – Excellence	<ul style="list-style-type: none"> Unique expertise in clinical or consultative specialty Lead author for case reports, reviews, editorials, book chapters Significant popular dissemination of clinical expertise (e.g., blog, webinar, social media) 	<ul style="list-style-type: none"> Leadership activity in professional organizations Editorial board activity for medical journals Recognition by community or peers as clinical leader Consultative positions in governmental or nongovernmental organizations Consistent outstanding evaluations as a clinical graduate medical trainees, medical students, patients (including Magis galaxy) Lead role in the development of guidelines, statements, and other expert opinion documents for the basis of the national standard of patient care 	<ul style="list-style-type: none"> Leadership of a LUMC/LUHS and LUC committee Lead community outreach activity Mentorship of junior faculty, graduate medical trainees in clinical care
	Professor level <ul style="list-style-type: none"> Multiple publications in top tier journals 	Professor level <ul style="list-style-type: none"> National activity or organizations; top tier journals 	
Teaching & Education – Minimum	<ul style="list-style-type: none"> Involvement in SSOM preclinical teaching Clinical supervision on SSOM clerkship and/or electives Clinical supervision on GME trainees Didactic lectures or small group teaching for SSOM clerkship and/or elective Didactic lectures or small group teaching for GME trainees Department education committee membership Didactic lectures for SSOM CME program, for hospital staff 	<ul style="list-style-type: none"> Consistent favorable teaching effectiveness on evaluations Committee membership in organizations with educational role Editorial activity for education journals Didactic presentations for non SSOM CME program 	<ul style="list-style-type: none"> Mentorship of junior faculty, trainees, SSOM students Review activities for education journals Development of systems that support teaching Participation in student/house staff recruitment and selection
Teaching & Education - Excellence	<ul style="list-style-type: none"> Novel contributions to education Education related research and development Development of new approaches to teaching (e.g., audiovisual, web-based texts, manuals, curriculum development, and student assessment and educational/programmatic evaluation) 	<ul style="list-style-type: none"> Receipt of teaching awards Recurring exceptional teaching effectiveness on evaluations Leadership activities in GME programs or medical student clerkship electives Leadership activities in medical school or university education Editorial board for education journals Visiting professorship, national presentation and invited lectures 	<ul style="list-style-type: none"> Teaching SSOM medical students in courses Mentorship of junior faculty, fellows and residents Review activities for education journals Development of systems that support teaching Participation in student/house staff recruitment activities
		Professor level <ul style="list-style-type: none"> National activity or organizations; top tier journals 	
Research – Excellence	<ul style="list-style-type: none"> Contribute to publications of innovative, original research as a PI or member of a research team Project funding (e.g., governmental and nongovernmental) Principal investigator of multicenter studies or collaborations 	<ul style="list-style-type: none"> Editorial activities for journals Leader of scientific review committees Leadership activity in professional organizations Participate in scientific review for granting agencies Awards 	<ul style="list-style-type: none"> Review activities for journals Teaching research methods through courses and seminars Mentorship of junior faculty, fellows and residents
Administration - Excellence	<ul style="list-style-type: none"> Scholarly evaluation of health care delivery with publication of findings regarding the effect of administrative interventions Development of physician leadership training programs Development of innovative administrative programs 	<ul style="list-style-type: none"> Administrative leadership activity in the medical center, medical school or university Department or division leadership activity (e.g., chair, vice chair, director) Leadership in faculty development Leadership activity in professional organizations 	<ul style="list-style-type: none"> Demonstration of effective administration of health care delivery Participation in administration of medical school departments and centers Committee service (departmental, medical school or university) Mentorship of junior faculty, fellows and residents

WHAT ARE THE MOST SIGNIFICANT CHANGES?

New Track- Academic Scholar Track (AST):

- A new track for faculty whose work includes significant focus on scholarship in the humanities, bioethics, health policy or a related field outside of the biomedical sciences.
- This tenure track is imperative to safeguard academic freedoms in these areas that include controversial topics and generate public pressure.

INTERFOLIO REVIEW, PROMOTION AND TENURE MODULE

- Faculty undergoing promotion this cycle now have access to Interfolio.
- Chairs and Administrators/Coordinators will have access this week.
- Faculty should follow current process for gathering materials to upload in Interfolio.
- Example promotion packet and timeline emailed to faculty and chairs.

RESOURCES

- SSOM Committee on Academic Rank and Tenure
 - <http://ssom.luc.edu/cart/>
 - Current SSOM Promotion and Tenure Guidelines
- Faculty Handbook
 - <http://www.luc.edu/academicaffairs/resources/facultyhandbook/>

PROMOTION AND TENURE CYCLE

- Faculty should continue to follow promotion and tenure timeline. All packets due August 1st.
- See example packet for compiling materials and uploading in Interfolio.

QUESTIONS?

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