

STRICTH SCHOOL OF MEDICINE

FACULTY APPOINTMENT, PROMOTION AND TENURE GUIDELINES

Effective Date: 07/01/2021



Preparing people to lead extraordinary lives

INTRODUCTION:

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

The sections of this document consist of:

Titles and Categories of Faculty Appointment – Listed at Professor Level Only Page 3

- I. Professor of X – ART, ACRT and AET Track
- II. Professor of X – CET
- III. Research Professor of X – Research Track (RT)
- IV. Clinical Professor of X – CET
- V. Adjunct Professor of X – Adjunct Track
- VI. Affiliate Professor of X – Affiliate Track
- VII. Visiting Professor of X
- VIII. Professor Emeritus of X

Special Designations

- IX. Instructor of X – CET
- X. Joint Appointment – All Tracks
- XI. Instructor of X - CET GME – CET Track Only

ACADEMIC TRACKS:

Academic Clinical Care Research Track (ACRT) Guidelines	Page 5
Academic Educator Track (AET) Guidelines	Page 14
Academic Research Track (ART) Guidelines	Page 20
Academic Scholar Track (AST) Guidelines	Page 29
Clinical Educator Track (CET) Guidelines	Page 36
Research Track (RT) Guidelines	Page 43

TITLES & CATEGORIES OF FACULTY APPOINTMENTS, LISTED AT PROFESSOR LEVEL

- I. **Professor of X** – Academic Research Track (**ART**), Academic Clinical Care Research Track (**ACRT**), and Academic Educator Track (**AET**).
 - Eligibility: This rank is awarded to those full-time faculty members engaged in the full range of academic activities in the discipline.
 - 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.
- II. **Professor of X** – Clinician Educator Track (CET)
 - Eligibility: This rank is awarded to those full-time clinical faculty members engaged in clinical services, teaching and/or education.
 - Tenure: Does not accrue tenure
- III. **Research Professor of X** – Research Track (RT)
 - 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.
 - Tenure: Does not accrue tenure.
- IV. **Clinical Professor of X** – Clinician Educator Track (CET)
 - 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., MD, DO, PhD or PsyD in Psychology, DDS, DPM).
 - Tenure: Does not accrue tenure.
- V. **Adjunct Professor of X** – Adjunct Track
 - 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,
 - Tenure: Does not accrue tenure.
- VI. **Affiliate Professor of X** – Affiliate Track
 - 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.
 - Tenure: Does not accrue tenure.

VII. **Visiting Professor of X**

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

VIII. **Professor Emeritus of X**

- 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.
- Tenure – Must be a tenured professor for the designation of Emeritus.

SPECIAL DESIGNATIONS

IX. **Instructor of X – Clinical Educator Track only**

- 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.
- Tenure: Does not accrue tenure.

X. **Joint Appointment – All tracks**

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

XI. **Instructor of CET GME– Clinician Educator Track only**

- Eligibility: This rank is awarded to graduate medical trainees who are board-eligible or already board certified in a primary specialty. These appointments are limited to the duration of the GME training.
- Tenure: Does not accrue tenure.
- Other: CET-GME track faculty are not eligible for advancement.

FACULTY APPOINTMENT, PROMOTION AND TENURE GUIDELINES FOR
THE STRITCH SCHOOL OF MEDICINE:
ACADEMIC CLINICAL CARE RESEARCH TRACK (ACRT)
EFFECTIVE: JULY 2021



This section consist of:

Academic Clinical Care Research Track (ACRT) Guidelines:

Overview of ACRT and Tenure

Promotion to Associate Professor

- Timeframe for Promotion
 - Tenure Track
 - Non-Tenure Track

Criteria for Promotion

- Research
 - ACRT Tenure Track Faculty
 - ACRT Non Tenure Track Faculty
- Letters of Evaluation

Letters of Evaluation and Supporting Documents

Mid-Tenure Review

Tenure Time-Line

Track Switching

Promotion to Professor

Criteria for Promotion

Letters of Evaluation

Mid-Tenure and Mid-Promotion Review Processes:

Mid-Tenure Review for Tenure-Accruing Faculty

Mid-Promotion Review for Non-Tenure Accruing Faculty

ACADEMIC CLINICAL CARE RESEARCH TRACK (ACRT) GUIDELINES

Overview of ACRT

The Academic Clinical Care Research Track (ACRT) may be tenure or non-tenure accruing. ACRT faculty members include clinical investigators 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 environment 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 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.

Promotion to Associate Professor

Timeframe for Promotion & Tenure:

Tenure Track: SSOM faculty members appointed as assistant professor on the ACRT tenure track are 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.

Early consideration for granting of tenure may be recommended by the department chair and approved by the dean of the SSOM under special circumstances. Such a candidate will then be reviewed for tenure by CART and then URTC.

Non-Tenure Track: 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.

Except when outstanding merit is recognized, at least five years should elapse between appointment as assistant professor and submitting an application for promotion to associate professor. A faculty member at the assistant professor rank may submit an application for promotion to associate professor one year early (i.e. after four years in rank), but this will require an extraordinary effort and documentation supportive of this early promotion in rank. In the case of a chair recommending an early promotion decision for their faculty member, that application is initially submitted to the dean. If the dean is in agreement with the chair, the application may then be submitted to CART for review.

Criteria for Promotion:

In evaluating a faculty member, the same criteria for recommending tenure and promotion are used:

- Excellence in research;
- External funding;

- Publication record;
- Teaching and service.

For faculty members recommended for tenure, the additional criteria are used:

- Superior intellectual attainment;
- External funding;
- Specific contributions to SSOM through teaching, clinical activity, research and/or other creative achievements.
- Clear documentation of ability and diligence in teaching.

Research

ACRT Tenure Track Faculty: 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 ACRT includes evidence of a nationally recognized and sustained research program.

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;
- Other appropriate clinical or basic science activities.

Evidence of excellence in research include:

- 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
- Lead or Principal Investigator on a Multicenter Clinical Trial; OR
- Lead or Principal Investigator on a Health Services Research and Development Grant or equivalent; AND
- Strong record of accomplishment of peer-reviewed, original publications in high-quality journals.

ACRT Non-Tenure Track 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 PhD clinical faculty member and their chair and, if applicable, division chief or institute director.

Letters of Evaluation for Promotion and Supporting Documents:

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.

A list of required documents for promotion packets can be found at: [Stritch School of Medicine Committee on Academic Rank and Tenure \(CART\)](#)

Mid-Tenure / 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 (if applicable) 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 tenure track candidate's application at the time of submission to CART.

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 to switch academic tracks only once in their career. 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 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 to Professor

Tenure Track:

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.

Promotion:

Except when outstanding merit is recognized, at least five years should elapse between appointment as associate professor and submitting an application for promotion to full professor. A faculty member at the associate professor rank may submit an application for promotion to full professor one year early (i.e. after four years in rank), but this will require an extraordinary effort and documentation supportive of this early promotion in rank. In the case of a chair recommending an early promotion decision for their faculty member, that application is

initially submitted to the dean. If the dean is in agreement with the chair, the application may then be submitted to CART for review.

Criteria for Promotion:

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;
- An established national and international reputation.
- A minimum number of 25 publications, primarily in refereed journals, and reflecting mostly research carried out at SSOM during the time spent as a SSOM faculty member.

Letters of Evaluation:

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. 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

A list of required documents for promotion packets can be found at: [Stritch School of Medicine Committee on Academic Rank and Tenure \(CART\)](#)

MID-TERM REVIEW PROCESSES ACRT

Mid-Tenure Review for TENURE-Accruing Faculty

Goal:

The goal of this review is to provide the faculty member with a constructive critique on their progress in teaching, research and service during the 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 department chair and the faculty member during the third year of their 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 scientist.

The review committee will be chaired by a senior faculty member, (designated by the department chair), and two outside reviewers. This committee will review the research, teaching and service of the pre-tenured faculty member.

Details of the Mid-Term Review Process

Documents for Review:

The review committee will be provided with the following documents for their evaluation:

- The ACRT Guidelines for Promotion and Tenure;
- The faculty member's updated curriculum vitae in the approved format;
- The faculty member's research statement that includes:
 - A history of their research;
 - Current research plans and goals;
 - Future research plans and goals;
 - Pending grant applications and reviews;
 - Evidence of an appropriate amount of teaching and quality teaching;
 - Service to the Institution
- Copies of all manuscripts published since joining SSOM.

Formal Review:

The review committee is invited to the department for a one-day meeting during which they will:

- Attend a one-hour departmental research seminar given by the faculty member;
- Meet with the faculty member and discuss in detail their research progress and future plans;
- Meet with trainees and students to evaluate the mentoring and teaching style of the faculty member, and their competence as a mentor;
- Meet with faculty colleagues to evaluate the contribution of the faculty member to the academic mission of the department and institution;
- Meet with the department chair and if appropriate, the institute director and division director.

Outcomes:

The review committee will provide verbal and written recommendations to the faculty member regarding:

- The vitality and sustainability of their research program;
- An assessment of adequacy of resources to fulfill the expectations;
- Mechanisms to increase their national and/or international visibility as a scholar;
- Teaching and mentoring style;
- Magnitude and quality of service to the institution.

The review committee chair designate will prepare a report for the department chair, which includes:

- A statement of the progress of the faculty member in the areas of research, teaching, mentoring and service;
- Guidance and recommendations to achieve the goal of a successful promotion and tenure application in the future;
- 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.

The department chair shall meet with the faculty member to discuss the results of the mid-tenure review. The chair will submit their review to the dean of SSOM.

The dean will provide a formal evaluation and recommendation to the provost 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:

Information on the Mid-Probationary Review may be found in the [LUC 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 their progress in teaching, research and/or service during their 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 their 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, (designated by the department chair), and two outside reviewers. This committee will review the research, teaching and service of the pre-tenured faculty member.

Details of the Mid-Term Review Process

Documents for Review:

The review committee will be provided with the following documents for their evaluation:

- The SSOM ACRT Guidelines for Promotion and Tenure;
- The faculty member's current curriculum vitae in the approved format,
- The faculty's member's research statement that includes:
 - A history of their research;
 - Current research plans and goals;
 - Future research plans and goals;
 - Pending grant applications and reviews;
 - Evidence of an appropriate amount of teaching and quality;
 - Service to the Institution
- Copies of all manuscripts published since joining SSOM

Formal Review:

The review committee is invited to the department for a one-day meeting during which they will:

- Attend a one-hour departmental research seminar given by the faculty member;
- Meet with the faculty member and discuss in detail their research progress and future plans;
- Meet with trainees and students to evaluate the mentoring and teaching style of the faculty member, and also their competence as a mentor;
- Meet with faculty colleagues to evaluate the contribution of the faculty member to the academic mission of the department and institution;
- Meet with the department chair and if appropriate, the institute director and division director.

Outcomes:

The review committee will provide verbal and written recommendations to the faculty member regarding:

- Development or progress in each of the key faculty member's roles;
- The vitality and sustainability of their research program;
- An assessment of adequacy of resources to fulfill the expectations;
- Mechanisms to increase their national and/or international visibility as a scholar;
- Teaching and mentoring style;
- Magnitude and quality of service to the institution.

The review committee chair designate will prepare a report for the department chair, which includes:

- A statement of the progress of the faculty member in the areas of research, teaching, mentoring and service;
- Guidance and recommendations to achieve the goal of a successful promotion and tenure application in the future;
- 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.

The department chair shall meet with the faculty member to discuss the results of the mid-tenure review.

The department chair will submit their review to the Dean of the SSOM.



ACADEMIC EDUCATOR TRACK (AET) - NON-TENURE TRACK (NTT)

EFFECTIVE: JULY 2021

This section consist of:

Academic Educator Track (AET) Guidelines:

Overview of AET and Non Tenure:

Promotion to Associate Professor – Non Tenure Track

- Timeframe for Promotion
- Criteria for Promotion
 - Teaching
 - Recognition & Service
 - Scholarship
- Letters of Evaluation and Supporting Documents
- Mid-Promotion Review
- Track Switching

Promotion to Professor

Mid-Tenure and Mid-Promotion Review Processes:

Mid-Tenure Review for Tenure-Accruing Faculty

Mid-Promotion Review for Non-Tenure Accruing Faculty

Addendums are available as a separate document:

AET-NTT: Criteria and Metrics; Teaching/Recognition/Scholarship Table

AET-NTT: Criteria and Metrics; Administration and Institutional Service Table

ACADEMIC EDUCATOR TRACK (AET) GUIDELINES

Overview of AET

The Academic Educator Track (AET) is generally designed for full-time faculty members whose main focus is their teaching/education responsibilities. Candidates should demonstrate evidence of a career trajectory characterized by increasing academic contributions as they rise through the academic ranks. For this academic track, the impact and recognition of a faculty member's achievements should usually progress from local to regional in their promotion to associate professor, and should progress 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/HSC/SSOM and the health system.

The AET is a non-tenure track.

Promotion to Associate Professor – Non-Tenure Track

Timeframe for Promotion:

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.

Except when outstanding merit is recognized, at least five years should elapse between appointment as assistant professor and submitting an application for promotion to associate professor. A faculty member at the assistant professor rank may submit an application for promotion to associate professor one year early (i.e. after four years in rank), but this will require an extraordinary effort and documentation supportive of this early promotion in rank. In the case of a chair recommending an early promotion decision for their faculty member, that application is initially submitted to the dean. If the dean is in agreement with the chair, the application may then be submitted to CART for review.

Criteria for Promotion:

The criteria used to evaluate a candidate's achievements towards promotion are based on the three domains of teaching, service and scholarship.

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 pedagogical/assessment tools. These activities should include some combination of medical school course and clerkship lectures, graduate courses, CME courses, and grand rounds; and/or active participation in research training and mentoring of medical and graduate students, residents, and clinical research fellows. The candidate's activity in educational administrative leadership roles, such as a 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:

The impact and recognition of a faculty member's achievements should progress from a local to a regional sphere. Examples may include:

- Invitations to speak and teach locally, including outside the candidate's department(s);
- Contributions to local professional educational organizations;
- Intramural or 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;
- Service on editorial boards of educational or scholarly journals;
- Awards for teaching or mentoring from the candidate's department or the university;
- Awards from extramural sources (may serve as evidence of external local, regional or national recognition as appropriate).

Candidates are expected to participate in intramural service to the department, medical school, university, and health system; and extramural service to professional and/or government groups.

Examples of intramural activities include:

- Active participation in administrative management of a key institution, facility or organization;
- Participation in activities that bring local, national or international recognition to SSOM.

Examples of extramural service activities include, but are not limited to:

- Service on study sections (grant review panels) or on journal editorial boards;
- Service on community organizations concerned with marginalized patient populations;
- Presentations and organizational responsibilities in professional societies and/or scientific meetings.

Scholarship:

Promotion on the AET requires clear evidence of scholarly activities demonstrated by the following metrics:

- Development and local or regional 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 and/or popular dissemination of teaching expertise (e.g., blogs, webinars, Twitter Chats, etc.);

Letters of Evaluation for Promotion:

Promotion at each level of the AET will require the following:

- Two letters of evaluation from non-Loyola faculty of appropriate rank;
- One letter of evaluation from a Loyola faculty of appropriate rank

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 (if applicable) 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 tenure track candidate's application at the time of submission to CART.

Further information on the mid-tenure and mid-promotion review processes are provided at the end of these guidelines.

Track Switching:

Faculty members are eligible to switch tracks once in their academic career. 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 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 evidence of a reputation at the national level. Sustained contributions and innovations encompassing the domains of teaching, recognition, scholarship and service are a prerequisite for promotion to the rank of professor.

Except when outstanding merit is recognized, at least five years should elapse between appointment as associate professor and submitting an application for promotion to full professor. A faculty member at the associate professor rank may submit an application for promotion to full professor one year early (i.e. after four years in rank), but this will require an extraordinary effort and documentation supportive of this early promotion in rank. In the case of a chair recommending an early promotion decision for their faculty member, that application is initially submitted to the dean. If the dean is in agreement with the chair, the application may then be submitted to CART for review.

MID-TERM REVIEW PROCESSES FOR AET

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 their progress in teaching, research and/or service during their 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 their 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, (designated by the Department Chair), and two outside reviewers. This committee will review the research, teaching and service of the pre-tenured faculty member.

Details of the Mid-Term Review Process

Documents for Review:

The review committee are provided with the following documents for their evaluation:

- The SSOM AST Guidelines for Promotion and Tenure;
- The faculty member's current curriculum vitae in the approved format;
- The faculty's member's research statement that includes:
 - A history of their scholarship
 - Current scholarly plans and goals;
 - Future scholarly plans and goals;
 - Pending grant applications and reviews; (if any)
 - Evidence of an appropriate amount of teaching and quality;
 - Service to the Institution;
- Copies of all manuscripts published since joining SSOM.

Formal Review:

The review committee are invited to the department for a one-day meeting during which they will:

- Attend a one-hour departmental seminar given by the faculty member on his or her scholarship;
- Meet with the faculty member and discuss in detail her/his scholarly progress and future plans;
- Meet with trainees and students to evaluate the mentoring and teaching style of the faculty member, and also their competence as a mentor;
- Meet with faculty colleagues to evaluate the contribution of the faculty member to the academic mission of the department and institution;

- Meet with the department chair and if appropriate, the institute director and division director.

Outcomes:

The review committee will provide verbal and written recommendations to the faculty member regarding:

- Development or progress in each of the key faculty member's roles;
- The vitality and sustainability of their research program;
- An assessment of adequacy of resources to fulfill the expectations;
- Mechanisms to increase her/his national or international visibility as a scholar;
- Teaching and mentoring style;
- Magnitude and quality of service to the institution

The review committee chair designate will prepare a report for the department chair, which includes:

- A statement of the progress of the faculty member in the areas of research, teaching, mentoring and service;
- Guidance and recommendations to achieve the goal of a successful promotion and tenure application in the future;
- 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.

The department chair shall meet with the faculty member to discuss the results of the mid-tenure review.

The department chair will submit their review to the Dean of the SSOM.

FACULTY APPOINTMENT, PROMOTION AND TENURE GUIDELINES FOR
THE STRITCH SCHOOL OF MEDICINE:

ACADEMIC RESEARCH TRACK (ART)

EFFECTIVE: JULY 2021



This section consist of:

Academic Research Track (ART) Guidelines:

Overview of ART – Tenure

Promotion to Associate Professor

- Timeframe for Promotion

Criteria for Promotion

- Research
- National Recognition
- Teaching
- Service

Letters of Evaluation

Additional Supporting Documents for ART Promotion

Mid-Tenure Review

Tenure Time-Line

Track Switching

Promotion to Professor

- Criteria for Promotion
- Letters of Evaluation

Mid-Tenure and Mid-Promotion Review Processes:

Mid-Tenure Review for Tenure-Accruing Faculty

Mid-Promotion Review for Non-Tenure Accruing Faculty

Addendums available as separate document:

Addendum 1: Academic Research Track (ART)-Tenure Track, Criteria and Metrics for Promotion/Tenure

Addendum 2: Letter of Evaluation Request Part 1 – Expert in Field, not known to candidate

Letter of Evaluation Request Part 2 - Expert in Field, not known to candidate

ACADEMIC RESEARCH TRACK (ART) GUIDELINES

Overview of ART

The Academic Research Track (ART) is **tenure track only**. 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

Timeframe for Promotion:

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. This means that application for promotion can be between years four and six.

Except when outstanding merit is recognized, at least five years should elapse between appointment as assistant professor and submitting an application for promotion to associate professor. A faculty member at the assistant professor rank may submit an application for promotion to associate professor one year early (i.e. after four years in rank), but this will require an extraordinary effort and documentation supportive of this early promotion in rank. In the case of a chair recommending an early promotion decision for their faculty member, that application is initially submitted to the dean. If the dean is in agreement with the chair, the application may then be submitted to CART for review.

Criteria for Promotion:

The criteria used to judge the quality and independence of a candidate's research are their ability to attract external research funds and a strong record of peer-reviewed publications. 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.

- **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 considered equivalent to the renewal of a major research grant include the candidate fulfilling at least one of the following:

- PI on another federal, foundation, or industry sponsored grant, or PI of a sub-contract during the pre-tenure period (including salary support, totaling $\geq 10\%$ effort); **OR**
- PI on a "multiple PI" grant, or 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**
- A recipient of a substantial career development award (from NIH, American Cancer Society, American Heart Association, Leukemia Society, etc.); **OR**

- 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**

To be eligible for promotion, the candidate must show the potential for sustained, long-term academic contribution and impact. Achieving this will require a combination of excellence in research contributions, significant success in funding, and strong evidence of recognition by the scientific community.

Criteria used to assess the candidate's level of national recognition may include their 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.

Letters of Evaluation for Promotion to Associate Professor:

The department chair will obtain letters from at least four to six non-Loyola researchers, of whom at least four were not the primary mentors during the candidate's training as a PhD student or post-doctoral fellow, or current collaborators. The letters will be from prominent individuals in the candidate's field of expertise, who can assess the productivity, quality, and goals of the candidate's research efforts. The chair will request that letter-writers provide a short CV, such as an NIH bio sketch. If not clarified in the recommendation letter, the chair will specify in their letter whether the recommender trained the candidate.

Templates for the solicitation of letters of evaluation are provided at the end of the ART guidelines.

Additional Supporting Documents:

The candidate will provide a list of three to four of their most relevant publications (while they were faculty at SSOM), and provide a short discussion of each paper, including synopsis and significance.

A list of required documents for promotion packets can be found at: [Stritch School of Medicine Committee on Academic Rank and Tenure \(CART\)](#)

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. Further information on the mid-tenure and mid-promotion review processes are provided at the end of these guidelines.

Tenure Time-Line

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.

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, with the approval of their chair and the SSOM dean. 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 SSOM dean.

Appointment at the Associate Professor or Professor Level

Except when outstanding merit is recognized, at least five years should elapse between appointment as associate professor and submitting an application for promotion to full professor. A faculty member at the associate professor rank may submit an application for promotion to full professor one year early (i.e. after four years in rank), but this will require an extraordinary effort and documentation supportive of this early promotion in rank. In the case of a chair recommending an early promotion decision for their faculty member, that application is initially submitted to the dean. If the dean is in agreement with the chair, the application may then be submitted to CART for review.

Criteria for Promotion to Professor:

Promotion to Professor requires that the faculty member demonstrate the following:

1. A marked capacity for research, including an extended history of continued extramural grant support, recognized scholarship;
2. Continuous contribution to the field of learning;
3. An established national or international reputation;
4. A minimum number of 25 publications, mainly in refereed journals, and reflecting, mostly research carried out at SSOM during the time as a SSOM faculty member.

Letters of Evaluation:

The department chair will obtain letters from at least four to six non-Loyola researchers, of whom at least four were not the primary mentors during the candidate's training as PhD student or post-doctoral fellow, or current collaborators. The letters will be from prominent individuals in the candidate's field of expertise, who can assess the productivity, quality, and goals of the candidate's research efforts. The chair will request that letter-writers provide a short CV, such as an NIH bio sketch. If not clarified in the recommendation letter, the chair will specify in their letter whether the recommender trained the candidate.

A list of required documents for promotion packets can be found at: [Stritch School of Medicine Committee on Academic Rank and Tenure \(CART\)](#)

MID-TERM REVIEW PROCESSES FOR ART

Mid-Tenure Review for TENURE-Accruing Faculty

Goal:

The goal of this review is to provide the faculty member with a constructive critique on their progress in teaching, research and service during the 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. An assessment of teaching and service will also occur.

Overview of Process:

The process begins with a meeting of the department chair and the faculty member during the third year of their 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, (designated by the department chair), and two outside reviewers. This committee will review the research, teaching and service of the pre-tenured faculty member.

Details of the Mid-Tenure Review Process

Documents for Review:

The review committee will be provided with the following documents for their evaluation:

- The SSOM ART Guidelines for Promotion and Tenure;
- The faculty member's updated curriculum vitae in the approved format;
- The faculty member's research statement that includes:
 - A history of their research;
 - Current research plans and goals;
 - Future research plans and goals;
 - Pending grant applications and reviews;
 - Evidence of an appropriate amount of teaching and quality;
 - Service to the Institution;
- Copies of all manuscripts published since joining SSOM.

Formal Review:

The review committee are invited to the department for a one-day meeting during which they will:

- Attend a one-hour departmental research seminar given by the faculty member;
- Meet with the faculty member and discuss in detail their research progress and future plans;
- Meet with trainees and students to evaluate the mentoring and teaching style of the faculty member, and their competence as a mentor;
- Meet with faculty colleagues to evaluate the contribution of the faculty member to the academic mission of the department and institution;
- Meet with the department chair and if appropriate, the institute director and division director.

Outcomes:

The review committee will provide verbal and written recommendations to the faculty member regarding:

- The vitality and sustainability of their research program;
- An assessment of adequacy of resources to fulfill the expectations;
- Mechanisms to increase their national or international visibility as a scholar;
- Teaching and mentoring style;
- Magnitude and quality of service to the institution.

The review committee chair designate will prepare a report for the department chair, which includes:

- A statement of the progress of the faculty member in the areas of research, teaching, mentoring and service;
- Guidance and recommendations to achieve the goal of a successful promotion and tenure application in the future;
- 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.

The department chair shall meet with the faculty member to discuss the results of the mid-tenure review. The chair will submit their review to the dean of SSOM.

The dean will provide a formal evaluation and recommendation to the provost 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:

Information on the Mid-Probationary Review may be found in the [LUC 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 their progress in teaching, research and/or service during their 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 department chair and the faculty member during the third year of their 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, designated by the department chair, and two outside reviewers. This committee will review the research, teaching and service of the pre-tenured faculty member.

Details of the Mid-Term Review Process

Documents for Review:

The review committee will be provided with the following documents for their evaluation:

- The SSOM ART Guidelines for Promotion and Tenure;
- The faculty member's current curriculum vitae in the approved format;
- The faculty's member's research statement that includes:
 - A history of their research;
 - Current research plans and goals;
 - Future research plans and goals;
 - Pending grant applications and reviews;
 - Evidence of an appropriate amount of teaching and quality;
 - Service to the Institution
- Copies of all manuscripts published since joining SSOM

Formal Review:

The review committee are invited to the department for a one-day meeting during which they will:

- Attend a one-hour departmental research seminar given by the faculty member;
- Meet with the faculty member and discuss in detail their research progress and future plans;
- Meet with trainees and students to evaluate the mentoring and teaching style of the faculty member, and also their competence as a mentor;
- Meet with faculty colleagues to evaluate the contribution of the faculty member to the academic mission of the department and institution;
- Meet with the department chair and if appropriate, the institute director and division director.

Outcomes:

The review committee will provide verbal and written recommendations to the faculty member regarding:

- Development or progress in each of the key faculty member's roles;
- The vitality and sustainability of their research program;
- An assessment of adequacy of resources to fulfill the expectations;
- Mechanisms to increase her/his national or international visibility as a scholar;
- Teaching and mentoring style;
- Magnitude and quality of service to the institution.

The review committee chair designate will prepare a report for the department chair, which includes:

- A statement of the progress of the faculty member in the areas of research, teaching, mentoring and service;
- Guidance and recommendations to achieve the goal of a successful promotion and tenure application in the future;
- 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.

The department chair shall meet with the faculty member to discuss the results of the mid-tenure review.

The department chair will submit their review to the Dean of the SSOM.



ACADEMIC SCHOLAR TRACK (AST) - TENURE TRACK (TT)

EFFECTIVE: JULY 2021

This section consist of:

Academic Scholar Track (AST) Guidelines:

Overview of AST Tenure Track:

Promotion of Associate Professor – Tenure Track

- Criteria for Promotion
 - Teaching
 - Recognition & Service
 - Scholarship
- Letters of Evaluation for Promotion
- Mid-Tenure Review
- Tenure Time-Line
- Track Switching

Promotion to Professor

Mid-Tenure and Mid-Promotion Review Processes:

Mid-Tenure Review for Tenure-Accruing Faculty

Addendums available as separate documents:

AST-Tenure Sub-Track: Criteria Metrics; Teaching/Recognition/Scholarship Table

AST-Tenure Sub-Track: Criteria Metrics; Administration and Institutional Service Table

ACADEMIC SCHOLAR TRACK (AST) GUIDELINES

Overview of Academic Scholar Track (AST) - Tenure-Track:

The Academic Scholar Track is a tenure track (AST-TT). This track is primarily for faculty whose work includes a substantial focus on scholarship in the humanities, bioethics, health policy or a related field that is outside the biomedical sciences. Such faculty require appropriate standards for tenure and promotion. A tenure path may be essential to safeguarding academic freedom in these areas that include controversial topics and can generate public pressure. In addition, there may be rare occasions when other types of faculty will have circumstances that make tenure the appropriate educational track. These circumstances may include a senior faculty member who is an outstanding educator and regularly generates educational scholarship and 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 are subject to approval from the Provost and the SSOM Dean. Faculty members appointed to the AST-TT must demonstrate credentials that meet or exceed the expectations outlined in the criteria below.

Promotion to Associate Professor – Tenure Track

Criteria for Promotion:

The criteria used to evaluate a candidate's achievements towards promotion are based on the three domains of teaching, service and scholarship.

Teaching:

Whether these faculty are humanities and health policy scholars or more traditional biomedical scientists, all faculty on this track must demonstrate excellence as an educator and a commitment to teaching. Candidates must show evidence of teaching excellence and demonstration of commitment to education by local activities, both within and outside the University. Such scholars often teach in a variety of venues and participate in educational administration such as the kind of activities that follow. These faculty will typically accumulate in excess of 300 teaching hours annually as calculated within the Faculty Information System (FIS) or the equivalent. Examples of such activities include the following:

- Participation in courses and lectures at SSOM, in LUC's Graduate School and in other LUC schools, LUHS and its affiliates as well as local invited lectures;
- Course directorship;
- Small group facilitation;
- Residency conferences;
- CME lectures;
- Participation in teaching symposia, conferences, workshops;
- Faculty development programs and continuing educational courses or programs;
- Administrative leadership roles;
- Development of curricular offerings and teaching materials
- 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 and/or administration of educational programs, innovative teaching methods, curricula, and educational policy or assessment tools.

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. However, career paths are often not linear and many faculty will engage with national activities while junior faculty members and may show little local and regional engagement. Candidates for promotion to associate professor will typically include several (i.e., 2 – 3) presentations at outside institutions and professional organization meetings as evidence of their recognition within the scholarly community.

Examples of recognition include the following:

- Invitations to speak and teach outside the candidate's department(s);
- Peer-reviewed presentations at regional or national conferences (required)
- Contributions to local professional educational organizations and/or professional organizations in one's home discipline;
- Local awards for teaching or mentoring or scholarship or service;
- Appointment to a leadership or senior role such as course director or program director in local courses or programs;
- Service on local committees;
- Development of guidelines and policies for education/training or professional programs;
- Service on local committees evaluating education programs or grant proposals;
- Service on local or regional task forces on health policy issues
- Service on editorial boards of journals;
- Awards for teaching or mentoring or service.

Candidates are expected to participate in intramural service to the health system, department, medical school, university, and extramural service to professional and/or government groups.

Examples of intramural activities include:

- Active participation in administrative management of a key institution, facility or organization;
- Participation in activities that bring local, national or international recognition to SSOM.

Examples of extramural service activities include, but are not limited to:

- Service on study sections (grant review panels) or on journal editorial boards;
- Service to community organizations concerned with marginalized patient populations;
- Presentations and organizational responsibilities in professional societies and/or scientific meetings.

Scholarship:

The AST requires clear evidence of sustained scholarly activities demonstrated by the following metric. In general, meriting promotion to associate professor requires averaging 1.5 peer-reviewed publications or the equivalent. Typical scholarly activities include

- Publications in peer reviewed literature (required);
- Publication of books or chapters and reviews within books;
- 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;

- Popular dissemination of teaching or content expertise (e.g., blogs, webinars, Twitter Chats, etc.);

Letters of Evaluation for Promotion:

Promotion at each level of the AST Tenure Track will require the following:

- Two letters of evaluation from non-Loyola faculty of appropriate rank;
- One letter of evaluation from a Loyola faculty of appropriate rank;

A list of required documents for promotion packets can be found at: [Stritch School of Medicine Committee on Academic Rank and Tenure \(CART\)](#)

Mid-Tenure/ 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 the faculty member's initial appointment. Evaluations and recommendations generated during this review will be a permanent part of the faculty member's departmental file, but only the dean's summary report will accompany the tenure track candidate's application at the time of submission to CART.

Further information on the mid-tenure and mid-promotion review processes are provided at the end of these guidelines.

Tenure Time-Line:

Promotion from assistant to associate professor on the AST-TT may occur between five to seven years for faculty who demonstrate they have established and sustained educational, scholarly, administrative, and service activities, in addition to meeting all other requirements for promotion. 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.

Track Switching:

Faculty members are eligible to switch academic tracks only once in their career. 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 to Professor

Promotion to professor in the AST-TT requires that the faculty member demonstrate a marked capacity for recognized scholarship; continuous contributions to the field of learning and/or their field of study and an established national or international reputation. Sustained contributions and innovations encompassing the

domains of teaching, scholarship and service are a prerequisite for promotion to the rank of professor. As these faculty are commonly not in fields where success is measured by extramural funding, scholarly productivity as measured by peer-reviewed publications or the equivalent is a key measure of success for promotion to professor. Faculty will commonly have sustained a record of two peer-reviewed publications, or the equivalent, per year in order to achieve the rank of full 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.

Except when outstanding merit is recognized, at least five years should elapse between appointment as associate professor and submitting an application for promotion to full professor. A faculty member at the associate professor rank may submit an application for promotion to full professor one year early (i.e. after four years in rank), but this will require an extraordinary effort and documentation supportive of this early promotion in rank. In the case of a chair recommending an early promotion decision for their faculty member, that application is initially submitted to the dean. If the dean is in agreement with the chair, the application may then be submitted to CART for review.

MID-TERM REVIEW PROCESSES FOR AST

Mid-Tenure Review for TENURE-Accruing Faculty

Goal:

The goal of this review is to provide the faculty member with a constructive critique on their progress in teaching, research and service during the 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 department chair and the faculty member during the third year of their 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, (designated by the department chair), and two outside reviewers. This committee will review the research, teaching and service of the pre-tenured faculty member.

Details of the Mid-Term Review Process

Documents for Review:

The review committee will be provided with the following documents for their evaluation:

- The SSOM AST Guidelines for Promotion and Tenure;
- The faculty member's updated curriculum vitae in the approved format;
- The faculty member's research statement that includes:
 - A history of their scholarship
 - Current scholarly plans and goals;
 - Future scholarly plans and goals;
 - Pending grant applications and reviews;(if any)
 - Evidence of an appropriate amount of teaching and quality;
 - Service to the Institution;
- Copies of all manuscripts published since joining SSOM.

Formal Review:

The review committee are invited to the department for a one-day meeting during which they will:

- Attend a one-hour departmental seminar given by the faculty member on his or her scholarship;
- Meet with the faculty member and discuss in detail their scholarly progress and future plans;
- Meet with trainees and students to evaluate the mentoring and teaching style of the faculty member, and their competence as a mentor;
- Meet with faculty colleagues to evaluate the contribution of the faculty member to the academic mission of the department and institution;

- Meet with the department chair and if appropriate, the institute director and division director.

Outcomes:

The review committee will provide verbal and written recommendations to the faculty member regarding:

- The vitality and sustainability of their scholarly program;
- An assessment of adequacy of resources to fulfill the expectations;
- Mechanisms to increase their national or international visibility as a scholar;
- Teaching and mentoring style;
- Magnitude and quality of service to the institution

The review committee chair designate will prepare a report for the department chair, which includes:

- A statement of the progress of the faculty member in the areas of research, teaching, mentoring and service;
- Guidance and recommendations to achieve the goal of a successful promotion and tenure application in the future;
- 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.

The department chair shall meet with the faculty member to discuss the results of the mid-tenure review. The chair will submit their review to the dean of SSOM.

The dean will provide a formal evaluation and recommendation to the provost 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:

Information on the Mid-Probationary Review may be found in the [LUC Faculty Handbook](#) and the "University Guidelines for Mid-Probationary Review and One-Semester Paid Research Leave".

**FACULTY APPOINTMENT, PROMOTION AND TENURE GUIDELINES FOR
THE STRITCH SCHOOL OF MEDICINE:
CLINICIAN EDUCATOR TRACK (CET)**
EFFECTIVE: JULY 2021



This section consist of:

Clinician Educator Track (CET) Guidelines:

Overview of CET

Faculty Activity/Domains:

- Clinical
- Teaching & Education
- Research
- Administration

Instructor & Assistant Professor Ranks

Promotion to Associate Professor

- Timeframe for Promotion
- Criteria for Promotion – Research
- Letters of Evaluation and Supporting Documents

Mid-Promotion Review

Track Switching

Promotion to Professor

- Timeframe for Promotion
- Criteria for Promotion – Research
- Letters of Evaluation and Supporting Documents

Mid-Term Review Processes:

Mid-Promotion Review for Non-Tenure Accruing Faculty

Addendums available as separate documents:

- Addendum 1 – CET Faculty Domains and Activity Table
- Addendum 2 – CET Domains/Activity Worksheet

CLINICIAN EDUCATOR TRACK (CET) GUIDELINES

Overview of CET

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 a terminal clinical (therapeutic) degree (e.g., PhD or PsyD in Psychology, DDS, DPM) with responsibilities in clinical departments, who are involved primarily in patient care, but may also be involved in teaching and administration.

Faculty Activity/Domains:

CET faculty activity are categorized into four areas, or domains:

- Clinical;
- Teaching and education;
- Research;
- Administration.

Within each of these domains, there are opportunities for scholarly activity, leadership and recognition, as well as professional service. Examples of possible activity in each of these domains are provided in the addendum at the end of the guidelines.

- **Clinical:**
Clinical involvement at LUHS is a significant aspect of the CET promotion criteria. In addition to direct patient care, this may include other items such as committee participation, quality measures work, community clinical service, and scholarly activity (e.g., book chapter, review article) related to clinical practice.
- **Teaching & Education:**
Teaching is an important aspect of the CET promotion criteria. CET faculty members teach SSOM students, trainees, faculty, and/or staff. Activity may include didactic and/or other nonclinical setting teaching (e.g., small group, simulation, skill stations) and/or clinical supervision/teaching. Leadership in education programs, such as course or program directorship, is included. Trainee and/or faculty counseling, mentoring, and tutoring are also included. Teaching & education activity outside of SSOM, (e.g., invited lectures, presentations at professional meetings, and continuing medical education program involvement), are encouraged as they enhance the reputation and standing of SSOM.
- **Research**
Research activity and/or grant funding are not required for promotion in the CET, but are encouraged. Following are examples of research:
 - Being a principal investigator, co-investigator, or consultant for a research study;
 - Contributing to presentation and/or publication of original research findings;
 - Research or review committee membership;
 - Research journal editorial work;
 - Education in research methodologies;

- Teaching and mentoring in research methodologies.
- **Administration**
Administrative activity is not required for promotion in the CET, but is encouraged. Following are examples of administrative activities:
 - Department leadership positions;
 - LUHS or SSOM leadership positions and/or committee leadership;
 - Professional organization leadership roles;
 - Community clinical service organization leadership;
 - Scholarly activity in health care or education administration;
 - Faculty education or training in administration.

Instructor & Assistant Professor

On the CET track, board-eligible physician faculty members who have not yet passed the written portion of their board certification examination will be appointed as Instructor.

Upon successful completion of the written portion of their board examination, faculty submit documentation to their department chair, who then forwards the documentation to the SSOM dean's office, with a request for the faculty member's advancement from Instructor to Assistant Professor. This advancement request is independent of the academic promotion annual application process. Physician faculty members who have more than one primary board need to complete only one written board examination before advancement to Assistant Professor.

Physician faculty members who have passed the written portion of their board certification examination will be appointed as Assistant Professor (or higher rank as appropriate and consistent with rank awarded at a prior academic institution.)

Time in rank as Instructor and time in rank as Assistant Professor are counted toward the total five-year minimum for consideration of advancement to Associate Professor. Physician faculty members must then become fully board certified (i.e., satisfactorily completed all components of board examinations in a primary board) for a minimum of two years prior to being promoted to the rank of associate professor.

Graduate Medical Education Trainees (CET-GME sub track)

At the discretion of the clinical department, graduate medical trainees at Loyola University Medical Center who are board-eligible or already board certified in a primary specialty, may be appointed as Instructor in a CET subtrack designated as CET-GME. Academic appointment in the CET-GME sub track is limited to the Instructor rank and for the duration of the GME training program enrollment. CET-GME faculty are not eligible for academic advancement and the remaining CET guidelines are not applicable to these faculty.

Promotion to Associate Professor

Timeframe for Promotion:

The minimum amount of time in rank as an Instructor and/or Assistant Professor prior to consideration of academic advancement in CET is five years. For promotion in the CET, faculty members must also contribute to the SSOM department's clinical practice and be board certified relevant to the individual's appointment for a minimum of two years prior to application for promotion. At the end of a seven-year period, if a faculty member has not been recommended for promotion, the chair will provide a written explanation on the reasons and a plan for the faculty member's development to the dean.

Except when outstanding merit is recognized, at least five years should elapse between appointment as assistant professor and submitting an application for promotion to associate professor. A faculty member at the assistant professor rank may submit an application for promotion to associate professor one year early (i.e. after four years in rank), but this will require an extraordinary effort and documentation supportive of this early promotion in rank. In the case of a chair recommending an early promotion decision for their faculty member, that application is initially submitted to the dean. If the dean is in agreement with the chair, the application may then be submitted to CART for review.

Criteria for Promotion:

CET faculty members must teach SSOM students, trainees, faculty, and/or staff. A portfolio consisting of activities in the four domains: clinical, teaching & education, research, and administration, should be instituted at the beginning of the academic appointment and periodically reviewed by the faculty member, department chair, and/or division chief.

For advancement in CET to Associate Professor, a faculty member is expected to have at least met minimum requirements in the clinical and teaching & education domains and excellence in two domains. A positive career developmental trajectory, including activity and/or recognition outside of SSOM and the Loyola University Health System (LUHS) is also expected.

Letters of Evaluation and Supporting Documents:

Promotion to the Associate Professor level on the CET will require one external letter of recommendation/evaluation and three 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.

A list of required documents for promotion packets can be found at: [Stritch School of Medicine Committee on Academic Rank and Tenure \(CART\)](#)

Mid-Rank/Promotion Review

Prior to the end of the third year after initial appointment, a mid-promotion review will be performed to provide guidance to the faculty member and determine if they have appropriate clinical, teaching/education, research, and/or administrative activity and developed plans to support promotion to the next rank. This mid-promotion review will provide direction to the faculty to determine if they are working at an adequate level of clinical activity. Teaching evaluations will be reviewed to help determine if the teaching effort is appropriate, highly rated, and pertinent for promotion to the next rank. 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 department chair, with approval by the dean.

Promotion to Professor

Timeframe for Promotion:

The minimum amount of time in rank as Associate Professor prior to consideration of academic advancement in CET is five years.

Except when outstanding merit is recognized, at least five years should elapse between appointment as associate professor and submitting an application for promotion to full professor. A faculty member at the associate professor rank may submit an application for promotion to full professor one year early (i.e. after four years in rank), but this will require an extraordinary effort and documentation supportive of this early promotion in rank. In the case of a chair recommending an early promotion decision for their faculty member, that application is initially submitted to the dean. If the dean is in agreement with the chair, the application may then be submitted to CART for review.

Criteria for Promotion:

For advancement in CET to Professor, a faculty member is expected to have at least met the minimum requirements for a professor in clinical and teaching & education domains and professor level excellence in two domains. A positive career trajectory including activity and/or recognition outside of SSOM and the Loyola University Health System (LUHS) on a national or international is also expected.

Letters of Evaluation and Supporting Documents:

Promotion to the professor level on the CET will require three external letters of recommendation/evaluation and one internal letter of 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.

A list of required documents for promotion packets can be found at: [Stritch School of Medicine Committee on Academic Rank and Tenure \(CART\)](#)

MID-PROMOTION/RANK REVIEW PROCESSES FOR CET

Mid-Promotion Review for NON-TENURE-Accruing Faculty

Goals:

The goal of this review is to provide the faculty member with a constructive critique on their progress in four areas, or domains, including clinical, teaching & education, research, and administrative, during her/his first three years as a faculty member.

Overview of Process:

Each department will develop a mid-promotion review process applicable for their faculty members. The department chair may identify an internal group of faculty with expertise appropriate to evaluate the progress and development of the individual faculty candidate or designate an internal department committee of faculty to review all mid-promotion faculty. A copy of the mid-promotion review will be maintained in the faculty member's departmental file.

Details of the Mid-Term Review Process

Documents for Review

The review committee will be provided with the following documents for their evaluation:

- The SSOM Guidelines for Promotion and Tenure for the CET track,
- The faculty member's curriculum vitae in the approved format;
- The faculty member's personal statement, which includes:
 - Clinical, teaching and educational activity;
 - Research and administration, if applicable;
 - Any pending applications or reviews;
 - Teaching evaluations (internal and external);
 - Future plans and goals;
- Clinical and teaching & education activity;
- Research and administration activity;
- Copies of publications;
- Any pending applications or reviews;
- Teaching evaluations (internal and external).

Formal Review

The review committee will meet with the faculty member and discuss the above materials as applicable.

Outcomes

The review committee will provide verbal and written recommendations to the chair and the faculty member regarding:

- Development or progress in each of the four domains;
- Teaching and mentoring style;
- Mechanisms to increase her/his visibility as an academician;
- Developmental/career trajectory.

The department chair shall meet with the faculty member to discuss the results of the mid-tenure review.

The department chair will submit her/his review to the Dean of the SSOM.

FACULTY APPOINTMENT, PROMOTION AND TENURE GUIDELINES FOR
THE STRITCH SCHOOL OF MEDICINE:
RESEARCH TRACK (RT)
EFFECTIVE: JULY 2021



This section consist of:

Research Track (RT) Guidelines:

Overview of RT

Criteria for Promotion

- Teaching
- Research
- Service

Promotion to Research Associate Professor

- Timeframe for Promotion
- Criteria for Promotion
- Letters of Evaluation and Supporting Documents

Mid-Promotion Review

Track Switching

Promotion to Research Professor

- Timeframe for Promotion
- Criteria for Promotion
- Letters of Evaluation and Supporting Documents

Mid-Term Review Processes:

Mid-Promotion Review for Non-Tenure Accruing Faculty

RESEARCH TRACK (RT) GUIDELINES

Overview of RT

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 RT 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 primarily based on research productivity as monitored by the quality of research and the quantity and quality of publications and other forms of scholarly activity.

Appointments begin at the rank of research assistant professor. Appointment to the RT 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.

Criteria for Promotion

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:

- Medical students: Lectures, conferences, laboratory, small groups;
- Graduate Students: Mentorship, lectures, conferences;
- Research Associates and Other Research Professionals: Mentorship.

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

- Teaching awards;
- Student and peer evaluations;
- Curriculum development;
- Chairing session 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 used to judge the quality of a candidate's research contributions are as follows:

- Ability to obtain independent funding or to contribute to the sustainability of a principal investigator's (PI's) external research support;
- A strong record of peer-reviewed publications (and presentations if applicable);
- 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.

Promotion to Research Associate Professor

Timeframe for Promotion:

RT faculty will be considered for promotion from assistant to associate professor between five and seven years. If a RT 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.

Except when outstanding merit is recognized, at least five years should elapse between appointment as assistant professor and submitting an application for promotion to associate professor. A faculty member at the assistant professor rank may submit an application for promotion to associate professor one year early (i.e. after four years in rank), but this will require an extraordinary effort and documentation supportive of this early promotion in rank. In the case of a chair recommending an early promotion decision for their faculty member, that application is initially submitted to the dean. If the dean is in agreement with the chair, the application may then be submitted to CART for review.

Criteria for Promotion:

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.

Letters of Evaluation and Supporting Documents:

The department chair will obtain letters from at least four to five non-Loyola researchers, of whom at least four were not the primary mentors during the candidate's training as PhD student or post-doctoral fellow, or current collaborators. The letters will be from prominent individuals in the candidate's field of expertise, who can assess the productivity, quality, and goals of the candidate's research efforts. The Chair will request that letter-writers provide a short CV, such as an NIH bio sketch. If not clarified in the recommendation letter, the Chair will specify in their letter whether the recommender trained the candidate.

A list of required documents for promotion packets can be found at: [Stritch School of Medicine Committee on Academic Rank and Tenure \(CART\)](#)

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. All RT faculty will have this formal mid-promotion 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.

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 to Research Professor

Timeframe for Promotion:

Except when outstanding merit is recognized, at least five years should elapse between appointment as associate professor and submitting an application for promotion to full professor. A faculty member at the associate professor rank may submit an application for promotion to full professor one year early (i.e. after four years in rank), but this will require an extraordinary effort and documentation supportive of this early promotion in rank. In the case of a chair recommending an early promotion decision for their faculty member, that application is initially submitted to the dean. If the dean is in agreement with the chair, the application may then be submitted to CART for review.

Criteria for Promotion:

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 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.

Letters of Evaluation and Supporting Documents:

The department chair will obtain letters from at least four to five non-Loyola researchers, of whom at least four were not the primary mentors during the candidate's training as PhD student or post-doctoral fellow, or current collaborators. The letters will be from prominent individuals in the candidate's field of expertise, who can assess the productivity, quality, and goals of the candidate's research efforts. The Chair will request that letter-writers provide a short CV, such as an NIH bio sketch. If not clarified in the recommendation letter, the Chair will specify in their letter whether the recommender trained the candidate.

A list of required documents for promotion packets can be found at: [Stritch School of Medicine Committee on Academic Rank and Tenure \(CART\)](#)

MID-TERM REVIEW PROCESSES FOR RT

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 their progress in teaching, research and/or service during their 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 their 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, (designated by the Department Chair), and two outside reviewers. This committee will review the research, teaching and service of the pre-tenured faculty member.

Details of the Mid-Term Review Process

Documents for Review:

The review committee will be provided with the following documents for their evaluation:

- The SSOM RT Guidelines for Promotion and Tenure:
- The faculty member's current curriculum vitae in the approved format;
- The faculty's member's research statement that includes:
 - A history of their research;
 - Current research plans and goals;
 - Future research plans and goals;
 - Pending grant applications and reviews;
 - Evidence of an appropriate amount of teaching and quality;
 - Service to the Institution
- Copies of all manuscripts published since joining SSOM

Formal Review:

The review committee is invited to the department for a one-day meeting during which they will:

- Attend a one-hour departmental research seminar given by the faculty member;
- Meet with the faculty member and discuss in detail her/his research progress and future plans;
- Meet with trainees and students to evaluate the mentoring and teaching style of the faculty member, and also their competence as a mentor;

- Meet with faculty colleagues to evaluate the contribution of the faculty member to the academic mission of the department and institution;
- Meet with the department chair and if appropriate, the institute director and division director.

Outcomes:

The review committee will provide verbal and written recommendations to the faculty member regarding:

- Development or progress in each of the key faculty member's roles;
- The vitality and sustainability of their research program;
- An assessment of adequacy of resources to fulfill the expectations;
- Mechanisms to increase her/his national or international visibility as a scholar;
- Teaching and mentoring style;
- Magnitude and quality of service to the institution

The review committee chair designate will prepare a report for the department chair, which includes:

- A statement of the progress of the faculty member in the areas of research, teaching, mentoring and service;
- Guidance and recommendations to achieve the goal of a successful promotion and tenure application in the future;
- 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.

The department chair shall meet with the faculty member to discuss the results of the mid-tenure review.

The department chair will submit their review to the Dean of the SSOM.

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, guidelinesDevelopment and implementation of innovative clinical programs or quality initiativesContributing author for case reports, reviews, editorials, book chapter	<ul style="list-style-type: none">Active membership in professional organizationsEditorial activity for medical journalsConsistent favorable evaluations as a clinician from graduate medical trainees, medical students, patientsParticipation 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 careMembership on a LUMC/LUHS and LUC committeeCommunity outreach participation
Clinical – Excellence	<ul style="list-style-type: none">Unique expertise in clinical or consultative specialtyLead author for case reports, reviews, editorials, book chaptersSignificant popular dissemination of clinical expertise (e.g., blog, webinar, social media)	<ul style="list-style-type: none">Leadership activity in professional organizationsEditorial board activity for medical journalsRecognition by community or peers as clinical leaderConsultative positions in governmental or nongovernmental organizationsConsistent 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 committeeLead community outreach activityMentorship 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 teachingClinical supervision on SSOM clerkship and/or electivesClinical supervision on GME traineesDidactic lectures or small group teaching for SSOM clerkship and/or electiveDidactic lectures or small group teaching for GME traineesDepartment education committee membershipDidactic lectures for SSOM CME program, for hospital staff	<ul style="list-style-type: none">Consistent favorable teaching effectiveness on evaluationsCommittee membership in organizations with educational roleEditorial activity for education journalsDidactic presentations for non SSOM CME program	<ul style="list-style-type: none">Mentorship of junior faculty, trainees, SSOM studentsReview activities for education journalsDevelopment of systems that support teachingParticipation in student/house staff recruitment and selection
Teaching & Education - Excellence	<ul style="list-style-type: none">Novel contributions to educationEducation related research and developmentDevelopment 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 awardsRecurring exceptional teaching effectiveness on evaluationsLeadership activities in GME programs or medical student clerkship electivesLeadership activities in medical school or university educationEditorial board for education journalsVisiting professorship, national presentation and invited lectures	<ul style="list-style-type: none">Teaching SSOM medical students in coursesMentorship of junior faculty, fellows and residentsReview activities for education journalsDevelopment of systems that support teachingParticipation 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 teamProject funding (e.g., governmental and nongovernmental)Principal investigator of multicenter studies or collaborations	<ul style="list-style-type: none">Editorial activities for journalsLeader of scientific review committeesLeadership activity in professional organizationsParticipate in scientific review for granting agenciesAwards	<ul style="list-style-type: none">Review activities for journalsTeaching research methods through courses and seminarsMentorship 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 interventionsDevelopment of physician leadership training programsDevelopment of innovative administrative programs	<ul style="list-style-type: none">Administrative leadership activity in the medical center, medical school or universityDepartment or division leadership activity (e.g., chair, vice chair, director)Leadership in faculty developmentLeadership activity in professional organizations	<ul style="list-style-type: none">Demonstration of effective administration of health care deliveryParticipation in administration of medical school departments and centersCommittee service (departmental, medical school or university)Mentorship of junior faculty, fellows and residents

CET Addendum 2 - Domains/Activity Worksheet

Domain	Scholarship	Recognition and Leadership	Professional Service
Clinical – Minimum			
Clinical – Excellence			
Teaching and Education Minimum			
Teaching and Education – Excellence			
Research			
Administration			

Addendum 1: Academic Educator Track – Non-Tenure Track: Criteria and Metrics; *Teaching/Recognition/Scholarship*

DOMAIN	Assistant Professor – AET	Associate Professor – AET	Professor – AET
<i>Summary</i>	Evidence of a local reputation as an active and highly effective teacher	Local and regional reputation as a leader in education; demonstrated by innovative teaching methods, curricula, educational policy or assessment tools	Sustained local and regional reputation as an educational leader and innovator; among the best in the development of educational methods, curricula, policy and assessment or educational research;
TEACHING	Examples of metrics	Examples of metrics	Examples of metrics
<i>Didactic teaching of students, trainees and peers (e.g., course and clerkship lectures, CME courses, grand rounds, graduate course directorship)</i>	<ul style="list-style-type: none">• Participation in courses and lectures at SSOM, LUMC and its affiliates.• Local invited lectures• Participation in teaching symposia, conferences, workshops, faculty development programs and continuing educational courses.	<ul style="list-style-type: none">• Innovation in classroom teaching methods or novel application of existing teaching methods with adoption locally• Teaching/lecturing locally and also about issues related to education• Leadership roles in major teaching/mentoring or clinical training programs.	<ul style="list-style-type: none">• Innovation in classroom teaching methods with adoption regionally.• Dissemination through poster or other conference presentation or (co-) authored publication.• Teaching/lecturing regionally and also about issues related to education.
<i>Research training and mentorship (e.g., mentor for medical student, graduate student, resident, clinical research fellow)</i>	<ul style="list-style-type: none">• Number of individuals trained• Publications with trainees or students• Feedback from trainees, if available• Course evaluations	<ul style="list-style-type: none">• Number and stature of trainees upon whom the candidate had a major influence.• Feedback from trainees.• Important roles, in major research/mentoring in basic, translational or clinical training programs (including training grants).	<ul style="list-style-type: none">• Number and stature of trainees upon whom the candidate had a major influence; stature may be assessed by the trainees’ academic rank, leadership positions, impact on the field, prestigious awards, publications with trainees.• Feedback from trainees.• Leadership role in major teaching/mentoring and/or clinical training program.• Leadership role in major research/mentoring in basic, translational or clinical training programs.• Role in initiating such programs, including training grants.

TEACHING FORMS	Examples of metrics	Examples of metrics	Examples of metrics
<i>Administrative leadership role (e.g., course or seminar director)</i>	<ul style="list-style-type: none">• Evaluations and success of course(s) and or program(s) for which candidate was a participant.• Development of curricular offerings and teaching materials (including web-based syllabi, case discussion materials and evaluation tools).• Participation on a curriculum committee or other education-related committees	<ul style="list-style-type: none">• Evaluations and success of course(s) or program(s) for which candidate was the leader• Participant enrollment in non-required courses for which the candidate was the leader• Participation in design of new offerings or major revisions of existing offerings• Presentation of educational research at regional meetings and in peer reviewed journals.• Leadership roles in development of educational programs, curricular offerings and innovative teaching materials (including web-based syllabi, case discussion materials and evaluation tools) and securing local funding for such programs.	<ul style="list-style-type: none">• Increasing local and regional leadership role related to education in a professional societies.• Local and regional replication of courses developed by the candidate or innovative programs.• <u>Measures of success</u> may include attraction of competitive candidates into programs and/or enhancement of faculty diversity by increasing their representation within programs.• Leadership role in a curriculum committee or other education-related committees• Leadership role in the development of educational policy at the local or regional level.• Recognized role model and mentor for students, trainees and junior faculty• Participation in scholarly activities as evidenced by publication of original educational, clinical or basic investigations, reviews, chapters or books; by membership on editorial boards, or editorship of textbooks or journals.• Participate in local or regional foundation grant support for clinical, translational or basic science investigations, as well as participation in the administrative affairs of the department, College and University.

Addendum 1 Continued: Academic Educator Track – Non-Tenure Track: Criteria and Metrics; *Teaching/Recognition/Scholarship*

DOMAIN	Assistant Professor - AET	Associate Professor – AET	Professor – AET
RECOGNITION	Examples of metrics	Examples of metrics	Examples of metrics
	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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• Service on editorial boards of educational journals• Awards for teaching or mentoring from sources other than the candidate’s department or institution	<ul style="list-style-type: none">• Visiting professorships and invitations to speak regionally.• Leadership of regional courses related to education• Serving on regional committees on issues related to development of educational programs or on educational methods, policy or assessment• Service on regional committees evaluating education/training programs or reviewing grant proposals related to education• Funding to conduct educational research or to develop educational materials, methods, assessment tools or programs• Participation on an editor board, regional awards related to education or educational scholarship
SCHOLARSHIP	Examples of metrics	Examples of metrics	Examples of metrics
	<ul style="list-style-type: none">• Development and local adoption of educational material in print or other media; 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	<ul style="list-style-type: none">• Publication of author chapters, reviews within textbooks.• Development of educational material in print or other media with local, and in some cases regional adoption; 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• Popular dissemination of teaching expertise (e.g., blogs, webinars, Twitter Chats, etc.)	<ul style="list-style-type: none">• Publication as a first author or editor of a major textbook.• Development of innovative educational methods/materials in print or other media that are widely adopted.• Publication of senior author research related to educational methods, assessment and/or policy.

Addendum 2: Academic Educator Track – Non-Tenure Track: Criteria and Metrics; *Administration and Institutional service*

DOMAIN	Assistant Professor - AET -NTT	Associate Professor – AET-NTT	Professor - AET-NTT
Service to the Institution	Evidence of a local reputation as an active participant	Evidence of a strong local reputation as an active participant	Evidence of a sustained regional reputation as an active participant
FORMS OF SERVICE	Examples of metrics		
Intramural service to the health system, department, medical school, and/or university	<ul style="list-style-type: none">• Participation on committees such as IRB, quality improvement committee, trainee selection committees, or promotion/search committees• Participation on SSOM committees such as CART, Admission committee, Faculty Council, Competency Council, Central Curricular Authority, etc.• Consultant to other organizations in area of administrative expertise		
SSOM committees			
Administrative management of a core institution, facility or organization	<ul style="list-style-type: none">• Appointment to regional committees related to administrative roles, such as committee on diversity, health policy, human subject research, etc.• Invitations to educate peers about administrative methods and practices		
Extramural service to the university, professional and government groups	<ul style="list-style-type: none">• Development of programs that create diversity by increasing the representation of women and minorities’ among students, residents and faculty• Leadership roles in professional societies related to administrative role• Awards recognizing administrative contributions• Community engagement and volunteer work, Invited presentations local to regional, Ministry and/or mission based service work at the national and/or international level		

Addendum 1: Academic Scholar Track (AST) – Tenure Track: Criteria and Metrics; Teaching/Recognition/Scholarship

An individual must meet or exceed the following criteria in order to be appointed to, or promoted within the tenure sub-track. This track will often include faculty whose work includes a substantial focus on scholarship in the humanities, health policy or a related field that is outside the biomedical sciences. In such cases, scholarship will often be related to the content of their field rather than educational scholarship and service will be to appropriate professional organizations.

DOMAIN	Assistant Professor - AST -TT	Associate Professor – AST-TT	Professor – AST-TT
Summary	Evidence of teaching excellence and demonstration of commitment to education by activities locally, both within and without the University. 300 or more teaching hours or the equivalent per year is common.	Have a strong local reputation as an active leader in education; demonstrated by innovative teaching methods, curricula, educational policy or assessment tools. Leadership roles such as course or program director are common.	Have sustained reputation as an educational leader and innovator. Professor AST-TT is awarded to those distinguished members of the faculty in recognition of distinctive local, regional and national/International achievement.
TEACHING	Examples of metrics	Examples of metrics	Examples of metrics
Didactic teaching of students, trainees and peers (e.g., course and clerkship lectures, CME courses, grand rounds)	<ul style="list-style-type: none">• Participation in courses and lectures at SSOM, other schools of LUC, LUMC and its affiliates.• Local invited lectures• Participation in, conferences, workshops, faculty development programs and continuing educational courses.• Intramural or Local awards for teaching, mentoring, or service	<ul style="list-style-type: none">• Innovation in classroom teaching methods or novel application of existing teaching methods with adoption locally• Development of courses• Teaching/lecturing locally and also about issues related to education• Leadership roles in major teaching/mentoring or clinical training programs.• Leadership role in local courses.• Senior local leadership role in education.• 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.• Service on editorial boards of journals.• Awards for teaching or mentoring from sources other than the candidate’s department or institution.	<ul style="list-style-type: none">• Innovation in classroom teaching methods with adoption regionally.• Dissemination through poster or other conference presentation or (co-) authored publication.• Teaching/lecturing regionally and also about issues related to education.• Regional or national awards for teaching or mentoring• Visiting professorships and invitations to speak regionally.• Leadership of regional courses related to education.• Serving on National committees on issues related to development of educational programs or on educational methods, policy or assessment.• Service on National committees evaluating education/training programs or reviewing grant proposals related to education.• Regional and national invited lectures, named lectureships and awards.• Teaching in specialty societies and/or national continuing medical educational courses.• Funding to conduct educational research or to develop educational materials, methods, assessment tools or programs.• Participation on an editor board, regional awards related to education or educational scholarship.

Addendum 1 Continued: Academic Scholar Tenure Track: Criteria and Metrics; Teaching/Recognition/Scholarship

DOMAIN	Assistant Professor - AST -TT	Associate Professor – AST-TT	Professor – AST-TT
TEACHING FORMS	Examples of metrics	Examples of metrics	Examples of metrics
<i>Administrative leadership role (e.g., course or seminar director)</i>	<ul style="list-style-type: none">Evaluations and success of course(s) and or program(s) for which candidate was a participant.Development of curricular offerings and teaching materials (including web-based syllabi, case discussion materials and evaluation tools).Participation on a curriculum committee or other education-related committees	<ul style="list-style-type: none">Evaluations and success of course(s) or program(s) for which candidate was the leaderParticipant enrollment in non-required courses for which the candidate was the leaderParticipation in design of new offerings or major revisions of existing offeringsPresentation of educational research at regional meetings and in peer reviewed journals.Leadership roles in development of educational programs, curricular offerings and innovative teaching materials (including web-based syllabi, case discussion materials and evaluation tools) and securing local funding for such programs.	<ul style="list-style-type: none">Increasing leadership role in a professional society.Local and regional replication of courses developed by the candidate or innovative programs.<u>Measures of success</u> may include attraction of competitive candidates into programs and/or enhancement of faculty diversity by increasing their representation within programs.Leadership role in a curriculum committee or other education-related committeesLeadership role in the development of health policy or educational policy at the local or national level.Recognized role model and mentor for students, trainees and junior facultySignificant participation in the administrative affairs of the department, College and University.
SCHOLARSHIP	Examples of metrics	Examples of metrics	Examples of metrics
	<ul style="list-style-type: none">Development and local adoption of educational material in print or other media; 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.Dissemination of scholarly work via local presentations and popular media, e.g., blogsPublications in peer reviewed journals (required – 1.5/year peer-reviewed publications or the equivalent).	<ul style="list-style-type: none">Publications in peer reviewed journals. (required – 1.5/year peer-reviewed publications or the equivalent).Publication of author chapters, reviews within textbooks.Development of educational material in print or other media with local, and in some cases regional adoption; 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.While educational research is encouraged, it is recognized that funding sources for research in medical education are limited; therefore, extramural funding is considered an asset, but not a requirement for promotion.	<ul style="list-style-type: none">Publications in peer reviewed journals (required – 2/year or the equivalent)Publication as a first author or editor of a major textbook.Development of innovative educational methods/materials in print or other media that are widely adopted.Publication of senior author research related to content in one’s field or educational methods, assessment and/or policy.

Addendum 2: Academic Scholar Track (AST) – Tenure Track: Criteria and Metrics; *Administration and Institutional Service*

DOMAIN	Assistant Professor - AST-TT	Associate Professor - AST-TT	Professor - AST-TT
Service to the Institution	<p>Evidence of a local reputation as an active participant.</p> <p>Activity on local education-related committees and/or participation in educational policy discussions.</p> <p>Activity on health-system committees and policy making bodies relevant to health policy</p>	<p>Evidence of a strong local reputation as an active participant.</p> <p>Activity on health-system committees and policy making bodies relevant to health policy</p>	Evidence of a National/International reputation as an active participant in professional society leadership or influence in development of health policy
FORMS OF SERVICE	Examples of metrics		
<i>Intramural service to the health system, department, medical school, and/or university</i>	<ul style="list-style-type: none"> Participation on committees such as IRB, quality improvement committee, trainee selection committees, or promotion/search committees. Participation on SSOM committees such as CART, Admission committee, Faculty Council, Competency Council, Central Curricular Authority, etc. Consultant to other organizations in area of administrative expertise. Work with local organizations to improves the health of underserved populations or communities. 		
SSOM committees			
Administrative management of a key institution, facility or organization	<ul style="list-style-type: none"> Appointment to health system or regional committees related to administrative roles, such as committee on diversity, health policy, human subject research, etc. Invitations to educate peers about administrative methods and practices. Involvement and leadership in mentoring and training grants. 		
Extramural service to the university, professional and government groups	<ul style="list-style-type: none"> Contributions to local or national professional or educational organizations. Development of programs that create diversity by increasing the representation of women and minorities among students, residents and faculty. Leadership roles in professional societies related to administrative role. Awards recognizing administrative or service contributions. Community engagement and volunteer work, Invited presentations local to regional, Ministry and/or mission-based service work at the national and/or international level. National and international engagement and leadership positions in National groups. 		

Addendum 1: Academic Research Track (ART)-Tenure Track, Criteria and Metrics for Promotion/Tenure

DOMAIN	Associate Professor- ART-TT (criteria for promotion and tenure)	Professor-ART-TT (criteria for promotion)
Research	<ul style="list-style-type: none"> PI on major extramural research grant and grant renewal or at least one of: <ul style="list-style-type: none"> PI on a second grant >10% effort PI on multi-PI grant Substantial career award Substantive patents 	<ul style="list-style-type: none"> Marked capacity for research including extended history of extramural grant support Continuous contribution to a field Established National/International reputation Minimum of 25 publications
National Recognition	<ul style="list-style-type: none"> Potential for sustained academic contributions and impact. Recognition, review panel appointments, editorial/advising boards, invitations for seminars and chairing in international symposia 	<ul style="list-style-type: none"> Established National or international reputation
Teaching	<ul style="list-style-type: none"> Significant commitment to teaching medical and graduate students and in mentoring in the lab Innovative teaching and/or design of new course material 	<ul style="list-style-type: none"> Minimum is comparable with criteria for Associate Continuous contribution to learning Excellence and/or leadership
Service	<ul style="list-style-type: none"> Participation in service to Dept. and University ...outside professional groups and organizations (study sections, editorial boards) Organizational activities at professional; meetings 	<ul style="list-style-type: none"> Minimum is comparable with criteria from Associate Professor More activity at the National and International levels expected
OTHER	<ul style="list-style-type: none"> Letters of evaluation <ul style="list-style-type: none"> 4-6, 4 not former mentors From prominent individuals CVs from letter writers Mid-tenure review documents https://ssom.luc.edu/cart/ for further information 	<ul style="list-style-type: none"> Letters of evaluation <ul style="list-style-type: none"> 4-6, 4 not former mentors From prominent individuals, Professor level CVs from letter writers https://ssom.luc.edu/cart/ for further information

ART Addendum 2:

Letter of Evaluation Request Part 1 – *Expert in Field; not known to candidate*

Date (dated within 6 months of due date for promotion packets)

Dr. **Name of Proposed Letter Writer**

Address

City, State, Zip Code

Re: Letter of Evaluation for Dr. **Candidate**

Dear Dr. **Name**:

Dr. **Candidate**, an **Associate/Assistant Professor** in the Department of **Specialty Name** is being considered for promotion from **Assistant/Associate Professor** to **Associate/Professor** of **Specialty** at Loyola University Chicago. Given your reputation and standing in the field of **Specialty**, would you be willing to review Dr. **Candidate's** curriculum vitae and write a letter of evaluation of **his/her** research program, national and international stature as a scientist, and potential for acquiring continued external grant support? This evaluation letter would need to be submitted on letterhead with your signature no later than **Date**.

Thank you for your consideration of this request. Please respond to this e-mail with your decision and I will forward the necessary documents for your review.

Thank you for your consideration of this request,

Chairman's Name

Title

Department of **Specialty**

Loyola University Chicago

***Yellow highlights indicate personalized fields**

ART Addendum 2:

Letter of Evaluation Request Part 2 – *Expert in Field; not known to candidate*

Date

Dr. Name of Letter Writer

Address

City, State, Zip Code

Re: Letter of Evaluation for Dr. Candidate

Dear Dr. Name:

Thank you for agreeing to evaluate Dr. Name for promotion from Assistant/Associate Professor to Associate Professor/Full Professor of Specialty at Loyola University Chicago. Included with this communication is Dr. Name's curriculum vitae, a research statement, and a PDF of two recent publications. Please review these documents and write a letter of evaluation addressed to my attention by date.

Following are suggested areas of assessment to include in your letter:

- Dr. Name's research program and the impact of their research program on the scientific community;
- Potential for acquiring continued external grant support after promotion;
- Any other academic contributions, including teaching, and department, university and community service;
- A short summary about whether Dr. NAME would merit tenure at your institution with specific achievements that support your assessment.
- Assessment of whether Dr. NAME's research and recognition in the scientific community has resulted in their being regarded as a well-recognized scholar in their area of research. Evidence for this includes the quality of the candidate's scholastic contributions, invitations to speak at meetings, lead meetings and/or service on grant review panels.

When returning your evaluation of Dr. Candidate, please provide a copy of your current CV or a NIH biosketch for our reviewers.

Thank you for taking time to review these documents. Your time and efforts are greatly appreciated.

Chairman's Name

Title

Department of Specialty

Loyola University Chicago