DFINE Postdoctoral Fellowship

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DFINE Postdoctoral Fellowship

What is the DFINE Postdoctoral Fellowship?
The aim of the Loyola University Chicago Marcella Niehoff School of Nursing (Loyola Nursing) Diversifying Faculty in Nursing Education (DFINE) postdoctoral fellowship is to increase the number of scholars from historically marginalized and underrepresented groups in nursing by providing a two-year post-doctoral experience leading to a Loyola Nursing tenure track position. DFINE scholars represent the future of nursing in their nursing perspectives, research approaches, pedagogical philosophies and praxis, and demonstrated commitments to inclusive excellence throughout all aspects of their scholarly and nursing identity.

Outcomes
At the successful completion of DFINE, the scholar will:

- Conceptualize the role of a Loyola Nursing faculty member in a school of nursing across the dimensions of research and scholarship, teaching, service, community relationships, equitable health and care, and inclusive excellence.
- Build relationships within Loyola Nursing and Loyola University Chicago (LUC).
- Develop a progressive and supported research program leading to successful grant submissions and awards, publications, and presentations.
- Build a foundational knowledge of academia including governance structures.
- Create a network of current and emerging scholars at LUC, in the School of Nursing, and throughout the nation through structured programming and purposeful networking.

Key highlights of DFINE

- Two to four-scholar cohort program
- Eligible to become a Loyola Nursing tenure track faculty member based on completing all expectations of the two-year program as defined below
- Competitive annual salary during the post-doctoral tenure with full LUC benefits
- Annual stipend of $1,500 for conference travel and professional development
- Research budget for scholarly activities
- Experience leading PhD in Nursing seminars.
- Assigned Loyola Nursing mentors and interdisciplinary mentors across LUC, plus a self-selected scholar-mentor from another institution
- Access to LUC comprehensive research, teaching, and service programs
- Formalized annual review process and regular formative feedback sessions to position fellow to be successful on the tenure track
- Professional development activities at least once a month
- Campus orientation, LUC community activities, and program orientation
- Opportunity to present research to Loyola Nursing community
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Inclusive Excellence in the Marcella Niehoff School of Nursing

Loyola Nursing has dedicated resources, time, and energy to promote diversity, equity, inclusion and anti-racism. Aligning with *The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity* Loyola Nursing is committed to charting a path for the nursing profession to help our nation create a culture of health, reduce health disparities, and improve the health and well-being of all. Educating faculty, staff, and students to be more diverse, inclusive, equitable, and anti-racist, we are taking a comprehensive transformative approach guided by the tenets of inclusive excellence: intrapersonal awareness, interpersonal awareness, curriculum transformation, inclusive pedagogy, and inclusive learning environments (Association of American Colleges and Universities). Inclusive Excellence ultimately requires building an equity-minded leadership capacity where all Loyola Nursing constituents highlight patterns of inequity, take responsibility for student success and outcomes, and take a race-conscious, socio-historical understanding of exclusionary practices in nursing and nursing education (Center for Urban Education, University of Southern California).

**Guiding Principles**

- We aim to be a national leader and model for inclusive excellence and anti-racism. We advance inclusive excellence through a vision and strategy that supports evidence-based and equitable initiatives to recruit, retain, and increase success for historically marginalized and underrepresented students, faculty, and staff.
- We develop and sustain inclusive and representative educational learning environments.
- We create and change policy to institutionalize these principles.

**Land Acknowledgement**

The Loyola community occupies the ancestral homelands of the people of The Council of Three Fires. This Council was an alliance which formed based on the shared language, similar culture, and common historical background of its three historical members: the Odawa, Potawatomi, and Ojibwe nations.

**What is a land acknowledgment?**

A land acknowledgment is a formal statement of recognition and respect for the Indigenous peoples and traditional stewards of this land and recognizes the relationship between the institution and Indigenous peoples and their traditional territories. It is a sign of respect and gratitude for those on whose territory we reside and learn. It is important to understand the long history of the land and the history of settler colonialism. Settler colonialism is an ongoing process, and we must build mindfulness and practices that actively work to decolonize the lands and education. Land acknowledgments are also an Indigenous protocol that you should incorporate into all presentations and learning opportunities in addition to other formal learning about where it is that you reside and work.

To read more about the Loyola University Chicago Land Acknowledgement, as well as the Council of Three Fires, visit the [Faculty Center for Ignatian Pedagogy](#).
Message from Dean Lorna Finnegan and Associate Dean for Research and Scholarly Innovation Karen Saban

At Loyola Nursing, we are dedicated to advancing nursing science to promote health equity through research focused on optimizing multilevel health outcomes of individuals, families, and communities, improving quality of healthcare and systems, and better understanding the human experience and mechanisms underlying health. Our faculty have methodological expertise in randomized controlled trials, qualitative research, biobehavioral measurement, and big data. Faculty are funded through a variety of funding mechanisms, including the National Institutes of Health (NIH), Veterans Administration (VA), and several foundations.

We support the evolving NIH National Institute of Nursing Research (NINR) Strategic Plan and encourage applicants with programs of research based on these guiding principles:

- Is innovative, applies the most rigorous methods, and has the potential for the greatest impact on individual, community, and population health
- Advances equity, diversity, and inclusion
- Tackles today’s pressing health challenges and stimulates discoveries to prepare for, prevent, or address tomorrow’s challenges
- Discovers solutions to optimize health across clinical, community, and policy settings

We also encourage applicants to frame their program of research within one of these five research lenses (See NINR Strategic Plan for more detail):

- Health Equity
- Social Determinants of Health
- Population and Community Health
- Prevention and Health Promotion
- Systems and Models of Care
About Loyola University Chicago

Loyola University Chicago is Chicago’s Jesuit, Catholic University. Our faculty, staff, and students come from all faiths and backgrounds, but together, we strive toward the same goal, being people for and with others. But what makes a Jesuit university different? Our students receive an education that stresses the importance of knowledge, curiosity, global perspectives, and *cura personalis*, which translates to “care for the whole person.”

As a Catholic and Jesuit University, Loyola is guided by and seeks to articulate a living intellectual tradition. All of Loyola’s undertakings—its teaching, research, and service—are infused with a conviction regarding the sacred character of all reality, the dignity of every human person, the mutually informing dynamic between faith and reason, and the responsibility to care for those who are suffering most in our world. Loyola’s Jesuit pedagogy is informed by the conviction that faith, knowledge, and the promotion of justice are intrinsically related: they are not three independent aspects of education that are merely juxtaposed, but rather they form a triad in which each is dynamically related and incomplete without the others. The University invites those of all faith traditions who share this outlook to join in pursuing its goals.

A significant portion of our transformative agenda is about helping students create lives of meaning and purpose. This isn’t possible without the University organizing itself as more than a collection of schools, departments, and programs, but rather as a “social project.” We must see Loyola as “a transformative agent,” an institution that “seeks to insert itself into a society, not just to train professionals, but to become a cultural force advocating and promoting truth, virtue, development, and peace in that society” (Nicolás, 2010, p. 7). This is a vision that challenges us to expand our understanding of the social realities of the poor and to employ the vast treasure of our Judeo-Christian humanistic tradition—along with our experience and expertise in accompaniment with people in need—in a collective effort to improve the condition of those people in our community and world. Our conversation is further contextualized by a sense of urgency, felt on the national and international level, for an engaged pedagogy to guide our teaching and for a renewed commitment to interdisciplinary approaches to solving societal and environmental problems. We believe there is a need for a new kind of university committed to going beyond its walls to include people needing support and assistance as well as those seeking justice. As a postdoctoral fellow in Loyola Nursing, you will have the opportunity to develop and expand your understandings of social justice in one of the most diverse cities in the country. Not only will you be able to become a part of this community, but you will have the opportunity to make a difference in it as well!

About the Marcella Niehoff School of Nursing

Grounded in Loyola University Chicago's rich Ignatian heritage, the Marcella Niehoff School of Nursing takes an integrated approach to nursing education, practice, and research by uniquely shaping our students to serve humanity. We are committed to providing an inclusive learning environment that challenges students with robust curriculum and experiences. Within our close-knit community, we embrace *cura personalis*, or care for the whole person, by considering each person's individual needs and respecting their uniqueness. Our holistic approach to nursing education sets our graduates apart and provides them with a competitive edge in the marketplace.

The School of Nursing offers a BSN program, an MSN program in Nursing and Healthcare Administration, a DNP program to prepare advanced practice registered nurses and systems leaders, and a PhD program to prepare nurse scientists. As a Loyola Nursing graduate, students are equipped with the competencies, knowledge, and ethical foundation to deliver top-notch care for individuals, families, and
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communities and shape the future of health care through nursing practice, nursing science, and policy development.

Mission

Our mission is to provide a transformative education in the Jesuit Catholic tradition, preparing leaders in the health professions to enhance the health of persons, communities, and the larger global environment through the discovery, application, and dissemination of knowledge as well as service to others.

In keeping with the University's Ignatian heritage, we are committed to the five hallmark characteristics of a Jesuit education. These characteristics provide the foundation for our core values, helping guide and motivate our administrators, faculty, students, and graduates to think differently about their approach to health care.
DFINE Postdoctoral Fellowship

Postdoctoral Scholar Expectations

The length of the postdoctoral program is two years. Upon completion of the program, postdoctoral fellows become eligible for hiring as a tenure track assistant professor in the Marcella Niehoff School of Nursing. Below you will find the expectations of the postdoctoral scholars.

Scholarship

Postdoctoral fellows are expected to begin and maintain an active research program leading to conference, journal, and extramural research proposal submission by the end of their two-year period. Scholarship is both individual and collaborative, within and beyond the School of Nursing. The goal of the postdoctoral program is to assist new doctoral graduates with the knowledge, skills, and mentorship to build intensive research programs that qualify for NIH funding.

- Submit a research proposal for extramural funding with the support of one or more assigned mentors
- Submit at least two articles to peer reviewed journals where the postdoctoral scholar is first author on at least one manuscript
- Present scholarly work at one or more academic conferences at the regional, national, or international level

Teaching

Postdoctoral fellows are expected to teach two PhD in Nursing seminars throughout the two-year fellowship. Fellows will have the opportunity to construct the seminar based on their scholarship interests. Fellows will be provided with teaching mentorship to assist in their professional development.

- Teach one PhD in Nursing seminar based on scholarship interests per year

Service/Engagement

Postdoctoral fellows are expected to engage with the School of Nursing as a full member of the community. Fellows will engage in at least one committee per year and may choose to participate in other activities that do not impede their scholarship productivity, such as the Inclusive Excellence Task Force. The goal of this expectation is to expose scholars to the full breadth of the tenure track faculty role. Postdoctoral scholars will attend all academic council, department, and program meetings.

- Participate in one service activity per year
- Attend all MNSON faculty meetings (i.e., school, department, program, retreat)

Professional Development

Postdoctoral fellows will engage in monthly professional development activities organized by the School of Nursing and Loyola University Chicago. Scholars will have a better understanding of all the resources available to them during their postdoctoral program and when they become faculty members. Scholars will also attend new faculty orientation, School of Nursing retreats, and attend an orientation for the postdoctoral scholars.

- Attend professional development programming through Loyola Nursing and LUC

Annual Expectations

Postdoctoral fellows are provided with formative evaluations throughout the duration of the program, including annual reviews and performance evaluations utilizing a standardized rubric. Eligibility for
hiring as a tenure track assistant professor is contingent on successful completion of these evaluations and integration of feedback into the scholar’s academic work.

- Complete annual review process
- Complete all meetings with their mentors
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How to Apply

Scholars interested in applying to the postdoctoral program should apply via the Loyola University Chicago Human Resources website: [https://www.luc.edu/hr/careers/employment/](https://www.luc.edu/hr/careers/employment/). The job # is 18476. Apply at: [https://www.careers.luc.edu/postings/18476](https://www.careers.luc.edu/postings/18476).

What you need to apply

- **Curriculum vitae**
  If you need support constructing your CV, please email dsquire@luc.edu for a formatting guide.

- **Cover letter/personal statement**
  Describe your academic/professional background, why you are applying for this position, why MNSON is the right fit for you, and listing at least one mentor in the MNSON and one mentor from outside of Loyola Nursing that you believe can help you be successful in this program. Please include information that articulates your current program of research and what plans you have for your research agenda. Please include why you think this postdoctoral program would help you reach this goal.

- **Inclusive Excellence statement**
  The Inclusive Excellence Statement should address the following:
  - Understanding of barriers: Describe your understanding of the barriers that exist for historically under-represented groups (URGs) in nursing. URGs include under-represented ethnic or racial minorities; men; lesbian, gay, bisexual, transgender, or queer individuals; people with disabilities; and undocumented immigrants.
  - Past activities: Discuss past activities contributing to diversity, equity and inclusion. Examples may include teaching/curriculum, mentoring/advising/tutoring; outreach efforts; committees, task forces, and boards; scholarship and/or research, and other initiatives.
  - Future plans: Describe how you plan to contribute to diversity, equity, and inclusion in the school of nursing including activities you would pursue and how they would fit into your teaching, scholarship, and service.

- **List of three academic/professional references**
  At least two of the references should be academic references (e.g., faculty mentor, instructor, academic administrator) including name, email, phone number, relationship to applicant, institution/organization

How applications are evaluated

Loyola adheres to all applicable federal and state civil rights laws and regulations prohibiting discrimination in private institutions of higher education. Loyola does not discriminate against any employee, applicant for employment, student, or applicant for admission on the basis of race, color, religion, sex, age, sexual orientation, gender identity or expression, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law.

Considerations in the review of applications

Within the context of LUC and MNSON mission, vision, values, and strategic initiatives, tenure-track faculty are committed to excellence in teaching; research and scholarly inquiry that advances the discipline of nursing; and service to the University, MNSON, community, and nursing profession.

Tenure track assistant professors:
- Establish a philosophy and pedagogy toward teaching.
- Develop expertise in defined areas of teaching content and methods.
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- Collaborate with others on multidisciplinary and interprofessional teaching, research, and service initiatives.
- Develop a defined program of research and scholarship.
- Obtain progressive levels of intramural and extramural research funding.
- Disseminate scholarship in peer-reviewed presentations and publications.
- Advise and mentor students on projects and committees.
- Serve on University, School of Nursing, community and professional committees and initiatives.

Therefore, in the evaluation of the application, we will review for:

- Commitment to nursing research and nursing education at Loyola University Chicago
- Developed and forward-thinking scholarship agenda including the types of funding that the scholar expects to apply for, general timeline, and what support the scholar desires to support this agenda
- Clear explanation of why this postdoctoral program will assist in the scholar’s development as a nurse scientist
- A thoughtful worldview focused on inclusive excellence and anti-racism that includes past examples of integrating diversity, equity, inclusion, and/or anti-racism into scholarship, teaching, and/or service, as well as specific examples of how the scholar expects to engage in inclusive excellence and anti-racism in their role as a postdoctoral scholar/faculty member
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Mentors and Mentorship Program

Each postdoctoral scholar will work with up to three mentors. A mentor/mentee relationship is mutually beneficial and might include aspects of advising, coaching, and helping (Kostovich Saben, & Collins, 2010). Other descriptors of a mentor include:

- Relationship oriented and long term
- Developmentally driven, a teacher, sponsor, advisor, agent, role-model, coach, and confidante
- Strategic design (e.g., purpose, focus areas) planner created by both mentor and mentee emphasizing the teaching-learning process
- Self/relationship directed

A mentor may be a person within a given field of work or study who helps you to: navigate the politics of a field, the job search process, network, and develop necessary skills to be successful. This relationship is formed over time and is reciprocal. Therefore, a mentee may also teach a mentor about new trends, information, and introduce different sets of colleagues.

DFINE mentor types:

- **Loyola Nursing faculty mentor** to provide insight into how to navigate LUC and the School of Nursing; may also provide support around research development.
- **University-wide mentor** to provide guidance alongside a group of other new postdoctoral scholars and new faculty as provided by the Provost’s Office.
- **International/National research mentor** to provide development of scholarly endeavors such as publishing and applying for funding or providing content knowledge development.

Goal Setting and Evaluation

At the beginning of each semester, the postdoctoral fellow will meet with their Loyola Nursing faculty mentor and their International/National research mentor to complete the following goal worksheet. The postdoctoral fellow can decide which categories each mentor can assist with. For instance, the publications and funding goals may be discussed with the research mentor while the professional development and service goals may be discussed with the Loyola Nursing mentor. Multiple mentors may also be used to complete a single goal.

At the end of each semester, your mentors will write a development report commenting on performance and providing formative feedback to the fellow. The report should include accomplishments and feedback on scholarship including publications, funding, and conferences; teaching, if applicable; and service, if applicable. These letters should not indicate any information regarding retention or hiring of postdoctoral scholars.

The DFINE program director will meet with the postdoctoral fellows upon receipt of the mentor reports to discuss the feedback. The program directors will then write a culminating letter addressing the entirety of the postdoctoral experience in the Spring of the first year (Semester 2) and the Fall of the second year (Semester 3).

Mentorship Worksheets

| OVERALL EXPECTATIONS: To be set at the beginning of appointment and revisited annually |
|-----------------------------------------------|-----------------------------------------------|
| Mentee Expectations | Mentor Expectations |
| Ex: I expect to meet bi-weekly with my mentor to discuss my progress with my scholarship goals | Ex: I expect my postdoctoral scholar to have reflected on the guiding question that I pose biweekly in our meetings |
**OVERALL GOALS: To be completed each year with mentors**

<table>
<thead>
<tr>
<th>Goals</th>
<th>Strategies</th>
<th>Semester/Year</th>
<th>Benchmarks</th>
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<tbody>
<tr>
<td>Ex. Build connections with 3 faculty in other schools outside Loyola Nursing to think about research collaborations</td>
<td>Attend research professional development opportunities; read research handbook</td>
<td>Completed by end of Fall 2023</td>
<td>Contact 1 new faculty member every 3 weeks throughout the fall semester</td>
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**PUBLICATIONS GOALS: To be completed each semester with mentors**

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<th>Goals</th>
<th>Strategies</th>
<th>Semester/Year</th>
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<tr>
<td>Ex. Submit manuscript to Journal of Nursing Education</td>
<td>Read article from the journal to determine format, get article colleague reviewed before submission</td>
<td>Spring 2023</td>
<td>Contact editor of journal to ensure they are accepting manuscripts 11/22</td>
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<td>Create outline of common journal frameworks 1/23</td>
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<td>Write strong draft 4/23</td>
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<td>Submit to colleague review 5/23</td>
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<td>Submit to journal 6/23</td>
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**PUBLICATION METRIC: To be completed each semester**

<table>
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<tr>
<th>APA Citation</th>
<th>Year</th>
<th>Type</th>
<th>% Contribution</th>
<th>Quality indicator</th>
<th>Status</th>
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<tbody>
<tr>
<td>Ex. <strong>Squire, D.</strong> (2020). “It’s pretty essential”: A critical race counternarrative</td>
<td>Fall 2020</td>
<td>Journal article</td>
<td>100%</td>
<td>Impact: 1.41</td>
<td>Published</td>
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of faculty of color understandings of diversity and equity in doctoral admissions. *The Urban Review*, 52(1), 173-197.

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<th>FUNDING METRIC: To be completed each semester</th>
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<tr>
<td>Title and Description</td>
</tr>
<tr>
<td>Ex. Race-based stress reduction in African American women</td>
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<th>TEACHING GOALS: To be completed each semester with mentors</th>
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<th>TEACHING METRIC: To be completed each semester</th>
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<tr>
<td>Seminar</td>
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<tr>
<td>Ex. Stress, trauma, and health</td>
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### SERVICE GOALS: To be completed each semester with mentors

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### SERVICE METRIC: To be completed each semester

<table>
<thead>
<tr>
<th>Role/Title</th>
<th>Semester/Year</th>
<th>Contributions made</th>
<th>Description of contributions</th>
<th>Type of service</th>
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<tbody>
<tr>
<td>Ex. Inclusive Excellence Task Form</td>
<td>Fall 2022</td>
<td>Committee member, data collection sub-group member</td>
<td>Helped coordinate the data collection efforts</td>
<td>School</td>
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### PROFESSIONAL DEVELOPMENT GOALS: To be completed each semester with mentors

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