

## **Statement of Unit/College Norms, Expectations and Standards of Excellence**

### **Department of Anatomy and Cell Biology**

#### **Associate Professor (RT) of Anatomy and Cell Biology**

The following are Departmental Guidelines for promotion to Associate Professor with tenure and are consistent with the College of Medicine Criteria and Guidelines for appointment and promotion to this rank. The hallmark of academic achievement is the generation of new knowledge through creative and original research and scholarship. Excellence in this area is usually the primary basis for promotion.

##### **Research**

Establishment of a research program is a fundamental requirement for promotion. Candidates for tenure must show productivity in their area of specialization by high quality publication. Although actual numbers of papers are not specified, it is expected that publications appear at a consistent rate. Some exceptional journals in Cell Biology and Neuroscience, for example, tend to accept papers that are very comprehensive and that demand many years of research. These papers should be considered in that context. In that case, the candidate should show other evidence of activity and stature in the scientific community at large, such as presentations at meetings and invitations to symposia or other forums.

Faculty at the Associate Professor rank should be actively engaged in research. Establishment of a research program is a fundamental requirement for promotion. Faculty should be contributing significant new information to the scientific literature, should have demonstrated promise of becoming leaders in their fields, and should have attained some recognition at the national level. Achievement in research is also measured by success in obtaining extramural funding such as NIH, DOD or other organizations.

##### **Teaching**

The basis of excellence in a Research university must have excellence in teaching as its underpinnings. In the Department of Anatomy and Cell Biology, full-time tenured and tenure-track faculty have substantial teaching requirement. This includes lectures, as well as laboratory small group instruction. Therefore, an important criterion for promotion to tenure is substantive contribution to our teaching mission. This implies not only preparation of scholarly lectures, but strong efforts to communicate the information in a clear and understandable manner. We judge this by peer review and student evaluations.

The commitment to teaching is greatly increased for a Course Director. In special cases, teaching, as well as organization of the course, may be the primary concern for consideration to tenure.

However, in these cases significant research activity is also expected as evidenced, at least, by peer-reviewed publications.

Contributions in teaching are also reflected in graduate training. Such training includes commitment to graduate education in the form of participation in courses within or outside the Department and the development of curriculum consistent with the educational goals of the Department. Creation of a graduate course in the faculty's area of expertise, alone or in collaboration with colleagues also in that field, is an example of such a creative contribution.

Another aspect of graduate and postgraduate education is the teaching of research through mentorship and service on dissertation committees. Accomplishment in this area is measured by the quality of presentations at national meetings and papers published by trainees, their ability to obtain extramural funding to support their research during the training period and/or their success in securing positions upon completion of training.

### **Service**

Because junior faculty are expected to establish a research program supported by extramural funding and participate in the teaching program, service requirements at the Assistant professor level are minimal. Nevertheless, service to the University and broader academic community in the form of external reviews of manuscripts and grants and membership on advisory committees, for example, are also reflective of the candidate's stature and potential for leadership. In addition, leadership in the development of innovative facilities that impact on the entire university community is an important consideration.

## Statement of Unit/College Norms, Expectations and Standards of Excellence

### Department of Anatomy and Cell Biology

#### Professor (RT) of Anatomy and Cell Biology

The following are Departmental Guidelines for promotion to Professor with tenure and are consistent with the College of Medicine Criteria and Guidelines for appointment and promotion to this rank.

Promotion to Full Professor is based on sustained excellence and achievements in research, teaching and service and signifies an extremely high level of professional accomplishment. The Department recognizes that, at this level, the Candidate's career may focus on two out of these three areas. However, the candidate must demonstrate innovation, leadership and distinction in two areas and some productivity in the third. Our Guidelines are consistent with the College of Medicine Criteria and Guidelines for Appointment and Promotion of Faculty to Professor in that this rank signifies an extremely high level of professional accomplishment, is not solely based upon years in rank and documentation of excellence is required. The hallmark of academic achievement is the generation of new knowledge through creative and original research and scholarship. Excellence in this area is usually the primary basis for promotion.

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#### Research

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Faculty at the Professor rank Candidates for Full Professor should show a sustained track record of productivity evidenced by publications in peer-reviewed journals. Although actual numbers of papers are not specified, it is expected that publications appear at a consistent rate. Some exceptional journals in Cell Biology and Neuroscience, for example, tend to accept papers that are very comprehensive and that demand many years of research. These papers should be considered in that context. The quality of publications, consistency of performance, and the extent of involvement of the candidate in research are more important than overall quantity of articles. Invited reviews, presentations at national and international meetings and other creative endeavors are further evidence of leadership and scholarship at the senior level. Furthermore, attainment of external support after significant peer review is particularly important for advancement in rank to Professor. Achievement in research is also measured by success in obtaining extramural funding such as NIH, DOD or other organizations.

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The Department recognizes the R01 as a major source of funding, but given the present funding climate, the quality, consistency and impact of publications are also indicators of continued success. Significant funding from collaborative efforts, such as subcontracts, are of equal import as an individual R01.

Letters of reference from at least four nationally or internationally recognized scholars are requested for evaluation of the candidate's achievements.

## Teaching

In addition to the required teaching of basic science to medical students, promotion to Full Professor usually requires the participation in or development of a graduate course(s) in the candidate's field of specialization and/or training of students and/or Postdoctoral Fellows. Promotion to Professor requires significant contributions to the educational mission of the department. This mission includes teaching medical students, graduate students, and postdoctoral fellows. Demonstrated excellence in classroom teaching may be documented by peer review, student evaluations and other innovations that significantly impact on and elevate the quality of the teaching educational learning experience. Success in graduate and postgraduate training is measured by the quality of trainee presentations at national meetings and papers published by trainees, their ability to obtain extramural funding to support their research during the training period and/or their success in securing positions upon completion of training.

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## Service

Candidates for Full Professor are expected to participate in service to the Department, College and/or the University, as well as to the broader scientific community. Excellence is judged on the basis of the impact of the committee on the policies of the unit and the leadership role of the candidate in developing or implementing policies of committees and task forces. Evidence for achievement in service outside the University community includes, for example, membership on study sections and other national advisory boards, serving as a reviewer of manuscripts for and/or membership on editorial boards.

## PROMOTIONS: The Department of Anesthesiology

### General Information

The Department of Anesthesiology differs from some clinical departments in the Medical School in that clinical faculty (tenure track and clinical discipline track) have a substantial clinical commitment that includes direct patient care in addition to the teaching of medical students, residents, and fellows in the operating room, pain clinic, and intensive care unit. All faculty members are required to be in the operating room (or other patient care locations) the overwhelming majority of their time. The clinical time commitment of the Anesthesia Faculty is extensive. Thus, achievement and excellence in clinical care and teaching are two primary measures for academic advancement in the clinical/teaching (CT, tenure) and clinical discipline (CD, nontenure) tracks.

### **Academic Tenure Tracks:**

Six year probationary period. Faculty are required to demonstrate excellence in research (new knowledge) and teaching as evidenced by publications in peer-reviewed journals.

#### **Research Teaching (RT):** [National Funding, Publications, Teaching/Mentoring]

Faculty should have made a significant contribution to their research discipline; obtained extramural, peer-reviewed funding; published in the major scientific journals of their research specialty; and demonstrated excellence in teaching or mentoring. External funding for the faculty member's research program is the key component in this track with the expectation that promotion to Associate Professor requires two grants from NIH or equivalent stature. Promotion to Professor requires maintenance of funding and national recognition as an expert in one's field (e.g., service on NIH grant review study sections, president of a national society). Faculty are expected to publish an average of one peer-reviewed manuscript per year as corresponding author during the probationary period. Thus the level of expected productivity is at least 6 publications during 6 years; however, a fewer number of such publications will be acceptable if the research has been published in very high impact journals such as Science or Nature. Achievements include invited papers, research seminars, national advisory boards. Service to the University is also important, but not sufficient for promotion in the absence of research and teaching. Service to the department includes training clinical faculty in research techniques and assisting them in publishing as well as helping residents and medical students who are interested in research.

#### **Clinical Teaching (CT):** [Service, Clinical Practice, Teaching, Publications, +/- Funding]

Faculty in this track should have made a significant contribution to the development and/or application of creative advances in medical care and to the fostering of such clinical care in students, residents, and fellows. This aim is achieved through teaching excellence, scholarly activity (in education or advancement of medical practice), and/or research activities.

Although peer reviewed funding is not a requirement, these faculty are expected to obtain funding that may include pharmaceutical/manufacturer and noncompetitive grants.

Editing textbooks and writing book chapters, clinical case reports, and abstracts have the equal weight for advancement as peer-reviewed research publications. The Department of Anesthesiology requires the equivalent of eight publications for the advancement from assistant to associate professor. Promotion to full professor requires an additional ten publications. The candidate must be first author on at least one third of these publications

Service to the University, Medical Center, College of Medicine, and Anesthesiology Department is required. This may include management of a clinical service, being responsible for direction of a departmental educational program, serving on committees (possibly being chairperson), and demonstrating leadership within the department, hospital, and College.

### **Nontenure Tracks:**

#### **Research (non-tenure, used for research scientists):**

Faculty can be promoted in a non-tenure research track. These faculty publish in peer-reviewed journals and have to obtain external funding for their research. They can achieve promotion by either 1) demonstrating achievement in an independent research program with national recognition or 2) demonstrating significant contributions and impact on an established research program (e.g., is an essential member of the research team). The emphasis is on research productivity, with reduced expectations for teaching and service. Department criteria for promotion in this track are consistent with and do not exceed College of Medicine norms for promotion.

#### **Clinical Discipline (CD non-tenure, > 50% time at UIC):**

Appointment or promotion of faculty in the Clinical Discipline (CD) track depends primarily on teaching and patient care. Faculty are not required to conduct research resulting in publications in a refereed journal. Evidence of scholarly work may include participation in clinical research trials, editing or writing chapters in textbooks, presentations at meetings or symposia, curricular development and a scholarly approach to the teaching and practice of medicine. They must receive local recognition as a clinician and/or teacher. They must demonstrate excellence in teaching and patient care by the development of a high quality clinical practice. Service to the Department, the University, the College, and the Medical Center are important criteria for academic advancement in the Clinical Discipline track. The candidate should have administrative duties which may include the management of a clinical service, or the responsibility for direction of an educational program within the department, hospital and college. The individual should also have a leadership role within the Department, as evidenced by service on committees, with possibly being a chairperson.

#### **Clinical Track (50% or <50% at UIC or voluntary staff):**

This track is used for faculty re involved in patient care and teaching and have little or no involvement in research. Faculty are voluntary or salaried  $\leq 50\%$  for University related activities. They are on fixed term appointments and not in the tenure track.

Appointment or promotion of faculty in the Clinical Track depends primarily on teaching and patient care and on stature in the practice of medicine. Since individuals in this track

usually have major professional commitments outside the University, comprehensive contributions to the College are not expected. Instead, demonstrated excellence in teaching or service will generally meet promotional requirements. Department criteria for promotion in this track are consistent with and do not exceed College of Medicine norms.

**DEPARTMENT OF EMERGENCY MEDICINE  
UNIVERSITY OF ILLINOIS AT CHICAGO**

**CRITERIA FOR PROMOTION IN THE CLINICAL DISCIPLINE TRACK**

Updated 8/27/01

<b>CRITERION</b>	<b>FOR PROMOTION TO ASSOCIATE PROFESSOR</b>	<b>FOR PROMOTION TO PROFESSOR</b>
<b>Patient Care</b>	Clinical Competence Customer Service Staff Relationships Reliability	Clinical Competence Customer Service Staff Relationships Reliability
<b>Administrative Duties</b>	1 Clinical Liaison 2 Areas of ED Admin (or equiv) 50% Staff Meeting Attendance	Demonstrated Department Leadership 3 Areas of ED Admin (or equiv) 50% Staff Meeting Attendance
<b>Committees</b>	≥ 2 Departmental Committees (or eqv) ≥ 4 Hospital, College or University Committees	≥ 2 Departmental Committees (or eqv) ≥ 4 Hospital, College or University Committees
<b>Faculty Development</b>	≥ 50% Attendance at Dept Faculty Development Sessions ≥ 1 Additional Faculty Development Activity per Year (personal CME)	≥ 50% Attendance at Dept Faculty Development Sessions ≥ 1 Additional Faculty Development Activity per Year (personal CME)
<b>Stature in Specialty</b>	≥ 3 points: Regional Committee Member = 1 Chair = 3 Regional Brd Member or Officer = 3 National Committee Member = 3 Regional Presentation=1 National Presentation =3	≥ 6 points from the list in this category from this or the previous column: National or International Board Member or Officer = 6 International Presentation = 3
<b>Teaching</b>	≥ 3 Years of Documented Excellence in Teaching ≥ 1 per year Medical Student Educational Activity: i.e. M-4 ACLS, Advisor, Lecture, etc. 1 per year Education Activity with Residents	≥ 6 Years of Documented Excellence in Teaching ≥ 1 per year Medical Student Educational Activity: i.e. M-4 ACLS, Advisor, Lecture, etc. 1 per year Education Activity with Residents
<b>Scholarly Productivity</b>	One Scholarly Activity Yearly such as review article book chapter case report retrospective study prospective study multi-center trial curricular development non-peer reviewed pub presentation at regional or national scientific meeting	One Scholarly Activity Yearly such as review article book chapter case report retrospective study prospective study multi-center trial curricular development non-peer reviewed pub presentation at regional or national scientific meeting



**University of Illinois at Chicago**  
**Department of Family (and Community) Medicine**  
**Statement of Faculty Norms and Expectations for Promotion and Tenure**

Faculty in the Department of Family (and Community) Medicine contribute to all phases of the department's academic life, including its scholarship, teaching, clinical activities, and service. Contributions to each area will be evaluated for promotion and tenure decisions, with the expectation that the quality of the faculty member's work in each area will be excellent, but that the quantity of the work in each area will be different, given the differing roles that faculty members must play in the life of the department. All faculty bring unique contributions to department life. They are often chosen for faculty positions because their special talents and abilities create a more complete, functional, vital, whole organization. For a body to function optimally, it must consist of many parts, each part contributing unique capabilities that are integrated and coordinated with the others. A body created from generic parts with identical functions cannot survive. So too, a department cannot reach its full potential when it consists of generic faculty whose roles and capabilities are the same. Differing talents in administration, patient care, teaching, and scholarship are needed for a department to operate optimally and to reach its mature potential. Faculty are expected to dedicate their time and energy to those aspects of academic life where they possess the greatest skill. In this context, then, faculty productivity in each phase of academic life must be measured and judged by the time that the faculty member has assigned or devoted to that activity. Some will teach more, some will spend more time in research, some will devote more time to patient care, and some will serve the department and the university administratively. The *quality* of a faculty member's work in any phase, however, can and should be judged without regard to the *quantity* of that work. **Additionally, excellence is judged, and promotion and tenure decisions made, in the context of the mission of the department.**

**Scholarship.**

Scholarship in family medicine is broadly defined. It includes creating new knowledge using the tools of qualitative and/or quantitative research. It also involves integrating known facts, applying them to real problems, and disseminating those applications to others who can use them and benefit from them. Because family medicine is an integrative discipline, faculty scholarship will often involve interdisciplinary collaboration, although independent projects are also valued. Excellence in scholarship may be documented in many ways, including:

1. Publication in peer reviewed journals with a psychosocial, biological, clinical, educational, healthcare services, and/or humanities focus (including but not limited to: *Journal of Family Practice; Family Medicine; Behavioral Medicine; Archives of Family Medicine; Academic Medicine; Families, Systems, and Health; Teaching and Learning in Medicine; Medical Humanities Review; American Family Physician; Annals of Behavioral Science and Medical Education; Social Science and Medicine; Journal of the American Board of Family Practice*)

2. Peer reviewed presentations at scholarly meetings and conferences
3. Published curricular monographs
4. Books
5. Chapters in books
6. Invited seminars and lectures
7. Service on national review panels and/or advisory boards
8. Service on the editorial boards of peer reviewed professional journals
9. Service as a manuscript reviewer for peer reviewed professional journals
10. Election to office in a professional academic organization
11. Service on a national professional academic committee, and
12. External funding for scholarly projects

## Teaching.

Teaching excellence includes the ability to help others develop new knowledge, skills, and attitudes that derive from one's own discipline based knowledge, skills, and attitudes. It also involves the ability to demonstrate and skillfully use pedagogical skills (e.g. developing curricula, implementing curricula, evaluating curricula, effectively utilizing various teaching methods, creating challenging and supportive learning environments, creating collaborative teaching environments, showing respect for learners, etc.). Excellence in teaching may be documented in many ways, including:

1. Completed UIC College of Medicine *Annual Reports of Faculty Teaching Effort*;
2. Compiled evaluations of UIC College of Medicine instruments created to document/evaluate actual teaching, such as:
  - a. *Student Evaluations of Faculty Teaching in the Classroom and/or Clinical Setting* (E.g. hospital, nursing home, ambulatory care center, etc.),
  - b. *Peer Evaluation of Faculty Teaching in the Classroom and/or Clinical Setting*
  - c. *Formal Recognition of Distinction in Teaching* (e.g. teaching awards, training grant awards, awards to develop curricula or enduring materials, etc.)
  - d. *External Evaluation of Teaching Effectiveness from Former Students/Trainees*, and
  - e. *Department Head's Appraisal of Teaching Effectiveness*
3. Completed UIC College of Medicine instruments designed to document/evaluate activities advising/supervising undergraduate students, graduate students, residents, post-doctoral fellows, research associates, visiting scholars and technicians.
4. Descriptions/evaluations of educational product development including:
  - a. Personal descriptions of contributions to instructional techniques and teaching methods,
  - b. Peer evaluations of new or non-traditional teaching methods, subject matter, courses and programs, and
  - c. Department Chair's appraisal of contributions to curriculum and other products.

### **Clinical care.**

Faculty are expected to remain clinically active in their chosen discipline. Excellence in clinical care can be documented by:

1. Peer review of the quality and extent of patient care activities
2. Service on local, regional, or national committees that focus on patient care concerns (e.g. developing clinical guidelines, quality assurance, utilization review, etc.), and
3. Directly supervising clinical care provided by others at less advanced levels of training (e.g. mid-level providers, medical students, residents, fellows, junior faculty, etc.).

### **Service.**

Faculty are expected to find opportunities to serve and to willingly contribute their talents when others can benefit from them. Excellence in service can be demonstrated by (but is not limited to) such activities as the following:

1. Active participation in department, college, hospital, and/or university committees
2. Administrative responsibilities in the department, college, hospital, and/or university
3. Representing the department, college, hospital, and/or university to the public and/or outside agencies
4. Service on local, regional, and/or national medical/health care organizations/societies

### **Criteria for Promotion, by Faculty Track**

The Department of Family (and Community) Medicine uses the general guidelines outlined in the “Criteria and Guidelines for Promotion of Faculty, UIC College of Medicine,.” with some specific features that fit our discipline. In general, it is expected that in promotion decisions in the Academic Research/Teaching (RT) Track, scholarship is weighted relatively high with respect to time devoted to it and its tangible outcomes. Similarly, in promotion decisions in the Academic Clinical/Teaching (CT) Track, it is expected that teaching contributions will be weighted relatively high with respect to time devoted and related tangible outcomes--some of which are expected to be in the area of scholarship, including publication. In the Clinical Discipline Track, it is expected that clinical and administrative service, and teaching, will dominate work activity, and that tangible outcomes will be greatest in those areas. Scholarship is expected in the Clinical Discipline Track, but publications are not necessarily required. There are limited opportunities for funded research in this field, hence grant funding is not a requirement for advancement in any track, although if present it is a very strong indicator of quality.

### **Academic (Research/Teaching)**

#### **Promotion to Associate Professor of Family (and Community) Medicine**

1. Actively engaged in research
2. Demonstrated excellence in teaching
3. Contributions to departmental clinical or service responsibilities
4. Active scholar and a departmental leader in the scholarly arena
5. Contributes significant new information to the peer reviewed and other literature
6. Demonstrates promise of becoming a leader in the field
7. Recognized at the regional or national level

#### **Promotion to Professor of Family (and Community) Medicine**

1. Demonstrates continued excellence in research including publications in the peer reviewed and other literature
2. Demonstrates continued excellence in teaching
3. Continued quality contributions to departmental clinical or service responsibilities
3. Shows significant innovation in his or her work
4. Demonstrates leadership in the field that brings recognition and enhanced stature to the university
5. Recognized nationally and/or internationally for his or her achievements

### **Academic (Clinical/Teaching)**

#### **Promotion to Associate Professor of Family (and Community) Medicine**

1. Demonstrates excellence in teaching
2. Demonstrates excellence in patient care
3. Engages in scholarly activity
4. Contributes to the published literature
5. Has demonstrated effective departmental leadership in an area of interest
6. Shows promise of becoming a leader in the field
7. Has developed a high quality practice
8. Has attained a reputation for excellence at the local or regional level.

#### **Promotion to Professor of Family & Community Medicine**

1. Demonstrates continued excellence in teaching
2. Demonstrates continued excellence in patient care
3. Continues to engage in scholarly activity and to contribute to the published literature
4. Demonstrates effective departmental, college, and/or university leadership
5. Demonstrates leadership in the field that brings recognition and enhanced stature to the university

6. Recognized nationally or internationally for his or her contributions.
7. Has developed a high quality practice

### **Clinical Discipline Track**

#### Promotion to Associate Professor of Clinical Family (and Community) Medicine

1. Demonstrates excellence in teaching
2. Develops a high quality and substantial clinical practice
3. Recognized locally as a clinician and/or teacher
4. Has demonstrated excellence in scholarship, but not necessarily including publication in the literature

#### *Alternatively:*

1. Demonstrates teaching excellence only, when performed at a very high level, and
2. Scholarly contributions that include publications, teaching innovations, curricular development, or development of graduate medical education programs
3. Recognized locally as a teacher

#### Promotion to Professor of Clinical Family (and Community) Medicine

1. Demonstrates a high level of professional accomplishment in teaching
2. Demonstrates a high level of professional accomplishment in patient care
3. Recognized at the regional level for achievement in either teaching or patient care
4. Develops a high quality and substantial clinical practice
5. Has demonstrated excellence in scholarship, but not necessarily including publication in the literature

#### *Alternatively:*

1. Demonstrates major contributions in a singular area, such as teaching, administration, or service, especially when these contributions and achievements are broadly recognized within or outside the University.
2. Has demonstrated excellence in scholarship, but not necessarily including publication in the literature

### **Clinical Track**

#### Promotion to Clinical Associate Professor of Family (and Community) Medicine

1. Demonstrates sustained commitment to the educational program of the College by accepting ongoing teaching assignments
2. Demonstrates expertise and excellence in performing educational assignment

Promotion to Clinical Professor of Family (and Community) Medicine

1. Demonstrates involvement in the mission of the department and the College
2. Demonstrates sustained teaching excellence that brings stature to the College, OR  
Demonstrates contributions in the practice of medicine that bring stature to the College
3. Recognized by peers at the regional level for his or her achievements

***Department of Medical Education  
College of Medicine  
University of Illinois at Chicago***

***Promotion and Tenure Guidelines for the  
Promotion to Associate Professor with Tenure  
in the Academic Teaching-Research Track***

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Candidates who are recommended for promotion to the academic rank of Associate Professor with Tenure in the Department of Medical Education in the Academic Teaching-Research Track must demonstrate the qualities of scholarship and teaching ability that allow the University to make a life-long commitment to them. The tenure decision is not merely a hurdle to be met in the advancement of one's career, but rather an indication of the faculty member's ability and commitment to be a life-long scholar. Specifically, to merit appointment at or promotion to Associate Professor of Medical Education with Tenure, the candidate must participate and show commitment in each area of departmental life, that is, research, teaching, and service. Because of the variety of disciplines represented by the members of the Department, for example, education, humanities, psychology, and informatics, candidates are expected to excel in one or a limited number of fields. Interdisciplinary collaboration on the other hand will be valued for promotion and tenure.

**Research.** Achievement in research is an important consideration for tenure and it is essential that the investigator's research contributions be judged valuable by colleagues. Evidence of the candidate's contributions to the field will be judged by an evaluation of:

- published papers in refereed journals,
- publication of books, chapters, and, monographs,
- invitations to offer lectures and serve on seminars, and
- presentations at professional meetings and conferences.

Finally, serving as a referee in the peer review of manuscripts is further evidence of the candidate's scholarly standing.

The value of a candidate's research is also demonstrated by its being supported through extramural funding. Extramural funding is a helpful asset but not a requirement for promotion and tenure because funding sources for research in medical education are limited. At present, there is no direct RO1 funding available in medical education. To the extent that DME faculty are funded through RO1 grants, it is usually as a collaborator or consultant on evaluation, research design and methods, or teaching and learning methods. This sort of support will be considered equally with grants awarded to independent investigators.

**Teaching.** Achievement in teaching is an important consideration for tenure. Commitment to teaching means a caring and consistent effort in the teaching of professional and graduate students and the development of innovative teaching-learning methods. Excellence in teaching is demonstrated by creative teaching, curriculum development, and by devoting time and effort to helping students learn, including student advising and being on thesis or dissertation committees. It is measured by comments and appraisals from course directors, faculty, and students. Product development in support of teaching, such as texts, audio-visual materials, or computer-aided instruction, is also considered for promotion and tenure.

Members of DME often serve as educational consultants to other departments in the College and the University. Consultation and educational support at the College level, as well as to other individuals or outside institutions, will be considered for promotion. These possible roles include: consulting; developing educational innovations; developing methods and strategies for assessment or evaluation; obtaining training grants; authoring or co-authoring educational materials; or providing faculty development.

**Service.** Service is an important consideration for tenure and in this regard the candidate must demonstrate a presence and participation in the academic community. Ordinarily, this service will take the form of participation on appointed and elected committees of the department, college, and university. This service can also take the form of participation in professional and relevant community organizations that are regional or national in nature. Recognition and awards from professional and relevant community organizations are further evidence of the candidate's service record.

*Prepared by the Promotion and Tenure Committee, January 1997.*



***Department of Medical Education  
College of Medicine  
University of Illinois at Chicago***

***Promotion and Tenure Guidelines for the Promotion to Professor  
in the Academic Teaching-Research Track***

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Candidates who are recommended for promotion to the rank of Professor in the Department of Medical Education in the Academic Teaching-Research Track must demonstrate leadership in their field which brings recognition and enhanced stature to the University. Candidates must be recognized nationally for their scholarship. They must have published in prestigious journals in their field and may have written their own books or have contributed to multi-authored books published by well known publishers. In addition, they must demonstrate excellence in teaching and service. Because of the variety of disciplines represented by the members of the Department, for example, education, humanities, psychology, and informatics, candidates are expected to excel in one or a limited number of fields. Each field calls for unique and often demanding requirements. Interdisciplinary collaboration on the other hand will be valued for promotion.

**Leadership.** Candidates for professor will be expected to have demonstrated leadership in their scholarly and professional contributions. Leadership takes the form of defining and advancing the interests of the candidate's field. Examples of leadership include being asked to critique or judge other scholars' work; serving as a referee in the peer review of grant applications; serving on study sections; serving on editorial boards of journals, book series, or presses; organizing or chairing symposia or conferences. Teaching and professional awards are also indications of leadership and recognition as are visiting professorships.

**Research.** A sustained record of research accomplishments is essential for promotion to Professor. This research must represent a continuation of scholarly activities past the candidate's promotion to associate professor. The quality of the work must be demonstrably valued by peers and colleagues. Evidence of the candidate's contributions to the field will be judged by an evaluation of:

- publication of peer-reviewed books, monographs, articles, and chapters,
- presentations made at professional meetings and conferences,
- invitations to offer lectures and serve on seminars, and
- published reviews of the candidate's work.

The value of a candidate's research is also demonstrated by its being supported through extramural funding. Extramural funding is a helpful asset but not a requirement for promotion and tenure because funding sources for research in medical education are limited. At present, there is no direct RO1 funding available in medical education. To the extent that DME faculty are funded through RO1 grants, it is usually as a collaborator or consultant on evaluation, research design and methods, or educational efforts. This sort of support will be considered equally with grants awarded to independent investigators.

**Teaching.** Excellence in teaching must be demonstrated in order to be promoted to Professor. Excellence means a caring and consistent effort, past the awarding of tenure at the associate professor level, in the teaching of professional, graduate, and post-graduate students and the promotion and development of innovative teaching-learning methods. Excellence in teaching is demonstrated by creative teaching, curriculum development, and by devoting time and effort to helping students learn, including student advising and being on thesis or dissertation committees. It is also measured by comments and appraisals from course directors, faculty, and students. Product development in support of teaching, such as texts, audio-visual materials, or computer-aided instruction, is also considered for promotion and tenure. Members of DME often serve as educational consultants to other departments in the College and the University. Consultation and educational support at the College level, as well as to other individuals or national or international institutions, will be considered for promotion. These roles include: consulting; developing educational innovations; developing methods and strategies for assessment or evaluation; obtaining training grants; authoring or co-authoring educational materials; or providing faculty development.

**Service.** Service is deemed excellent on the basis of the contribution and impact the candidate has in the areas served. Excellence in service is documented by the breadth of committee or task forces served on at the local and national or international levels, by committee chairmanship, by the innovative ideas put forward, by participating or chairing administrative or programmatic committees or task forces, and by consulting to other organizations or universities nationally and internationally. Major commitments to administrative roles in the Department, the College, or the University will be recognized.

*Prepared by the Promotion and Tenure Committee, January 1997.*

**DEPARTMENT OF MEDICINE  
CRITERIA AND GUIDELINES FOR  
APPOINTMENT AND PROMOTION OF FACULTY  
UNIVERSITY OF ILLINOIS, COLLEGE OF MEDICINE**

**NORMS  
Department of Medicine  
College of Medicine**

**Instructor** – Faculty at this rank should have an earned doctoral degree. Clinicians should have completed three years of residency training.

**Assistant Professor** – Faculty at this rank should meet the criteria for Instructor and should ordinarily have completed a residency/fellowship training program *and/or* at least two years of postdoctoral experience. Clinicians should normally be board certified.

**Associate Professor** – Faculty at this rank should ordinarily have completed at least five years as an Assistant Professor or equivalent at the time the review for promotion is initiated, although early promotion may be considered.

This rank signifies a high level of professional accomplishment and a significant commitment by the faculty member to the University's programs. There is no automatic promotion to the associate professor level based solely on years in rank. Documentation of excellence is required.

## Statement of College Norms, Expectations and Standards of Excellent

**Associate Professor (RT)** The Academic (RT) Track is for faculty, both clinical and basic science, with significant research commitment in addition to teaching and service, including patient care where applicable. Promotion of faculty in the Academic (RT) Track depends primarily on achievement in scholarly research and excellence in teaching. The hallmark of academic achievement is the generation of new knowledge through creative and original research, and excellence in this area is usually the primary basis for promotion.

Faculty at the Associate Professor rank should be actively engaged in research. Establishment of a research program is a fundamental requirement for promotion. Faculty should be contributing significant new information to the scientific literature, should have demonstrated promise of becoming leaders in their fields, and should have attained some recognition at national level. Occasionally, the primary basis for promotion may be excellence in teaching and contributions to the mission of the department and College, although in such cases significant research activity is also expected. Service to the University is an important faculty responsibility and is therefore a factor in promotion considerations, but it is not sufficient in the absence of research activity and excellence in teaching.

The quality of publications, consistency of performance, and the extent of involvement of the candidate in research are more important than overall quantity of articles. Furthermore, attainment of external support after significant peer review is particularly important for advancement in rank to Associate Professor. *The receipt of funding from the Federal Merit Review Program should be considered highly competitive.* Invited papers presented at scholarly meetings and conferences, research seminars presented at other institutions, and service on national scientific advisory boards are additional criteria for promotion in the Academic (RT) Track.

## **DEPARTMENT OF MICROBIOLOGY AND IMMUNOLOGY GUIDELINES FOR FACULTY PROMOTION AND TENURE**

The Department of Microbiology and Immunology follows the criteria and guidelines for appointment and promotion of faculty established by the University of Illinois, College of Medicine.

Each faculty member has the right to ask that he/she be considered for promotion and tenure once they meet the eligibility criteria for different ranks. The head of the department asks faculty members who are eligible for promotion whether they would like to be considered for promotion.

The faculty member provides an updated CV and completes the promotion package for consideration by the department P and T committee. Meanwhile the department head in consultations with the P and T committee members solicits external letters of reference. The entire package is presented to the department P and T committee.

Within the department, applications for Promotion and Tenure are reviewed by a Promotion and Tenure Committee appointed by the Department Head as outlined in the Department's Bylaws.

The Chair of the department Promotion and Tenure Committee will communicate the recommendations of the committee to the Department Head.

The Department Head will communicate the recommendations of the Promotion and Tenure Committee along with his/her recommendations as Department Head to the Dean of the College of Medicine according to the University of Illinois Statutes.

## Department Criteria for Promotion

### Academic Track (TENURE):

#### *Research/Teaching*

Associate Professor (RT)

Professor (RT)

#### *Clinical/Teaching*

Associate Professor (CT)

Professor (CT)

### NON TENURE TRACKS

#### Clinical Discipline Track:

Associate Professor of Clinical Ophthalmology

Professor of Clinical Ophthalmology

#### Clinical Track:

Clinical Associate Professor of Ophthalmology

Clinical Professor of Ophthalmology

#### Research Track:

Research Associate Professor of Ophthalmology

Research Professor of Ophthalmology

#### Adjunct Track:

Adjunct Associate Professor of Ophthalmology

Adjunct Professor of Ophthalmology

Ref:c:promotem/criter

## **Statement of the Department of Ophthalmology and Visual Sciences Criteria for Promotion to Associate Professor (RT)**

Individuals promoted to the Associate Professor (RT) must be salaried greater than 50% time for University related activities. This track is for faculty both clinical and basic science, with significant research commitment in addition to teaching and service, including patient care for clinicians. Promotion depends primarily on achievement in scholarly research and to a much lesser degree teaching. The hallmark of academic achievement is the generation of new knowledge through creative and original research, and excellent in this area is usually the primary basis for promotion. The quality of publications in such journals as the Archives of Ophthalmology, the American Journal of Ophthalmology, Ophthalmology, Investigative Ophthalmology and Visual Science, Vision Research and others, consistency of performance, and the extended involvement of the candidate in research are more important than the overall quantity of articles. Furthermore, attainment of external support after significant peer review from the National Eye Institute, the National Science Foundation, private agencies, and the like is particularly important for advancement to this level. Presentations at major meetings such as the Association for Research in Vision and Ophthalmology, the American Academy of Ophthalmology, the International Society for Eye Research, the Optical Society of America, the Society for Neuroscience and the like, invited papers presented at scholarly meetings and conferences, research seminars presented at other institutions, and service on National Scientific Advisory Boards are additional criteria for promotion. Occasionally, the primary basis for promotion may be excellence in teaching and contribution to the mission of the Department, although in such cases significant research activity is also expected. Service to the University and department are important faculty responsibilities, and are therefore factors in appointment and promotion considerations, but they are not sufficient in the absence of research activity to justify promotion in this track.

Faculty at the rank of Associate Professor (RT) should have established an ongoing research program. Evidence of independent and externally funded research is generally required. For clinicians, participation in multicenter clinical trials will be deemed sufficient to meet this requirement. Such faculty should be contributing significant new information to the scientific literature as evidence by first or senior authorship in publications, should have demonstrated promise of becoming leaders in their field, and should have attained some recognition at the national level.

## Statement of the Department of Ophthalmology and Visual Sciences Criteria for Promotion to **Professor (RT)**

Individuals promoted to the Professor (RT) level must be salaried greater than 50% time for University related activities. This track is for faculty with significant research commitment in addition to teaching, service, and (for clinicians) patient care. Promotion depends primarily on achievement in scholarly research and to a lesser degree teaching. The hallmark of academic achievement is the generation of new knowledge through creative and original research, and excellent in this area is usually the primary basis for promotion. The quality of publications in such journals as the Archives of Ophthalmology, the American Journal of Ophthalmology, Ophthalmology, Investigative Ophthalmology and Visual Science, Vision Research and others, consistency of performance, and the extended involvement of the candidate in research are more important than the overall quantity of articles. Furthermore, attainment of repeated external support after significant peer review from the National Eye Institute, the National Science Foundation, private agencies, and the like is particularly important for advancement to this level. Presentations at major meetings such as the Association for Research in Vision and Ophthalmology, the American Academy of Ophthalmology, the International Society for Eye Research, the Optical Society of America, the Society for Neuroscience and the like, invited papers presented at scholarly meetings and conferences, research seminars presented at other institutions, and service on National Scientific Advisory Boards are additional criteria for promotion. Occasionally, the primary basis for promotion may be excellence in teaching and contribution to the mission of the Department, although in such cases significant research activity is also expected. Service to the University and department are important faculty responsibilities, and are therefore factors in appointment and promotion considerations, but they are not sufficient in the absence of research activity and excellence in teaching to justify promotion in this track.

Faculty at the rank of Professor (RT) should have developed continued excellence in both teaching and research as evidenced by a sustained record of external funding, and to have shown significant innovation in their work. For clinicians, participation in multicenter clinical trials will be deemed sufficient to meet this request. They should have demonstrated leadership in their fields which brings recognition and enhanced stature to the University and should be recognized nationally and/or internationally for their accomplishments.



## **Statement of the Department of Ophthalmology and Visual Sciences Criteria for Promotion to Associate Professor (CT)**

This track is for clinical faculty with a primary commitment to and demonstrated excellence in teaching, service, and patient care. They must be salaried greater than 50% for University related activities. Promotion is usually achieved through the development and application of creative advances in medical care and fostering such clinical care in students through teaching excellence. In addition, scholarly activity leading to publications in such journals as the Archives of Ophthalmology, the American Journal of Ophthalmology, Ophthalmology, Investigative Ophthalmology and Visual Science, Vision Research and others are required. It is expected that these individuals will be excellent clinicians. The development of a quality practice, which is used as a base for teaching students, residents, and fellows enabling the faculty member to serve as a role model and providing the opportunity for development of new clinical techniques, is of major importance when performance is judged. Affirmation of the high quality of a clinical practice may be used as an indication of peer recognition. Articles in refereed journals, case reports, review articles, abstracts, and book chapters may be considered to meet the requirement for publications in this track. The candidate need not be the senior author, but evidence of significant involvement of the work or in the preparation of the publications should be provided. The publications considered adequate to meet this requirement are fewer than in the (RT) track. Quality of publications is more important than overall quantity. Presentation of papers at scholarly meetings and conferences, such as the American Academy of Ophthalmology, the Association for Research in Vision and Ophthalmology, the Macula Society, the Glaucoma Society, and the like, especially when papers are screened by a review committee, or participation in national or international meetings or organization of sessions for such meetings are important criteria for promotion. The receipt of external funds, research grants, and the development of an independent research program are not required.

Faculty at the rank of Associate Professor (CT) should show promise of becoming leaders in their field, should have demonstrated the likelihood of the development of a high quality practice, and should have obtained a reputation of excellence at the local or regional level.

## Statement of the Department of Ophthalmology and Visual Sciences Criteria for Promotion to **Professor (CT)**

This track is for clinical faculty with a primary commitment to and demonstrated excellence in teaching, service, and patient care. They must be salaried greater than 50% for University related activities. Promotion is usually achieved through the development and application of creative advances in medical care and fostering such clinical care in students through teaching excellence. In addition, scholarly activity leading to publications in such journals as the Archives of Ophthalmology, the American Journal of Ophthalmology, Ophthalmology, Investigative Ophthalmology and Visual Science, Vision Research and others are required. It is expected that these individuals will be excellent clinicians. The development of a quality practice, which is used as a base for teaching students, residents, and fellows enabling the faculty member to serve as a role model and providing the opportunity for development of new clinical techniques, is of major importance when performance is judged. Affirmation of the high quality of a clinical practice may be used as an indication of peer recognition. Articles in refereed journals, case reports, review articles, abstracts, and book chapters may be considered to meet the requirement for publications in this track. The candidate need not be the senior author, but evidence of significant involvement of the work or in the preparation of the publications should be provided. The publications considered adequate to meet this requirement are fewer than in the (RT) track. Quality of publications is more important than overall quantity. Presentation of papers at scholarly meetings and conferences, such as the American Academy of Ophthalmology, the Association for Research in Vision and Ophthalmology, the Macula Society, the Glaucoma Society, and the like, especially when papers are screened by a review committee, or participation in national or international meetings or organization of sessions for such meetings are important criteria for promotion. The receipt of external funds, research grants, and the development of an independent research program are not required.

Faculty at the rank of Professor (CT) should have demonstrated continued excellence in their teaching and patient care activities, and should be engaged in scholarly activity. They should have demonstrated leadership in their fields which brings recognition and enhanced stature to the University, should be recognized regionally, nationally, or internationally for their contributions and should normally have developed a high quality practice.

## **Statement of the Department of Ophthalmology and Visual Sciences Criteria for Promotion to Associate Professor of Clinical Ophthalmology**

Candidates for this rank are primarily involved in patient care, teaching, and service. Such faculty members are salaried greater than 50% for University related activities. Primary commitment by the faculty member to the College of Medicine program is expected and frequently demonstrated through contributions to the mission of the department by the development of a clinical practice or by their participation in clinical care as a teacher. Faculty in this track are not in the tenure track or tenured and are required to sign waiver of tenure agreements. Promotion or appointment of faculty in this track primarily depends upon teaching and patient care, and on stature in the practice of medicine. Individuals in this track will frequently be contributors to the department's clinical activities. Promotion to this rank requires clear documentation of excellence in teaching and/or patient care. In addition, scholarly activity or recognition related to practice of medicine should be demonstrated.

Faculty at the rank of Associate Professor of Clinical Ophthalmology should have demonstrated excellence in teaching students, residents, fellows or graduate physicians as part of CME courses and have developed a high quality clinical practice with a substantial reputation and referral base. Alternatively, this rank may be used to recognize only teaching excellence when performed at a very high level and with resulting scholarly contributions in terms of publications, teaching innovations, curriculum development, or development of graduate medical education programs. Faculty should have received local recognition as a clinician and/or teacher.

## **Statement of the Department of Ophthalmology and Visual Sciences Criteria for Promotion to Professor of Clinical Ophthalmology**

Candidates for this rank are primarily involved in patient care, teaching, and service. Such faculty members are salaried greater than 50% for University related activities. Primary commitment by the faculty member to the College of Medicine program is expected and frequently demonstrated through contributions to the mission of the department by the development of a clinical practice or by their participation in clinical care as a teacher. Faculty in this track are not in the tenure track or tenured and are required to sign waiver of tenure agreements. Promotion or appointment of faculty in this track primarily depends upon teaching and patient care, and on stature in the practice of medicine. Individuals in this track will frequently be contributors to the department's clinical activities. Promotion to this rank requires clear documentation of excellence in teaching and/or patient care. In addition, scholarly activity or recognition related to practice of medicine should be demonstrated.

Faculty at the rank of Professor of Clinical Ophthalmology should have developed a high level of professional accomplishment in teaching and patient care programs and should be recognized at the regional level for achievement in at least one of the two areas. It is expected that the faculty will have developed a high quality and substantial clinical practice with a strong reputation and referral base. In some instances this title would be appropriate to recognize major contributions in a singular area, such as teaching, administration, or service, especially when these contributions and achievements are broadly recognized either within or outside the University.

## **Statement of the Department of Ophthalmology and Visual Sciences Criteria for Promotion to Clinical Associate Professor of Ophthalmology**

The clinical track is used primarily for faculty who are involved in patient care and teaching, and usually has little or no involvement in research. Faculties in this track are voluntary or salaried 50% or less for University related activities. They are on fixed term appointments and not in the tenure track. Appointment or promotion depends primarily on teaching and/or patient care, and on a stature in the practice of medicine. Since individuals in this track usually have major professional commitments outside the University, comprehensive contributions to the College are not expected. Instead, demonstrated excellence in teaching or service would generally meet promotion requirements.

Faculty at the rank of Clinical Associate Professor of Ophthalmology should have demonstrated sustained commitment to the educational program of the College by accepting regular and ongoing teaching assignments within the department as requested. It is expected that expertise and excellence will be demonstrated in the performance of such responsibility.

## Statement of the Department of Ophthalmology and Visual Sciences Criteria for Promotion to **Clinical Professor of Ophthalmology**

The clinical track is used primarily for faculty who are involved in patient care and teaching, and usually has little or no involvement in research. Faculties in this track are voluntary or salaried 50% or less for University related activities. They are on fixed term appointments and not in the tenure track. Appointment or promotion depends primarily on teaching and patient care, and on a stature in the practice of medicine. Since individuals in this track usually have major professional commitments outside the University, comprehensive contributions to the College are not expected. Instead, demonstrated excellence in teaching or service would generally meet promotion requirements.

Faculty at the rank of Clinical Professor of Ophthalmology should have demonstrated continuing involvement in the mission of the Department and the College of Medicine. They should have accepted regular and ongoing teaching assignments within the Department as requested over a substantial period of time. The rank may be used to recognize sustained teaching excellence or contributions in the practice of medicine which bring stature to the College. Faculty should have received peer recognition at the regional or national level for their achievements.

## **Statement of the Department of Ophthalmology and Visual Sciences Criteria for Promotion to Research Associate Professor of Ophthalmology**

The research track is used for faculty members whose primary commitment to the College is in research. While the member must be salaried greater than 50% for University related activities to be eligible, in practice this track is most frequently used for full time faculty. The research prefix normally designates faculty members who are credentialed in a basic science field and not in ophthalmology, and who have a major commitment to research. Faculty in this track generally has fewer teaching and service activities, but correspondingly greater research activity than those in the Academic (RT) track.

Faculty at the rank of Research Associate Professor of Ophthalmology should actively be engaged in research and have established a research program. Evidence of independent and externally funded research is generally required. Faculty at this rank should be contributing significant new information to scientific literature as evidenced by first or senior authorship in peer reviewed publications, such as Investigate Ophthalmology and Visual Science, Vision Research and others. They should have demonstrated promise of becoming leaders in their field and should have attained some recognition at the national level.

## **Statement of the Department of Ophthalmology and Visual Sciences Criteria for Promotion to Research Professor of Ophthalmology**

The research track is used for faculty members whose primary commitment to the College is in research. While the member must be salaried greater than 50% for University related activities to be eligible, in practice this track is most frequently used for full time faculty. The research prefix normally designates faculty members who are credentialed in a basic science field and not in ophthalmology, and who have a major commitment to research. Faculties in this track generally have fewer teaching and service activities, but correspondingly greater research activity than those in the Academic (RT) track.

Faculty at the rank of Research Professor of Ophthalmology should have demonstrated continued excellence in research, and should have shown significant innovation in their work. They should have a sustained record of external funding for their work. They should have demonstrated leadership in their field which brings recognition at the nationally and/or internationally for their accomplishments.



Statement of the Department of Ophthalmology and Visual Sciences Criteria for Promotion in the **Adjunct Track**

In addition to the College Norms, Expectations and Standards of Excellence for the "Adjunct Track", The Department of Ophthalmology and Visual Sciences criteria for such an appointment are as follows: The individual must be of high regard in the academic community although he/she may not necessarily work in academia. The individual must collaborate with the Department in research, teaching, or clinical pursuits although these may take place at sites away from the University.

The individual may be in any discipline, including ophthalmology, which is of benefit to the endeavors of the Department. The position may be salaried or non-salaried at the 50% level or less and is non-tenurable.

Ref:c:promotem/criter

## **DEPARTMENT OF PATHOLOGY – RT TRACK**

### **STATEMENT OF UNIT NORMS, EXPECTATIONS, AND STANDARDS OF EXCELLENCE**

In the Department of Pathology, faculty members on the RT track are expected to participate actively and contribute to the Best Practices in Pathology Education Learning Community, an activity hosted by the Department's Division of Pathology Education. Through participation in monthly learning groups, all faculty members are expected to achieve an exceptionally high level of creativity and effectiveness in delivering education to medical students, pathology residents, and continuing education for physicians who interface with the Department of Pathology. Assessment of excellence is conducted by the Department's Division of Pathology Education.

The criteria for excellence in research on the RT track include the publication of manuscripts with a high impact in the investigator's field. The Department recognizes that there is no set of journals with high impact factors that define the impact in the investigator's field. The impact of an investigator's work is judged in part by a retrospective evaluation of the effect of the investigator's work on his or her field. Thus, a faculty member may publish in a specialty journal, but if it is clear that the work has impacted the field greatly through citation of the work, if favorable editorials and review articles comment on the work's impact, and the opinions of leaders in the investigator's field note the impact of the faculty member's work, then the work is deemed to be highly significant.

There are other indicators of excellence in research including participation in the editorial boards of journals in the faculty member's fields, invitations to and participation in national research conferences and congresses, and service on study sections.

Faculty members on the tenured RT track should have a solid record of funding from extramural sources, and within the Department of Pathology, these include but are not restricted to the NIH.

The Department of Pathology's Research Division is built on the foundation of interdisciplinary research and team building. Thus, a major criterion for excellence in this track is participation and leadership in building research efforts across laboratories within the Department, the University, and within the discipline of research outside of the University if indicated.

## DEPARTMENT OF PATHOLOGY – CT TRACK

### STATEMENT OF UNIT NORMS, EXPECTATIONS, AND STANDARDS OF EXCELLENCE

In the Department of Pathology, faculty members on the CT track are expected to participate actively and contribute to the Best Practices in Pathology Education Learning Community, an activity hosted by the Department's Division of Pathology Education. Through participation in monthly learning groups, all faculty members are expected to achieve an exceptionally high level of creativity and effectiveness in delivering education to medical students, pathology residents, and continuing education for physicians who interface with the Department of Pathology. Assessment of excellence is conducted by the Department's Division of Pathology Education. Expectations for excellence in education is a component of the Department's Practice Plan. Faculty members who qualify for incentive payments may not collect the payment – the payment is placed into escrow for up to one year – until the faculty member's performance as an educator is deemed to be at a level of excellence as judged by peer review and assessments by students.

The criteria for excellence in the practice of pathology varies from discipline to discipline because the clinical spectrum of pathology practice is diverse. In general, the Department expects the timely delivery of diagnoses within and exceeding published turnaround times, and accuracy in diagnoses. Intradepartmental consultation through such venues as “consensus conferences” is expected.

The criteria for excellence in research on the CT track also varies with the interests of the individual faculty member. In general, publications should go well beyond the “confirm and extend” manuscript and should contribute genuinely novel information to the literatures. Some faculty members on the CT track in pathology will be primary investigators; other faculty members will be key members of multidisciplinary teams. In the era of translational research emphases, membership in transdisciplinary teams and participation in transdisciplinary publication is a priority of the Department of Pathology. Faculty members should present the findings of their research efforts at the key academic meetings in their fields.

**UIC COLLEGE OF MEDICINE  
DEPARTMENT OF PEDIATRICS**

**Career Tracks for Full-time Faculty Members**

The Department of Pediatrics has faculty appointed in FOUR tracks. Full-time faculty members will be evaluated for promotion, and in two of the four career tracks for tenure, by four sets of standards. These standards are designed to recognize and reward faculty performance and career growth in the four areas important to the school: research; education; clinical and community service; and professional leadership. Emphasis is placed on the quality, while considering the quantity, of faculty scholarship, teaching, and professional accomplishment.

Faculty members, under guidance and with the assistance of their supervisors and mentors, should develop and maintain an academic dossier to guide their career development and assist in their evaluation for promotion. The dossier should document that a faculty member meets or exceeds the standards described for one of the four academic tracks. Individual faculty dossiers will vary in character but must demonstrate the achievement of excellence and scholarship appropriate for the faculty member's career stage. Dossiers also should define a faculty member's contributions to meeting institutional goals and objectives.

Teaching should be the common denominator in all academic dossiers since the essence of a great medical school is the integration of teaching with scholarship (discovery) and/or clinical service and professional accomplishment.

The standards against which faculty members on each academic track should be evaluated are presented below. These standards represent the minimum requirements to be met before a faculty member is recommended for a promotion and/or tenure decision. At the same time, they do not represent absolute standards rather they should serve as guidelines to evaluate individual accomplishments and credentials.

**Tenure track (Clinical-Teaching)**

The Tenure Track (CT) is designed for physicians or other health care professionals who will spend at least half of their time in clinical or other service activities. Distinguished performance in clinical affairs or service is expected. In addition to teaching responsibilities, these faculty members will pursue original research, but the time devoted to research will be more limited than for a faculty member on the Research-Teaching track. Their research work may be in the sciences or medicine, and often will be stimulated and/or informed by clinical experience.

***Assistant Professor***

- Requires competency in a clinical specialty, commitment to excellent patient care and to the development or use of innovative medical technology and systems of patient care
- Participates in research activities
- Demonstrates scholarly productivity through authorship of publications in refereed journals and/or the dissemination of clinical knowledge and technological advances through various media and professional communications
- Demonstrates commitment to professional and health education

### ***Associate Professor and/or Tenure***

- To be promoted in this track to Associate, the faculty member usually spends at least six years in the rank of assistant professor, unless exceptional achievement is demonstrated
- Continually publishes research results in refereed journals or publishes reviews, chapters, or educational textbooks
- Continually disseminates clinical or educational knowledge and technological advances through various media and professional communications
- Receives recognition for outstanding competence and/or innovation in a clinical discipline as evidenced by a regional or national reputation and/or a leadership role in regional or national clinical affairs
- Demonstrates continued excellence in professional education, preferably with evidence of an administrative and/or leadership role in undergraduate, graduate, or continuing medical education
- Makes service contributions to the school and/or University
- Receives substantial external professional recognition

### ***Professor***

- Reserved for those faculty members whose achievements as clinicians and educators have brought distinction to the school, usually requires at least five years in the rank of associate professor
- Continually publishes important papers, reviews, chapters, or textbooks on research, clinical medicine, and/or education that have advanced the faculty member's field of expertise
- Receives recognition as a premier practitioner and innovator or leader in clinical service as evidenced by a regional or national reputation
- Pursues continued excellence in institutional professional education as demonstrated by an administrative and/or leadership role in undergraduate, graduate, or continuing medical education, and a regional or national reputation in professional education and training
- Provides scholarly leadership and service to the school and/or University
- Achieves the highest form of external professional recognition

### **Tenure Track (Research-Teaching)**

The Tenure track (Research-Teaching) is designed for physicians or other health care professionals who will devote most of their time to original, independent research. In addition to teaching responsibilities, these faculty members will have clinical or other service responsibilities, but the time and effort devoted to service will generally be limited. The criteria for promotion will be weighted accordingly. The research programs of these faculty members will address the sciences or medicine, including medical education.

### ***Assistant Professor***

- Requires competency in a clinical specialty and commitment to excellent patient care
- Demonstrates commitment to original scientific or medical research
- Demonstrates scholarly productivity through authorship of publications in refereed journals as a first author
- Receives initial external, peer-reviewed research funding (desirable but not required)
- Demonstrates commitment to professional education and research training

### ***Associate Professor and/or Tenure***

- Usually requires at least six years in the rank of assistant professor, unless exceptional achievement is demonstrated
- Continually publishes innovative, independent research in refereed journals as first or senior author
- Receives recognition from scientific peers for scholarly work as evidenced by external funding of research grants and contracts
- Develops appropriate clinical skills and participates in clinical programs associated with the Medical School
- Demonstrates continued excellence in medical education and research training
- Makes service contributions to the school and/or University
- Receives substantial external professional recognition

### ***Professor***

- Reserved for those faculty members whose achievements in basic or clinical research and service have brought distinction to the school, usually requires at least five years in the rank of associate professor
- Continually publishes innovative, original studies in refereed journals that have advanced the faculty member's field of research or clinical discipline
- Receives national recognition by peers as a premier investigator with a continuing record of external research funding
- Receives recognition for competence in a clinical discipline and continues to contribute to clinical programs associated with the Medical School
- Demonstrates continued excellence in professional education and research training/mentoring
- Provides scholarly leadership and service to the school and/or University
- Achieves the highest form of external professional recognition

### **Research Track Non-tenure**

Full-time faculty scientists without clinical responsibility will be appointed to the research track. These faculty members must qualify for the rank of assistant professor before appointment to the investigator track. Faculty members who do not qualify may be appointed for no more than two years at the rank of instructor.

### ***Assistant Professor***

- Requires preparation for and early demonstration of the capacity to perform original, independent, scientific or medical research
- Demonstrates scientific productivity through authorship of scholarly work in refereed journals as first author
- Receives initial external peer-reviewed research funding (desirable but not required)
- Demonstrates commitment to research training and professional education

### ***Associate Professor and/or Tenure***

- Usually requires at least six years in the rank of assistant professor, unless exceptional achievement is demonstrated
- Continually publishes innovative, original research in refereed journals as first or senior author

- Receives recognition by scientific peers for independent, original research that advances the faculty member's field of study as evidenced by external funding of research grants and contracts
- Demonstrates excellence in research training and professional education
- Makes service contributions to the school and/or University
- Receives substantial external professional recognition

### ***Professor***

- Reserved for the most distinguished faculty investigators, usually requires at least five years in the rank of associate professor with a record of outstanding performance
- Continually publishes innovative, original research in refereed journals that advances the faculty member's field of research
- Receives national recognition by peers as a premier investigator with continued external funding for research
- Maintains record of continued research training, mentoring, and professional education with a high level of documented effectiveness
- Provides scholarly leadership in research and education
- Makes service contributions to the school and/or University
- Achieves the highest form of external professional recognition for scholarship

### **Clinical track Non-Tenure**

The Clinician track is designed for physicians, or other health care professionals, who will spend most of their time in service, usually in clinical activities, including the teaching and training of health professionals. Scholarly activity is encouraged in the full-time faculty members appointed to this track. In many cases, this will involve work with clinical trials, the analysis and reporting of clinical experience, or collaboration on research projects directed by other faculty members. In addition to teaching performance, advancement will depend on the achievement of clinical expertise and reputation, as well as participation and leadership in community and professional activities.

### ***Assistant Professor***

- Requires competency in a clinical specialty with commitment to excellent patient care and clinical teaching in the academic medical center
- Demonstrates commitment to scholarly productivity based on experiential clinical observation and/or work in education, with an initial record of publication in refereed journals or the dissemination of knowledge through various media and professional communication or demonstrated contributions to professional and health education

### ***Associate Professor***

- Usually requires at least six years in the rank of assistant professor, unless exceptional achievement is demonstrated
- Publishes clinical observations or educational work in referred journals, or disseminates clinical observations, technological advances, innovations in practice, or educational programs through various media or professional programs

- Makes major contributions to the school's clinical programs and the development of clinical skills or programs that are locally or regionally recognized, or demonstrates a leadership role in local or regional clinical affairs and professional organizations
- Demonstrates continued institutional contributions in professional education
- Makes service contributions to the school and/or University
- Receives external professional recognition

### ***Professor***

- Reserved for faculty members whose achievements as clinicians and/or educators have brought distinction to their practice, hospital, and the Medical School, usually requires at least five years in the rank of associate professor
- Publishes clinical observations or educational work in referred journals, or authors/edits books and professional reports. Although not required, special consideration will be given if extramural funds are acquired to support clinical and/or educational activities
- Receives recognition as a premier practitioner with outstanding competence in clinical service and/or as a leader in the development and implementation of programs that advance the local and/or regional standard of patient care; enjoys a national reputation in his/her clinical discipline
- Assumes a leadership role in local or regional clinical affairs and professional organizations
- Makes outstanding institutional contributions to professional education, usually acknowledged through awards and leadership positions
- Makes service contributions to the school and/or University
- Receives substantial external professional recognition
- Department chairs are responsible for recommending appointment of a faculty member to a career track and recommending a track switch.

### **Definition of External Professional Recognition**

External professional recognition should be progressively garnered from local, regional, national, and international sources as a faculty member's career advances. The following items, or those of a similar nature, should be used to judge professional recognition.

- Received prizes and awards
- Elected as a member of scientific or professional societies and organizations
- Invited to serve as visiting or endowed professor
- Requested to plan or lead symposia, conferences, or professional society programs
- Appointed to scientific or medical peer-review bodies
- Appointed to scientific, medical, or government advisory or regulatory bodies
- Appointed or elected to membership on governing councils or as an officer of scientific, government, and professional organizations
- Appointed to editorial boards or as editor.



## **CRITERIA FOR EVALUATION OF FACULTY FOR PROMOTION AND TENURE**

### **DEPARTMENT OF PHARMACOLOGY UIC COLLEGE OF MEDICINE**

#### **RESEARCH PRODUCTIVITY**

Quality research contributions will be defined by the degree to which these contributions are recognized by national and international peers and peer groups and the degree to which these contributions advance understanding in particular fields of study. Such recognition will be determined by the constellation of accomplishments that accompany peer recognition of quality scientific contributions. For example, the publication of quality research findings in first tier journals should be accompanied by awards of federal research funding (NIH), invitations to chair symposia or speak at national or international meetings, invitations to serve on national advisory committees, invitations to serve as journal editors, requests to review manuscripts, invitations to write reviews, invitations to serve as a visiting professor, and the ability to attract graduate and postgraduate students.

**Criteria for Assessing Research Productivity.** The most important measure of research productivity is the publication of high quality research reports. Assessment of quality will be based on the publication of reports in first tier peer-reviewed journals and will include the length and knowledge impact of reports. The impact of publications will be assessed by citation indexes and evaluations by peers with appropriate expertise. In addition, the number of high quality publications will be assessed over a reasonable period of time because the vicissitudes of the research process and the uncertainties of federal funding can result in periods of apparent lowered productivity.

Another important measure of high quality research productivity is the recognition of significant scientific contributions by peer evaluation. Such recognition can be expressed by: (a) invitations to present research findings at scientific meetings or other institutions; (b) invitations to organize symposia or to write scholarly reviews and book chapters; (c) invitations to edit journals or serve on editorial boards; (d) receipt of research prizes and awards; (e) invitations to consult with private firms or government agencies; (f) invitations to write or edit textbooks; (g) invitations to serve on national advisory committees or study sections; (h) requests to review manuscripts; and, (i) invitations to serve as a visiting scholar at other institutions.

An important indication of scientific peer recognition is the receipt of research support awarded on the basis of competition among peer-reviewed research proposals (NIH funding). Typically two NIH grants are required to be recommended for transition from assistant professor to associate professor with tenure.

#### **TEACHING PRODUCTIVITY**

The teaching mission of the department includes: (1) professional schools; (2) graduate courses; and, (3) pre- and post-doctoral research trainees. Not all faculty can contribute equally to these teaching programs, but all faculty shall contribute to the formal courses offered by the department. Some faculty may contribute more to teaching survey courses, while others will contribute more to advanced graduate level courses. Faculty with active research programs will also be involved in research training. In addition, some faculty may be involved in teaching undergraduate honors students and/or medical students doing research during the summer session.

**Criteria for Assessment of Teaching in Professional Schools.** Teaching productivity and

effectiveness in professional school courses will be assessed by: (1) the number of contact hours; (2) the quality of lectures, which includes clear lecture organization, appropriate material selection, informative handout material, and clear informative lecture delivery; (3) the quality of examination questions submitted; (4) availability to students that require additional information or assistance; and, (5) student evaluations and scores on standardized examinations.

**Criteria for Assessment of Teaching Graduate Level Courses.** Teaching graduate level courses involves smaller groups, more advanced material, and a significantly greater preparation time. Teaching productivity and effectiveness in graduate level courses will be assessed by: (1) the number of contact hours; (2) the quality of lectures, which includes clear organization, appropriate material based on concepts derived from the current literature, informative handout material, and clear informative lecture delivery; (3) the quality of organization and leadership of small group discussion sessions; (4) availability to students that require additional information or assistance; and (5) formal and informal student evaluations. The duties of course organizers constitute a significant contribution toward achieving the teaching mission of the department.

**Criteria for Assessment of Teaching Doctoral Candidates and Post-Doctoral Fellows.** This area of teaching represents a major commitment by members of the pharmacology faculty and is important because it provides the next generation of biomedical scientists with the training and experience to successfully pursue careers in teaching and research. The time required for teaching doctoral candidates and post-doctoral fellows is extensive and should be proportional to the number of trainees. Teaching productivity and the effectiveness in teaching doctoral candidates will be assessed by: (1) the number of graduate and postdoctoral trainees supervised; (2) the advisors availability to trainees and advisees; (3) membership on research and thesis committees; (4) time devoted to attending and supervising laboratory and journal club meetings; (5) time devoted to editing and reading doctoral dissertations, research proposals and journal manuscripts; (6) time devoted to coaching students for oral presentations; (7) time devoted to grading written and oral preliminary examinations and thesis defense presentations; and, (8) time devoted to the assessment of research results obtained by graduate and postdoctoral trainees.

## **SERVICE PRODUCTIVITY**

Service functions of faculty consist of a wide variety of activities that include service on departmental, college, and university committees. These activities are important for the efficient administration of university functions, and inadequate contribution to these activities imposes unreasonable and unfair burdens on colleagues. Service productivity will be assessed by: (1) service on department, college, and university committees; (2) membership on committees that serve professional societies; (3) membership on national advisory committees and study sections; (4) performance of government contract work; and, (5) lectures delivered to community groups.

10/2010

## Statement of Unit/College Norms, Expectations and Standards of Excellence

### Department of Psychiatry: Standards for Promotion and Tenure on the Academic (RT) Track

The Department uses the general scheme outlined in the manual labeled "Criteria and Guidelines for Appointment and Promotion of Faculty, UIC College of Medicine," with some additional features that are appropriate to the **field of Psychiatry**.

Promotion in our department on the Academic (RT) Track is for faculty, both clinical and basic science, with significant research commitment in addition to teaching and service, including patient care where applicable. Promotion of faculty in the Academic (RT) Track depends primarily on achievement in scholarly research and teaching, and a national reputation for one's scholarship (to achieve Associate Professor) **or a reputation as a national leader** (to achieve the rank of Professor). The hallmark of academic achievement is the generation of new knowledge through creative and original research and excellence.

The quality of publications, consistency of performance, and the extent of involvement of the candidate in research are important. In addition, and fitting with general standards in the field of psychiatry, in our department the volume of publication is also a criterion for promotion with the expectation that **all publications will be in established, top tier scientific journals in the field.** **Furthermore,** attainment of external support after significant peer review is also important for advancement in rank to Associate Professor or Full Professor. **External support should be at the level of an investigator initiated grant (RO1) from the NIH or comparable multi-year (three or more years) from the National Science Foundation (NSF) or the Veterans Administration.** Invited papers presented at scholarly meetings and conference research seminars presented at other institutions, and service on national scientific advisory committees are additional criteria for promotion in the Academic Research Track.

Occasionally, the primary basis for promotion may be contributions to the mission of department and College, although in such cases significant externally funded research activity is also expected, both in terms of quality of research and volume of productivity of research. **These include mentorship of junior faculty and the training of both graduate students and post-doctoral fellows.** Service to the University is an important faculty responsibility and is therefore a factor in appointment and promotion considerations, but it is not sufficient in the absence of substantial research activity.

#### **Associate Professor**

The rank of Associate Professor in the Department of Psychiatry signifies a high level of professional accomplishment and a significant commitment by the faculty member to the University's programs. There is no automatic promotion to the Associate Professor level based solely on years in rank. Documentation of excellence is required.

Faculty at this rank should be actively engaged in research. Establishment of an independently funded research program is a fundamental requirement for promotion to Associate Professor on the Academic Research Track. As noted in the general standards outlined above, for promotion

to Associate Professor there should be a good volume of publications in established, top tier peer-reviewed journals. Faculty should be contributing significant new information to the scientific literature, and should have attained recognition at the national level. In addition, faculty members should have demonstrated an ability to bring in grant money on a very sustained basis. Approximately 25-30 papers published in peer reviewed journals and external funding as described above are critical to promotion in this track.

### **Professor**

The rank of Professor on the Academic Research Track signifies an extremely high level of professional accomplishment and is not awarded solely based upon years in rank. Documentation of excellence is required.

Faculty at this rank should have demonstrated continuing excellence in research, should have shown significant innovation in their work, and should have a high level of productivity in terms of both the quantity and quality of their publications. Significant grant activity is also expected. They should have demonstrated leadership in their fields, which brings recognition and enhanced stature to the University, and should be recognized nationally as leaders for their accomplishments. National recognition as a researcher is expected in all domains relevant to research including productivity (approximately 50 peer reviewed papers), federal funding and a history of mentorship in the field.

## **Statement of Unit/College Norms, Expectations and Standards of Excellence**

### Department of Psychiatry: Standards for Promotion and Tenure on the Academic (CT) Track

The Department uses the general scheme outlined in the manual labeled "Criteria and Guidelines for Appointment and Promotion of Faculty, UIC College of Medicine," with some additional features that fit our field.

In general promotion in the department on the Academic (CT) Track is for faculty with a strong commitment to and demonstrated excellence in teaching **and Research**; and service including patient care and/or leadership in clinical administration or administration of major educational programs. **While being clinically active is a core requirement in this track, promotion in this track is usually achieved through national visibility in** the development and application of creative advances in psychiatric care and the fostering of such clinical care in students through teaching excellence. In addition, in the Department of Psychiatry, scholarly activity **with evidence of external grant support leading to a reasonable** number of publications of high quality is required.

It is expected that individuals being appointed or promoted in the Academic (CT) Track will be excellent **clinicians and** clinical **researchers**/administrators. It is further expected that they will be able to use these skills as a base for teaching students and residents, enabling the faculty member to serve as a role model for students. Affirmation of the high quality of clinical practice may be used as one indication of peer recognition, although other types of recognition also are expected.

The numbers of publications considered adequate to meet this requirement are fewer than in the Academic (Research/Teaching) Track. However, for promotion there is still an expectation of a regular series of publications in established peer-reviewed journals. Quality of publications is also important, in addition to overall quantity. Presentation of papers at scholarly meetings or conferences, especially when the papers are screened by a review committee, **chapters in relevant books** or participation in national and/or international meetings or organization of sessions for such meetings are also criteria for promotion. The receipt of external funds and research grants to **support research and scholarly activities would also be essential for promotion.**

In addition, to achieve tenure in the Department of Psychiatry, for those on the Academic (CT) Track who are involved in clinical or administrative work, collegueship or being able to work **effectively** with other people is one additional consideration. The ability to work across disciplines, **in teams, is considered necessary** for good administrative and clinical work.

#### **Associate Professor**

Faculty at this rank should have demonstrated excellence in teaching and patient care, or should be directing an important clinical service or an important education or training program. **Clinical activity is a core requirement for promotion.** In addition, there is an expectation of research productivity. Although the requirements concerning research-scholarship are less than the expectations concerning individuals in the Academic (RT) Track, it is still expected that there will be approximately **20-25** publications in established peer-reviewed journals. External support for research/scholarly activities is expected on this track.

Faculty in this rank should show promise of becoming leaders in their fields, should have demonstrated both excellence and leadership in the clinical/clinical administrator area, or the teaching/training area, and should have attained a reputation of excellence at the regional level.

**Professor**

Faculty at this rank should have demonstrated continued excellence in their teaching, patient care and research activities and should be engaged in outstanding scholarly activity. They should have demonstrated the type of leadership in their field, at a national level, which brings recognition and enhances the stature of the University. Thus, they should be recognized as national leaders for their contributions. External support for research is necessary together with excellence in clinical work and education. National prominence is necessary in all domains germane to the academic medicine – teaching, research and patient care.

## **Department of Psychiatry: Standards for Promotion on the Clinical Discipline Track**

Overall, our Department uses the general scheme outlined in the manual labeled "Criteria and Guidelines for Appointment and Promotion of Faculty, UIC College of Medicine," with some additional features that fit our Department and field.

To be eligible on this track, a faculty member must be salaried greater than 50% for University-related activities. Primary commitment by the faculty member to College of Medicine Programs is expected, and to the mission of the Department by major contributions in education and/or clinical programs. Faculty in this track are not on the tenure track or already tenured, and will be required to sign a waiver of tenure agreements.

Appointment or promotion of faculty on the Clinical Discipline Track depends primarily on teaching and patient care, and promotion on this track requires regional or national stature in the field of psychiatry or in psychiatry-related disciplines. Individuals on this track will frequently be key contributors to the Department's educational or clinical programs. At the ranks of Instructor of Clinical Discipline and Assistant Professor of Clinical Discipline, a commitment to teaching and service must be evident; appointment or promotion to Associate Professor of Clinical Discipline or Professor of Clinical Discipline requires clear documentation of regional or national recognition and requires stature in the field.

In general, promotion in our Department on the Clinical Discipline Track is primarily for faculty who are involved in leadership roles in major clinical programs or in major educational programs.

**Associate Professor of Clinical Discipline:** Faculty at this rank should be widely recognized on at least a regional or national level in education, in clinical administration, or in scholarship. A candidate will receive extra credit if directing or administering a clinical or educational program of importance to the Department, although this alone, without other achievements, is not sufficient for promotion. Some scholarly productivity is also preferred although again, less than in the academic (CT) track. Because of the importance of leadership in education or leadership in directing a major clinical division, the scholarship requirement may be waived for a candidate who has made a key leadership contribution in one of these two areas and who is also at least regionally or nationally recognized for work in one of these areas. This rank also may be used to recognize teaching excellence when performed at a very high level and with resulting scholarly contributions in terms of publications. Also giving some credits are given for teaching innovations, curricula development, or development of undergraduate or graduate medical education programs.

**Professor of Clinical Discipline:** Faculty at this rank should have demonstrated ongoing productivity at a high level of professional accomplishment in directing teaching programs or in directing patient care programs and should be recognized at the national level for achievement in at least one of these areas, or in scholarship. At the level of Professor of Clinical Discipline, less scholarship is required than in the academic (CT) track. It is expected that at the level of Professor of Clinical Discipline, the candidate will demonstrate leadership by administering a major program in the Department or College in education or administering a clinical division or program, will be nationally recognized, will be making contributions at a national level, and will have produced some scholarly activity.

**Statement of Unit Norms, Expectations and Standards of Excellence**  
**Department of Psychiatry**  
**Research Track (non-tenured)**

Overall, our Department uses the general scheme outlined in the manual "Criteria and Guidelines for Appointment and Promotion of Faculty, UIC College of Medicine," with some additional features that fit our field.

In general, promotion on the Research Track is for faculty members with significant commitment to research science. Promotion depends primarily on achievement in scholarly research, and on either beginning to obtain national recognition for one's scholarship (to achieve Associate Professor) or already having achieved strong national recognition (to achieve the rank of Professor). Typically, faculty on this track have reduced teaching and service responsibilities, but greater research activity than faculty on other tracks. The hallmark of academic achievement is the generation of new knowledge through creative and original research and excellence in this area is usually the primary basis for promotion.

The quality of publications, consistency of performance, and the extent of involvement of the candidate in research are important. In addition, and fitting with general standards in the field of psychiatry, in our department the volume of publication is also a criterion for promotion with the expectation that at least a moderate number of publications will be in peer-reviewed journals. Furthermore, attainment of external support after significant peer review is also important for advancement in rank to Associate Professor or Professor. However, the Department also recognizes that with the increasing difficulty in obtaining grants, not all faculty in the Research Track will be able to obtain grants. In such cases where grant funding is extremely difficult to obtain it is expected that there will be an even higher level of productivity in the form of publications and national recognition for one's research.

Invited papers presented at scholarly meetings and conference research seminars presented at other institutions, and service on national scientific advisory committees are additional criteria for promotion in the Research Track. Occasionally, the primary basis for promotion may be contributions to the mission of department and College, although in such cases significant research activity is also expected, both in terms of quality of research and volume of productivity of research. Service to the University is an important faculty responsibility and is therefore a factor in appointment and promotion considerations, but it is not sufficient in the absence of research activity.

#### **Associate Professor**

The rank of Associate Professor in the Department of Psychiatry signifies a high level of professional accomplishment and a significant commitment by the faculty member to the University's programs. There is no automatic promotion to the Associate Professor level based solely on years in rank. Documentation of excellence is required.

Faculty at this rank should be actively engaged in research. Establishment of a research program is a fundamental requirement for promotion to Associate Professor on the Research Track. As noted in the general standards outlined above, for promotion to Associate Professor there should be a good volume of publications, with at least a moderate number of them in peer-reviewed journals, and there should be high quality publications. Faculty should be contributing significant new information to the scientific literature, and should have attained some recognition at the national level. In addition, faculty members should have demonstrated an ability to bring in grant money on a very sustained basis. As an alternative, in the absence of federal grants, the faculty member should be making significant and almost indispensable contributions to other funded research programs.

#### **Professor**

The rank of Professor on the Research Track signifies an extremely high level of professional accomplishment and is not awarded solely based upon years in rank. Documentation of excellence is required. Faculty at this rank should have demonstrated continuing excellence in research, should have shown significant innovation in their work, and should have a high level of productivity in terms of both the quantity and quality of their publications. Significant grant activity is also expected. They should have demonstrated leadership in their fields, which brings recognition and enhanced stature to the University, and should be recognized nationally for their accomplishments.



## **Department of Surgery**

### **Norms, Expectations and Standards of Excellence**

#### **PROFESSOR (CT)**

1. **Teaching Ability:** Participates in at least two-thirds of the appropriate Divisional and/or Department conferences and multi disciplinary conferences when appropriate and participates in appropriate Basic Science teaching lectures and seminars when requested. Participates in medical student lectures and teaches courses as assigned and/or when appropriate. Fulfills ward teaching rounds, operating room and clinical teaching as assigned or as needed. Accepts and mentors students, residents and fellows, desiring to learn surgical research. Evaluations by students, residents, fellows, peers (local, national) reflect the candidate's teaching abilities.
2. **Service:**
  - a. **To patient care:** Examines patients in clinics and wards, performs surgical procedures as assigned and provides both short and long-term care as appropriate. Also participates in interdisciplinary clinics as appropriate. Attends and actively participates in Divisional as well as Departmental Quality Assurance activities related to patient care.
  - b. **To the Department & College:** Participates in Department, Hospital, and College committees and activities as assigned.
  - c. **To the University & Community:** Some appropriate community service is desirable, i.e. media presence, lectures, etc. Evaluation by the Department head, peers and outside references attest to the candidates service commitments and recognition as a clinician. Service on local, regional and especially national surgical society and related society committees, study groups and action groups will be rendered when requested and appropriate.
3. **Scholarly Activity (Research):**
  - a. **Grants:** Should secure funding (intra or extramural) of research and scholarly activities, from various sources including industry.
  - b. **Publication:** Evidence of scholarly work, i.e. papers, abstracts, posters, book chapters, etc., is essential. While the number is not defined, content should be appropriate to the subspecialty discipline and quality is emphasized over quantity.
  - c. **Research:** Clinical and if possible, basic laboratory research is desirable. This could include evaluation of clinical results and establishment of laboratory projects done or in conjunction with other specialists, residents and/or students. Collaborative research with appropriate basic science disciplines is strongly encouraged, when applicable and appropriate. Evaluation by the Department head and references attest to the importance and relevance of the scholarly contributions of the candidate.

## **Department of Surgery**

### **Norms, Expectations and Standards of Excellence**

#### **PROFESSOR (RT)**

1. **Teaching Ability:** Participates in at least two-thirds of the appropriate Divisional and/or Department conferences and multi disciplinary conferences when appropriate and participates in appropriate Basic Science teaching lectures and seminars when requested. Participates in medical student lectures and teaches courses as assigned and/or when appropriate. Fulfills ward teaching rounds, operating room and clinical teaching as assigned or as needed. Accepts and mentors students, residents and fellows, desiring to learn surgical research. Evaluations by students, residents, fellows, peers (local, national) reflect the candidate's teaching abilities.
2. **Service:**
  - a. **To patient care:** Examines patients in clinics and wards, performs surgical procedures as assigned and provides both short and long-term care as appropriate. Also participates in interdisciplinary clinics as appropriate. Attends and actively participates in Divisional as well as Departmental Quality Assurance activities related to patient care.
  - b. **To the Department & College:** Participates in Department, Hospital, and College committees and activities as assigned.
  - c. **To the University & Community:** Some appropriate community service is desirable, i.e. media presence, lectures, etc. Evaluation by the Department head, peers and outside references attest to the candidates service commitments and recognition as a clinician. Service on local, regional and especially national surgical society and related society committees, study groups and action groups will be rendered when requested and appropriate.
3. **Scholarly Activity (Research):**
  - a. **Grants:** Should secure funding (intra or extramural) of research and scholarly activities, from various sources including industry.
  - b. **Publication:** Evidence of scholarly work, i.e. papers, abstracts, posters, book chapters, etc., is essential. While the number is not defined, content should be appropriate to the subspecialty discipline and quality is emphasized over quantity.
  - c. **Research:** Clinical and if possible, basic laboratory research is desirable. This could include evaluation of clinical results and establishment of laboratory projects done or in conjunction with other specialists, residents and/or students. Collaborative research with appropriate basic science disciplines is strongly encouraged, when applicable and appropriate. Evaluation by the Department head and references attest to the importance and relevance of the scholarly contributions of the candidate.

## **Department of Surgery**

### **Norms, Expectations and Standards of Excellence**

#### **ASSOCIATE PROFESSOR (RT)**

1. **Teaching Ability:** Participates in at least two-thirds of the appropriate Divisional and/or Department conferences and multi disciplinary conferences when appropriate. Participates in medical student lectures and teaches courses as assigned and/or when appropriate. Fulfills ward teaching rounds, operating room and clinical teaching as assigned or as needed. Evaluations by students, residents, peers (local, national) reflect the candidate's teaching abilities.
  
2. **Service:**
  - a. **To patient care:** Examines patients in clinics and wards, performs surgical procedures as assigned and provides long-term care as appropriate. Also participates in interdisciplinary clinics as appropriate. Attends and actively participates in Divisional as well as Departmental Quality Assurance activities related to patient care.
  - b. **To the Department & College:** Participates in Department, Hospital, and College committees and activities as assigned.
  - c. **To the University & Community:** Some appropriate community service is desirable, i.e. media presence, lectures, etc. Evaluation by the Department head, peers and outside references attest to the candidates service commitments and recognition as a clinician.
  
3. **Scholarly Activity (Research):**
  - a. **Grants:** Should secure funding (intra or extramural) of research and scholarly activities, from various sources including industry.
  - b. **Publication:** Evidence of scholarly work, i.e. papers, abstracts, posters, book chapters, etc., is highly desirable. While the number is not defined, content should be appropriate to the subspecialty discipline and quality is emphasized over quantity.
  - c. **Research:** Clinical and if possible, basic laboratory research is desirable. This could include evaluation of clinical results and establishment of laboratory projects done or in conjunction with other specialists, residents and/or students. Evaluation by the Department head and references attest to the importance and relevance of the scholarly contributions of the candidate.

## **Department of Surgery**

### **Norms, Expectations and Standards of Excellence**

#### **ASSOCIATE PROFESSOR (CT)**

1. **Teaching Ability:** Participates in at least two-thirds of the appropriate Divisional and/or Department conferences and multi disciplinary conferences when appropriate. Participates in medical student lectures and teaches courses as assigned and/or when appropriate. Fulfills ward teaching rounds, operating room and clinical teaching as assigned or as needed. Evaluations by students, residents, peers (local, national) reflect the candidate's teaching abilities.
  
2. **Service:**
  - a. **To patient care:** Examines patients in clinics and wards, performs surgical procedures as assigned and provides long-term care as appropriate. Also participates in interdisciplinary clinics as appropriate. Attends and actively participates in Divisional as well as Departmental Quality Assurance activities related to patient care.
  - b. **To the Department & College:** Participates in Department, Hospital, and College committees and activities as assigned.
  - c. **To the University & Community:** Some appropriate community service is desirable, i.e. media presence, lectures, etc. Evaluation by the Department head, peers and outside references attest to the candidates service commitments and recognition as a clinician.
  
3. **Scholarly Activity (Research):**
  - a. **Grants:** Should secure funding (intra or extramural) of research and scholarly activities, from various sources including industry.
  - b. **Publication:** Evidence of scholarly work, i.e. papers, abstracts, posters, book chapters, etc., is highly desirable. While the number is not defined, content should be appropriate to the subspecialty discipline and quality is emphasized over quantity.
  - c. **Research:** Clinical and if possible, basic laboratory research is desirable. This could include evaluation of clinical results and establishment of laboratory projects done or in conjunction with other specialists, residents and/or students. Evaluation by the Department head and references attest to the importance and relevance of the scholarly contributions of the candidate.

## **Department of Surgery**

### **Norms, Expectations and Standards of Excellence**

#### **CLINICAL PROFESSOR**

1. **Teaching Ability:** Participates in some Divisional and/or Department conferences. Participates in some medical student and resident lectures as assigned. Accepts and mentors students, residents and fellows. Evaluations by peers, students, residents, fellows and the Department/Division unit Chief reflect the candidate's teaching abilities.
  
2. **Service:**
  - a. **To patient care:** Examines patients in clinics and wards, performs surgical procedures as assigned.
  - b. **To the University & Community:** Some appropriate community service is desirable, i.e. media presence, lectures, etc. Also participates in local, regional, national surgical society and recognition by peers.
  
3. **Scholarly Activity (Research):**
  - a. **Grants:** Not required.
  - b. **Publication:** Publications must demonstrate applicant's interest in excellence. Number of publications is not defined.
  - c. **Research:** Not required.

## **Department of Surgery**

### **Norms, Expectations and Standards of Excellence**

#### **CLINICAL ASSOCIATE PROFESSOR**

1. **Teaching Ability:** Participates in some Divisional and/or Department conferences. Participates in some medical student and resident lectures as assigned. Accepts and mentors students, residents and fellows. Evaluations by peers, students, residents, fellows and the Department/Division unit Chief reflect the candidate's teaching abilities.
  
2. **Service:**
  - a. **To patient care:** Examines patients in clinics and wards, performs surgical procedures as assigned.
  - b. **To the University & Community:** Some appropriate community service is desirable, i.e. media presence, lectures, etc. Also participates in local, regional, national surgical society and recognition by peers.
  
3. **Scholarly Activity (Research):**
  - a. **Grants:** Not required.
  - b. **Publication:** Publications must demonstrate applicant's interest in excellence. Number of publications is not defined.
  - c. **Research:** Not required.

## DEPARTMENT OF CANCER BIOLOGY AND PHARMACOLOGY

Statement of Norms, Expectations and Standards of Excellence

For Appointment and Promotion, Research Track

Associate Professor

1. Faculty in this track normally have reduced teaching and service activities, but correspondingly greater research activities. Their primary commitment is to research.

The CBP expects that faculty members will participate in teaching, research, and service. The CBP recognizes that not all faculty will excel equally in all endeavors, but expects meritorious performance in all three areas. A primary commitment to and excellence in scholarly research is required for consideration for promotion to Associate Professor in the Research Track. Distinction in teaching (including non-classroom instructional activity) and service to the Department are also considerations for promotion. Faculty excelling in research must also have significant achievements in teaching and service; excellence in research only is not a basis for promotion in this track.

2. **Research:** The CBP recognizes that obtaining federal funding for research is becoming increasingly difficult. Moreover, when using this as a criterion for promotion, the Department abdicates responsibility for evaluation of the researcher to federal peer-review committees. For these reasons, federal funding as a PI will not be *specifically required* for consideration for promotion. However, persons wishing to be considered for promotion should be involved in soliciting federal funding, establishing collaborative research via serving as co-investigators, and seeking other sources of extramural funding. In the absence of federal/national funding, regional/local funding should have been obtained for scholarly activities.

It is expected that all members of the faculty have established ongoing research agendas. They are expected to publish in the peer-reviewed literature and participate in scientific meetings, **such as, but not limited to, those listed in Appendices I and II**. Research consultancies with national/international health organizations, **such as, but not limited to, those listed in Appendix III**, or membership on national study sections will weigh positively, but are not essential.

The Department will seek appropriate outside evaluation of research via requests for letters of recommendation. We will evaluate the *quality and significance*, in addition to the quantity of the researcher's work; the quality of publications, consistency of performance, and the extent of involvement of the candidate in research are more important than overall quantity of articles. As a guideline, we expect, on average, one or two in print or in press articles per year in peer-reviewed journals, **such as, but not limited to, those listed in Appendix I**. Over a five-year period, first or senior author status should exist for at least half of these articles and significant contribution on a majority of the others. It is understood that disciplines have different norms for the order

of authorship and the objective is to assess the contribution of the candidate to the published research. The papers can be the result of collaboration with other departments or institutions. In addition, one or more published abstracts and/or scientific presentations to regional/national/international professional organizations per year would be considered appropriate.

It is expected that the faculty member will review manuscripts for scientific journals on a regular basis.

3. **Teaching:** Although faculty in the Research Track normally have reduced teaching activities, CBP expects that faculty will participate in some formal classroom teaching as well as non-classroom teaching in the laboratory.

The most weight for evaluation of formal classroom teaching will be given to peer and senior faculty evaluations. We believe that evaluation must be done by persons with necessary expertise to evaluate content as well as style and presentation skills. Only peers and senior faculty have the requisite knowledge to do this. The role of the course coordinator includes evaluation of teaching by junior faculty. His/her evaluations will be the most critical in determining teaching excellence.

Non-classroom teaching includes supervision of medical students, residents, graduate students, and post-doctoral fellows, and research associates in the laboratory. Excellence in these areas is best evaluated by co-investigators and senior faculty. Criteria for excellence in this area include instilling of enthusiasm for the research area in which the experiments are done and for research in general; offering of state-of-the-art techniques allowing the students to participate in current research approaches; capability of developing in the student a creative sense of designing and critically analyzing experiments.

Development of didactic material will be considered in evaluation of teaching.

4. **Service:** Although faculty in the Research Track normally have reduced teaching activities, CBP expects that faculty will participate in some service activities. An average participation in at least two Department/College/University committees is expected.

Service to Department/Site: All faculty members are expected to serve on appropriate departmental and site committees. Faculty with special expertise are expected to provide training and support to colleagues and technical staff. Faculty should recognize that such activity must not become their primary function; other faculty responsibilities for scholarly research should take precedence.

Service to College: Faculty are also expected to serve on appropriate college-wide committees, as befits their expertise. Also, the Department recognizes service by training and support to faculty and staff outside the Department. Again, it is expected that the



faculty carefully monitor their time so as to not neglect their primary research duties while providing such support.

Service to University: From time to time, members of the faculty are encouraged to serve as members of University-wide committees and task forces. Such service is not required, but is expected as appropriate.

Service to Discipline: Faculty members are expected to advance their discipline via professional service. Memberships in professional organizations are appropriate. For further details, see item 2 “Research” above. Service to one’s discipline can include such activities as officer in professional societies.

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**The Department of Cancer Biology and Pharmacology is a multidisciplinary department and therefore uses a wide variety of peer review publications.**

## **Appendix I**

### **Publications in Refereed Journals**

Alcohol
American Journal of Pharmaceutical Education
American Journal of Physiology
Amino Acids
Annals of Internal Medicine
Antimicrobial Agents and Chemotherapy
Biochemistry and Biophysics Research Communication
Biophysical Journal
Brain Behavior and Immunity
Brain Research
Brain Research Bulletin
Brain Research Review
British Journal of Pharmacology
Canadian Journal of Microbiology
Canadian Journal of Physiology and Pharmacology
Cancer Letters
Cancer Research
Clinical Cancer Research
Clinical Experimental Metastasis
Clinical Pharmacology and Therapeutics
Clinical Toxicology
Developmental Brain Research
Emerging Infectious Diseases
Epilepsia
Epilepsy Research
European Journal of Pharmacology
Experimental Neurology
Fundamental and Applied Toxicology
Immunology
International Journal of Cancer
International Journal of Oncology
JAMA
Journal of Applied Pharmacology and Toxicology
Journal of Bacteriology

**Publications in Refereed Journals (Cont.)**

Journal of Biochemistry
Journal of Clinical Microbiology
Journal of Endotoxin Research
Journal of Experimental Medicine
Journal of General Physiology
Journal of Immunology
Journal of Infectious Diseases
Journal of Muscle Research and Cell Motility
Journal of Neurochemistry
Journal of Neuroimmunology
Journal of Neuroscience
Journal of Neurosurgery
Journal of Pharmacokinetics and Biopharmaceutics
Journal of Pharmacology and Experimental Therapeutics
Journal of Pharmacy and Pharmacology
Journal of Physiology (London)
Kidney International
Lancet
Life Sciences
Molecular Brain Research
Molecular Pharmacology
Nature
Neurology
Neurochemistry International
Neuro-Oncology
Neuropharmacology
Neuroscience
Neuroscience Letters
Neurosurgery
Neurotoxicology
Neurotoxicology & Teratology
New England Journal of Medicine
Pharmacology, Biochemistry and Behavior
Pharmacotherapy
Proceedings of the National Academy of Science USA
Science
Toxicological Sciences (formerly Fundamental and Applied Toxicology)
Toxicology and Applied Pharmacology
Trends in Biochemistry
Trends in Immunology
Trends in Pharmacology
Trends in Neuroscience

## Appendix II

### Scholarly Meetings and Conferences

American Association for Advancement of Science
American Association of Cancer Research
American Association of Neurological Surgeons
American College of Physicians
American Epilepsy Society
American Heart Association
American Lung Association
American Society of Cell Biology
American Society for Clinical Pharmacology and Therapeutics
American Society for Microbiology
American Society for Pharmacology and Experimental Therapeutics
Association for Medical School Pharmacology
Biophysical Society
Emerging Infectious Diseases
Infectious Disease Society of America
International Conference on Glioma Invasion
International Endotoxin Society
International Society of Biological Chemists
National Symposium on Food
Society for Neuro-Oncology
Society for Neuroscience
Society of Toxicology
Western Pharmacology Society
World Congress on Advances in Oncology

### Appendix III

#### National/International Health Organizations

ACS	American Cancer Society
AES	American Epilepsy Society
AHA	American Heart Association
APHA	American Public Health Association
AID	Agency for International Development
ALA	American Lung Association
CDC	Centers for Disease Control
DOD	Department of Defense
FDA	Food and Drug Administration
MOD	March of Dimes
NIH	National Institute of Health
NSF	National Science Foundation
PAHO	Pan American Health Organization
VA	Veterans Administration
WHO	World Health Organization

## DEPARTMENT OF CANCER BIOLOGY AND PHARMACOLOGY

### Statement of the Norms, Expectations and Standards of Excellence

#### For Appointment and Promotion, Research Track

#### Professor

1. Faculty in this track normally have reduced teaching and service activities, but correspondingly greater research activities. Their primary commitment is to research.

The CBP expects that faculty members will participate in teaching, research, and service. The CBP recognizes that not all faculty will excel equally in all endeavors, but expects meritorious performance in all three areas. A primary commitment to and excellence in scholarly research is required for consideration for promotion. Distinction in teaching (including non-classroom instructional activity) and service to the Department are also considerations for promotion. Faculty excelling in research must also have significant achievements in teaching and service; excellence in research only is not a basis for promotion in this track.

2. **Research:** The CBP recognizes that obtaining federal funding for research is becoming increasingly difficult. Moreover, when using this as a criterion for promotion, the Department abdicates responsibility for evaluation of the researcher to federal peer-review committees. For these reasons, federal funding as a PI will not be *specifically required* for consideration for promotion. However, in order to meet the Department's expectations for research productivity as detailed below, persons wishing to be considered for promotion normally would be expected to have obtained federal funding. They also should have established collaborative research via serving as co-investigators, and sought other sources of extramural funding. In the absence of federal/national funding, substantial regional/local funding should have been obtained for scholarly activities. For promotion to Professor, the faculty member is expected to have a track record in obtaining funding of research, either through NIH/national organizations or at the local level. Membership on NIH or other national study sections are other criteria that carry significant positive impact.

It is expected that all members of the faculty have established ongoing research agendas. They are expected to publish in the peer-reviewed literature and participate in scientific meetings, **such as, but not limited to, those listed in Appendices I and II**. Research consultancies with national/international health organization, **such as, but not limited to, those listed in Appendix III**, or membership on national study sections will weigh positively, but are not essential.

The Department will seek appropriate outside evaluation of research via requests for letters of recommendation. We will evaluate the *quality and significance*, in addition to the quantity of the researcher's work; the quality of publications, consistency of performance, and the extent of involvement of the candidate in research are more important than overall quantity of articles. As a guideline, we expect, on the average, two or more articles per year in print or in press in peer-reviewed journals, **such as, but not**

**limited to those listed in Appendix I.** First or senior author status and significant contribution should exist for the majority of papers. It is understood that disciplines have different norms for the order of authorship and the objective is to assess the contribution of the candidate to the published research. The papers can be the result of collaboration with other departments or institutions. In addition, one or more published abstracts and/or scientific presentations to regional/national/international professional organizations per year would be considered appropriate. Invited presentations at national professional meetings or as part of seminar programs at academic or government institutions will also weigh positively.

It is expected that the faculty member will review manuscripts for scientific journals on a regular basis. Membership on one editorial board of a professional journal is desirable.

3. **Teaching:** Although faculty in the Research Track normally have reduced teaching activities, CBP expects that faculty will participate in some formal classroom teaching as well as non-classroom teaching in the laboratory.

The most weight for evaluation of formal classroom teaching will be given to peer and senior faculty evaluations. We believe that evaluation must be done by persons with necessary expertise to evaluate content as well as style and presentation skills. Only peers and senior faculty have the requisite knowledge to do this. The role of the course coordinator includes evaluation of teaching by junior faculty. His/her evaluations will be the most critical in determining teaching excellence.

Non-classroom teaching includes supervision of medical students, residents, graduate students, post-doctoral fellows, and research associates in the laboratory. Excellence in these areas is best evaluated by co-investigators and senior faculty. Criteria for excellence in this area include instilling of enthusiasm for the research area in which the experiments are done and for research in general; offering of state-of-the-art techniques allowing the students to participate in current research approaches; capability of developing in the student a creative sense of designing and critically analyzing experiments; guidance in helping the student through the graduate program, or other programs as appropriate, both intellectually (scientific angle) and practically (soliciting optimal environment with right dissertation committees and so forth).

Development of didactic material and receipt of teaching awards will be considered in evaluation of teaching, and would be positive factors in the total set of attributes considered in the promotion process.

4. **Service:** Although faculty in the Research Track normally have reduced teaching activities, CBP expects that faculty will participate in some service activities. An average participation in at least two Department/College/University committees is expected with a leadership role in at least one of these.

Service to Department: All faculty members are expected to serve on appropriate departmental committees. Faculty with special expertise are expected to provide training and support to colleagues and technical staff. Faculty should recognize that such activity must not become their primary function; other faculty responsibilities for scholarly research should take precedence.

Service to College: Faculty are also expected to serve on appropriate college-wide committees, as befits their expertise. Also, the Department recognizes service by training and support to faculty and staff outside the Department. Again, it is expected that the faculty carefully monitor their time so as to not neglect their primary research duties while providing such support.

Service to University: From time to time, members of the faculty are encouraged to serve as members of University-wide committees and task forces. Such service is not required, but is expected as appropriate.

Service to Discipline: Faculty members are expected to advance their discipline via professional service. Memberships in professional organizations are appropriate. For further details see item 2, "Research" above. Service to one's discipline can include such activities as officer or committee chair in professional societies. For a faculty member to be considered for promotion to Professor, a national/international committee membership will be expected.



**The Department of Cancer Biology and Pharmacology is a multidisciplinary department and therefore uses a wide variety of peer review publications.**

## **Appendix I**

### **Publications in Refereed Journals**

Alcohol
American Journal of Pharmaceutical Education
American Journal of Physiology
Amino Acids
Annals of Internal Medicine
Antimicrobial Agents and Chemotherapy
Biochemistry and Biophysics Research Communication
Biophysical Journal
Brain Behavior and Immunity
Brain Research
Brain Research Bulletin
Brain Research Review
British Journal of Pharmacology
Canadian Journal of Microbiology
Canadian Journal of Physiology and Pharmacology
Cancer Letters
Cancer Research
Clinical Cancer Research
Clinical Experimental Metastasis
Clinical Pharmacology and Therapeutics
Clinical Toxicology
Developmental Brain Research
Emerging Infectious Diseases
Epilepsia
Epilepsy Research
European Journal of Pharmacology
Experimental Neurology
Fundamental and Applied Toxicology
Immunology
International Journal of Cancer
International Journal of Oncology
JAMA
Journal of Applied Pharmacology and Toxicology
Journal of Bacteriology

### **Publications in Refereed Journals (Cont.)**

Journal of Biochemistry
Journal of Clinical Microbiology
Journal of Endotoxin Research
Journal of Experimental Medicine
Journal of General Physiology
Journal of Immunology
Journal of Infectious Diseases
Journal of Muscle Research and Cell Motility
Journal of Neurochemistry
Journal of Neuroimmunology
Journal of Neuroscience
Journal of Neurosurgery
Journal of Pharmacokinetics and Biopharmaceutics
Journal of Pharmacology and Experimental Therapeutics
Journal of Pharmacy and Pharmacology
Journal of Physiology (London)
Kidney International
Lancet
Life Sciences
Molecular Brain Research
Molecular Pharmacology
Nature
Neurology
Neurochemistry International
Neuro-Oncology
Neuropharmacology
Neuroscience
Neuroscience Letters
Neurosurgery
Neurotoxicology
Neurotoxicology & Teratology
New England Journal of Medicine
Pharmacology, Biochemistry and Behavior
Pharmacotherapy
Proceedings of the National Academy of Science USA
Science
Toxicological Sciences (formerly Fundamental and Applied Toxicology)
Toxicology and Applied Pharmacology
Trends in Biochemistry
Trends in Immunology
Trends in Pharmacology
Trends in Neuroscience

## Appendix II

### Scholarly Meetings and Conferences

American Association for Advancement of Science
American Association of Cancer Research
American Association of Neurological Surgeons
American College of Physicians
American Epilepsy Society
American Heart Association
American Lung Association
American Society of Cell Biology
American Society for Clinical Pharmacology and Therapeutics
American Society for Microbiology
American Society for Pharmacology and Experimental Therapeutics
Association for Medical School Pharmacology
Biophysical Society
Emerging Infectious Diseases
Infectious Disease Society of America
International Conference on Glioma Invasion
International Endotoxin Society
International Society of Biological Chemists
National Symposium on Food
Society for Neuro-Oncology
Society for Neuroscience
Society of Toxicology
Western Pharmacology Society
World Congress on Advances in Oncology

## **Appendix III**

### **National/International Health Organizations**

ACS	American Cancer Society
AES	American Epilepsy Society
AHA	American Heart Association
APHA	American Public Health Association
AID	Agency for International Development
ALA	American Lung Association
CDC	Centers for Disease Control
DOD	Department of Defense
FDA	Food and Drug Administration
MOD	March of Dimes
NIH	National Institute of Health
NSF	National Science Foundation
PAHO	Pan American Health Organization
VA	Veterans Administration
WHO	World Health Organization

**Department of Cancer Biology and Pharmacology**  
University of Illinois College of Medicine at Peoria  
Statement of Unit/College Norms, Expectations and Standards of Excellence.  
For Promotion and Tenure  
Associate Professor (RT)

1. The Department expects that faculty members will participate in teaching, research, and service. The Department recognizes that not all faculty will excel equally in all endeavors, but expects meritorious performance in all three areas. Excellence in teaching (including non-classroom instructional activity, e.g., serving as course director) or in research is required for consideration for promotion. Faculty excelling in service to the Department must also have significant achievements in teaching or research; excellence in service only is not a basis for promotion.
2. **Research:** The Department recognizes that obtaining federal funding for research is becoming increasingly difficult. Moreover, when using this as a criterion for promotion, the Department abdicates responsibility for evaluation of the researcher to federal peer-review committees. For these reasons, federal funding as a PI will not be *required* for consideration for promotion. However, persons wishing to be considered for promotion should be involved in soliciting federal funding, establishing collaborative research via serving as co-investigators, and seeking other sources of extramural funding. In the absence of federal/national funding, regional/local funding should have been obtained for scholarly activities. Inventions and patents by the candidate are important factors weighing positively in favor of the promotion and tenure process, provided these have been arranged through the U of I. Depending on the impact of such inventions and patents, in terms of benefiting the Department or the U of I, the requirement for seeking external funds from federal or local sources can be tempered.

It is expected that all members of the faculty have established ongoing research agendas. They are expected to publish in the peer-reviewed literature and participate in scientific meetings, **such as, but not limited to, those listed in Appendices I and II**. Research consultancies with national/international health organizations, **such as, but not limited to, those listed in Appendix III**, or membership on national study sections will weigh positively, but are not essential. The collaborative philosophy of our Department and disciplines demands that less emphasis be placed on “independent” research as compared to the ability to collaborate on important integrated studies.

The Department will seek appropriate outside evaluation of research via requests for letters of recommendation. We will evaluate the *quality and significance*, in addition to the quantity of the researcher’s work. As a guideline, we expect, in a five-year period, six or more in print or in press articles in peer-reviewed journals, **such as, but not limited to, those listed in Appendix I**. Of these, senior author status should exist for two to four and significant contribution on at least three others. The papers can be the result of collaboration with other departments or institutions. In addition, in a five-year period, eight or more abstracts are expected. Finally, in that period, four or more scientific presentations to regional/national professional organizations would be considered appropriate.

It is expected that the faculty member reviews manuscripts for scientific journals on a regular basis.

The above research-related expectations are tempered in cases where a greater than average percent of time is spent on teaching of departmental curriculum by the candidate and where teaching excellence is evident.

3. **Teaching:** The most weight for evaluation of formal classroom teaching will be given to peer and senior faculty evaluations. We believe that evaluation must be done by persons with necessary expertise to evaluate content as well as style and presentation skills. Only peers and senior faculty have the requisite knowledge to do this. The role of the course coordinator includes evaluation of teaching by junior faculty. His/her evaluations will be the most critical in determining teaching excellence.

Non-classroom teaching includes supervision of medical students, residents, graduate students, and post-doctoral fellows in the laboratory. Excellence in these areas is best evaluated by co-investigators and senior faculty. Criteria for excellence in this area include instilling of enthusiasm for the research area in which the experiments are done and for research in general; offering of state-of-the-art techniques allowing the students to participate in current research approaches; capability of developing in the student a creative sense of designing and critically analyzing experiments.

Development of didactic material, teaching innovations, or new pedagogical methods will be considered in evaluation of teaching.

4. **Service:**

Service to Department: All faculty members are expected to serve on appropriate departmental committees as needed. Faculty with special expertise are expected to provide training and support to colleagues and technical staff. Faculty should recognize that such activity must not become their primary function; other faculty responsibilities for teaching and scholarship should take precedence.

Service to College: Faculty are also expected to serve on appropriate college-wide committees, as befits their expertise. Also, the Department recognizes service by training and support to faculty and staff outside the Department. Again, it is expected that the faculty carefully monitor their time so as to not neglect other duties while providing such support.

Service to University: From time to time, members of the faculty are expected to serve as members of University-wide committees and task force. Such service is not required, but is expected as appropriate. An average participation in at least two Department/College/University committees is expected.

Service to Discipline: Faculty members are expected to advance their discipline via professional service. Memberships in professional organizations are appropriate. For further details, see item 2 "Research" above. Service to one's discipline can include such activities as officer in professional societies.

**The Department of Cancer Biology and Pharmacology is a multidisciplinary department and therefore uses a wide variety of peer review publications.**

## **Appendix I**

### **Publications in Refereed Journals**

Alcohol
Alcoholism: Clinical and Experimental Research
American Journal of Pathology
American Journal of Pharmaceutical Education
American Journal of Physiology
Annals of Internal Medicine
Annals of Neurology
Archives of Biochemistry and Biophysics
Biochemistry and Biophysics Research Communication
Brain
Brain Behavior and Immunity
Brain Research
Brain Research Bulletin
Brain Research Review
British Journal of Pharmacology
Canadian Journal of Physiology and Pharmacology
Cancer Letters
Cancer Research
Clinical Cancer Research
Clinical Experimental Metastasis
Clinical Pharmacology and Therapeutics
Critical Reviews in Neurobiology
Developmental Biology
Developmental Brain Research
Developmental Neuroscience
Epilepsia
Epilepsy Research
European Journal of Pharmacology
Experimental Gerontology
Experimental Neurology
FASEB Journal
Frontiers in Bioscience
Fundamental and Applied Toxicology
Histology and Histopathology
Human Genetics
Immunology
Immunology Letters
Immunopharmacology
International Journal of Cancer
International Journal of Developmental Neuroscience
International Journal of Experimental Pathology
International Journal of Oncology
JAMA

**Publications in Refereed Journals (Cont.)**

Journal of American Geriatrics Society
Journal of Applied Pharmacology and Toxicology
Journal of Biochemistry
Journal of Biological Chemistry
Journal of Chemical Neuroanatomy
Journal of Experimental Medicine
Journal of Gene Medicine
Journal of General Physiology
Journal of Immunology
Journal of Medical Genetics
Journal of Muscle Research and Cell Motility
Journal of Neural Transmission
Journal of Neurochemistry
Journal of Neuroimmunology
Journal of Neuroinflammation
Journal of Neuroscience Research
Journal of Neurosurgery
Journal of Pathology
Journal of Pharmacokinetics and Biopharmaceutics
Journal of Pharmacology and Experimental Therapeutics
Journal of Pharmacy and Pharmacology
Journal of Physiology (London)
Lancet
Life Sciences
Molecular Brain Research
Molecular Cancer Research
Molecular Cancer Therapeutics
Molecular Carcinogenesis
Molecular Pharmacology
Nature
Nature Reviews Cancer
Neurobiology of Aging
Neurobiology of Disease
Neurochemistry International
Neurology
Neuro-Oncology
Neuropharmacology
Neuroscience Letters
Neurosurgery
Neurotoxicology



### Publications in Refereed Journals (Cont.)

Neurotoxicology and Teratology
New England Journal of Medicine
Oncogene
Pharmacology, Biochemistry and Behavior
Pharmacotherapy
Proceedings of the Indian Academy of Science
Proceedings of the National Academy of Science USA
Science
Toxicological Sciences
Toxicology
Toxicology and Applied Pharmacology
Trends in Biochemistry
Trends in Immunology
Trends in Pharmacology
Vaccine

## Appendix II

### Scholarly Meetings and Conferences

American Association for Advancement of Science
American Association of Cancer Research
American Association of Neurological Surgeons
American Brain Tumor Association
American College of Physicians
American Epilepsy Society
American Heart Association
American Lung Association
American Society of Cell Biology
American Society for Clinical Pharmacology and Therapeutics
American Society for Pharmacology and Experimental Therapeutics
Association for Medical School Pharmacology
Biophysical Society
Infectious Disease Society of America
International Conference on Glioma Invasion
International Society of Biological Chemists
National Brain Tumor Foundation
National Symposium on Food
Society for Neuro-Oncology
Society for Neuroscience
Society of Toxicology
Western Pharmacology Society
World Congress on Advances in Oncology
Wound Healing Society

### Appendix III

#### National/International Health Organizations

AID	Agency for International Development
ALZ	Alzheimer's Association
DOD	Department of Defense
FDA	Food and Drug Administration
NIH	National Institutes of Health
PAHO	Pan American Health Organization
WHO	World Health Organization
AHA	American Heart Association
ACS	American Cancer Society
ALA	American Lung Association
AES	American Epilepsy Society

## DEPARTMENT OF CANCER BIOLOGY AND PHARMACOLOGY

Statement of the Norms, Expectations and Standards of Excellence.

For Promotion and Tenure, RT

Professor

1. The Department of Cancer Biology and Pharmacology expects that faculty members will participate in teaching, research, and service. The Department recognizes that not all faculty will excel equally in all endeavors, but expects meritorious performance in all three areas. Excellence in teaching or in research are required for consideration for promotion. Faculty excelling in service to the Department must also have significant achievements in teaching or research; excellence in service only is not a basis for promotion.
2. **Research:** The Department recognizes that obtaining federal funding for research is becoming increasingly difficult. Moreover, when using this as a criterion for promotion, the Department abdicates responsibility for evaluation of the researcher to federal peer-review committees. For these reasons, federal funding as a PI is particularly important for consideration for promotion. For promotion to Professor, the faculty is expected to have a track record in obtaining funding of research, either through NIH/national organizations or at the local level. Membership on NIH or other national study sections will weigh positively. Inventions and patents by the candidate are important factors weighing positively in favor of the promotion and tenure process, provided these have been arranged through the U of I. Depending on the impact of such inventions and patents, in terms of benefiting the Department or the U of I, the requirement for seeking external funds from federal or local sources can be tempered.

It is expected that all members of the faculty have established ongoing research agendas. They are expected to publish in the peer-reviewed literature and participate in scientific meetings, **such as, but not limited to, those listed in Appendices I and II.** Research consultancies with national/international health organizations, **such as, but not limited to, those listed in Appendix III,** or membership on national study sections will weigh positively, but are not essential. The collaborative philosophy of our Department and disciplines demands that less emphasis be placed on “independent” research as compared to the ability to collaborate on important integrated studies.

The Department will seek appropriate outside evaluation of research via requests for letters of recommendation. We will evaluate the *quality and significance*, in addition to the quantity of the researcher’s work. As a guideline, we expect, on the average, one to two articles per year in print or in press in peer-reviewed journals, **such as, but not limited to, those listed in Appendix I.** Senior author status and significant contribution should exist for the majority of papers. The papers can be the result of collaboration with other departments or institutions. In addition, at least two abstracts per year are expected and one to two scientific presentations per year to regional/national professional organizations would be considered appropriate. Finally, it is expected that the faculty member reviews manuscripts for scientific journals on a regular basis.

The above research-related expectations are tempered in cases where a greater than average percent of time is spent on teaching of departmental curriculum by the candidate and where teaching excellence is evident.

3. **Teaching:** The most weight for evaluation of formal classroom teaching will be given to peer and senior faculty evaluations. We believe that evaluation must be done by persons with necessary expertise to evaluate content as well as style and presentation skills. Only peers and senior faculty have the requisite knowledge to do this. The role of the course coordinator includes evaluation of teaching by junior faculty. His/her evaluations will be the most critical in determining teaching excellence.

Non-classroom teaching includes supervision of medical students, residents, graduate students, and post-doctoral fellows in the laboratory. Excellence in these areas is best evaluated by co-investigators and senior faculty. Criteria for excellence in this area include instilling of enthusiasm for the research area in which the experiments are done and for research in general; offering of state-of-the-art techniques allowing the students to participate in current research approaches; capability of developing in the student a creative sense of designing and critically analyzing experiments; guidance in helping the student through the graduate program, or other programs as appropriate, both intellectually (scientific angle) and practically (soliciting optimal environment with right dissertation committees and so forth). For promotion to Professor, the faculty member will receive credit in one or more of the following: advisor for graduate students, member of thesis committees, or training of visiting post-doctoral scholars.

Development of didactic material, teaching innovations, or new pedagogical methods will be considered in evaluation of teaching. Teaching awards would be a positive factor in the total set of attributes considered in the promotion process.

#### 4. **Service**

Service to Department: All faculty members are expected to serve on appropriate departmental committees as needed. Faculty with special expertise are expected to provide training and support to colleagues and technical staff. Faculty should recognize that such activity must not become their primary function; other faculty responsibilities for teaching and scholarship should take precedence.

Service to College: Faculty are also expected to serve on appropriate college-wide committees, as benefits their expertise. Also, the Department recognizes service by training and support to faculty and staff outside the Department. Again, it is expected that the faculty carefully monitor their time so as to not neglect other duties while providing such support.

Service to University: From time to time, members of the faculty are expected to serve as members of University-wide committees and task forces. Such service is not required, but is expected as appropriate. An average participation in at least two Department/College/University committees is expected with a leadership role in at least one of these.

Service to Discipline: Faculty members are expected to advance their discipline via professional service. Memberships in professional organizations is appropriate. For further details see item 2. "Research" above. Service to one's discipline can include such activities as officer in professional societies. For a faculty member to be considered for promotion to Professor, a major national/international committee membership will be expected.

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**The Department of Cancer Biology and Pharmacology is a multidisciplinary department and therefore uses a wide variety of peer review publications.**

## **Appendix I**

### **Publications in Refereed Journals**

Alcohol
Alcoholism: Clinical and Experimental Research
American Journal of Pathology
American Journal of Pharmaceutical Education
American Journal of Physiology
Annals of Internal Medicine
Annals of Neurology
Archives of Biochemistry and Biophysics
Biochemical Pharmacology
Biochemistry and Biophysics Research Communication
Bioelectrochemistry and Bioenergetics
Bioscience Reports
Brain
Brain Behavior and Immunity
Brain Disorders and Therapy
Brain Research
Brain Research Bulletin
Brain Research Review
British Journal of Pharmacology
Canadian Journal of Physiology and Pharmacology
Cancer Letters
Cancer Research
Carcinogenesis
Cell Adhesion and Migration
Cell Death and Differentiation
Cell Cycle
Cell Death and Disease
Cellular and Molecular Life Science
Cellular Signalling
Clinical Cancer Research
Clinical Experimental Metastasis
Clinical Pharmacology and Therapeutics
Critical Reviews in Neurobiology
Developmental Biology
Developmental Brain Research
Developmental Neuroscience
European Biophysics Journal
European Journal of Pharmacology
Experimental Gerontology
Experimental Neurology
FASEB Journal
FEMS Microbiology Letters

**Publications in Refereed Journals (Cont.)**

Free Radical Biology and Medicine
Frontiers in Bioscience
Fundamental and Applied Toxicology
Histology and Histopathology
Human Genetics
Immunology
Immunology Letters
Immunopharmacology
International Journal of Cancer
International Journal of Developmental Neuroscience
International Journal of Experimental Pathology
International Journal of Oncology
JAMA
Journal of American Geriatrics Society
Journal of Applied Pharmacology and Toxicology
Journal of Biochemistry
Journal of Biological Chemistry
Journal of Experimental Medicine
Journal of Gene Medicine
Journal of General Physiology
Journal of Immunology
Journal of Medical Genetics
Journal of Muscle Research and Cell Motility
Journal of Neural Transmission
Journal of Neurochemistry
Journal of Neuroimmunology
Journal of Neuroinflammation
Journal of Neuro-Oncology
Journal of Neuroscience
Journal of Neuroscience Research
Journal of Neurosurgery
Journal of Neurotrauma
Journal of Pathology
Journal of Pharmacokinetics and Biopharmaceutics
Journal of Pharmacology and Experimental Therapeutics
Journal of Pharmacy and Pharmacology
Journal of Physiology (London)
Lancet
Life Sciences

**Publications in Refereed Journals (Cont.)**

Membrane Cell Biology
Methods in Molecular Biology
Molecular Biology of the Cell
Molecular Brain Research
Molecular Cancer Research
Molecular Cancer Therapeutics
Molecular Carcinogenesis
Molecular Oncology
Molecular Pharmacology
Nature
Nature Reviews Cancer
Neurobiology of Aging
Neurobiology of Disease
Neurochemistry International
Neurology
Neuro-Oncology
Neuropharmacology
Neoplasia
Neuroscience
Neuroscience Letters
Neurotoxicology
Neurotoxicology and Teratology
New England Journal of Medicine
Oncogene
Oncotarget
Oxidative Medicine and Cellular Longevity
Pharmacology, Biochemistry and Behavior
Pharmacotherapy
Plos One
Proceedings of the Indian Academy of Science
Proceedings of the National Academy of Science USA
Reproductive Toxicology
Science
Toxicological Sciences
Toxicology
Toxicology and Applied Pharmacology
Trends in Biochemistry
Trends in Immunology
Trends in Pharmacology
Vaccine



## Appendix II

### Scholarly Meetings and Conferences

American Association for Advancement of Science
American Association of Cancer Research
American Association of Neurological Surgeons
American Brain Tumor Association
American College of Physicians
American Epilepsy Society
American Heart Association
American Lung Association
American Society of Cell Biology
American Society for Clinical Pharmacology and Therapeutics
American Society for Pharmacology and Experimental Therapeutics
Association for Medical School Pharmacology
Biophysical Society
Infectious Disease Society of America
International Conference on Glioma Invasion
International Society of Biological Chemists
International Society for Biomedical Research on Alcoholism
National Brain Tumor Foundation
National Symposium on Food
Research Society on Alcoholism
Society for Developmental Biology
Society for Neuro-Oncology
Society for Neuroscience
Society of Toxicology
Western Pharmacology Society
World Congress on Advances in Oncology

## Appendix III

### National/International Health Organizations

AID	Agency for International Development
ALZ	Alzheimer's Association
DOD	Department of Defense
FDA	Food and Drug Administration
NIH	National Institutes of Health
PAHO	Pan American Health Organization
WHO	World Health Organization
AHA	American Heart Association
ACS	American Cancer Society
ALA	American Lung Association

STATEMENT OF UNIT NORMS, EXPECTATIONS,  
AND STANDARDS OF EXCELLENCE  
UNIVERSITY OF ILLINOIS COLLEGE OF MEDICINE AT PEORIA  
DEPARTMENT OF EMERGENCY MEDICINE  
(9/10/2014)

The University of Illinois College of Medicine at Peoria (UICOMP) is a community-based school. The emphasis of the Department of Emergency Medicine, therefore, lies predominantly in the areas of **clinical service** and teaching. This emphasis however is shared with an emphasis on scholarly activity and service to the University and/or Department of Emergency Medicine at UICOMP.

All members of the Department of Emergency Medicine are expected to participate in the **teaching** needs of the Department and/or UICOMP. The Department participates in teaching at the medical student, resident/fellow, and the post-graduate (continuing medical education) levels. Faculty perform bed-side teaching, didactic lectures, and/or other formal teaching experiences.

All members are encouraged to participate in, or be supportive of, **scholarly activities and research** activities of the Department and University. Scholarly activities should not be defined narrowly to that of traditional funded research but can include activities which maintain currency in the medical field and help develop curriculum, new programs, and a broader understanding of medicine and its role in the healthcare environment and the community.

All members are encouraged to assist with the **service** needs of the Department and/or UICOMP. Service includes activities such as promoting and maintaining the goals and objectives of the University and/or Department, participation and leadership on committees or special programs, design or delivery of continuing medical education programs, or representing the University and/or Department through appointment or election to office in local, regional and national medical societies.

All members will demonstrate a collegial relationship with his/her peers and other members of the medical team.

All members will demonstrate a high level of personal and professional integrity in his/her interactions with patients, staff and peers.

Promotions at all times must satisfy the overall requirements of the University Of Illinois College Of Medicine as outlined in the "*Criteria and Guidelines for Promotion of Faculty, University of Illinois College of Medicine*" revised 6/16/10. In order to obtain and keep an appointment, faculty are expected to continue to regularly participate in the teaching, scholarly activity, or service needs of the Department of Emergency Medicine and UICOMP. However, it must be recognized that the emphasis of this site is community-based teaching. Therefore, the bulk of our faculty will be volunteer faculty whose primary responsibilities and talents are in teaching and patient care. Recognition of the activities of this segment of the department is critically important to the continuation of our mission as a community-based school.

An evaluation system for teaching skills and support of, or participation in, scholarly activities is in place and documentation of these skills should count toward promotion.

STATEMENT OF UNIT NORMS, EXPECTATIONS,  
AND STANDARDS OF EXCELLENCE  
UNIVERSITY OF ILLINOIS COLLEGE OF MEDICINE AT PEORIA  
DEPARTMENT OF EMERGENCY MEDICINE

**Academic Track**

To be eligible for this track, a faculty member must be salaried greater than 50% for University-related activities. Faculty in this track are normally in the tenure track. Although it is anticipated that the Department of Emergency Medicine at Peoria will have fewer candidates within this track than in the clinical track or clinical discipline track, there are some individuals who may elect to pursue the necessary research activities in order to be promoted along this track. Two sub-tracks exist:

**A. Academic (Research/Teaching)**

**1. Instructor**

This initial appointment will generally not be used in the Department of Emergency Medicine.

**2. Assistant Professor**

- a. This will be the initial appointment of faculty members who have completed at least two years of postdoctoral experience but with no other educational experience in another institution.
- b. Faculty will participate in the educational programs of the College and Department.
- c. Evidence of a scholarly approach to clinical service, teaching and research.

**3. Associate Professor**

Demonstrated excellence in teaching and scholarship will generally meet promotion requirements in this track as follows:

- a. Should have a satisfactory record in teaching, as evidenced by:
  - i. Evaluations by residents.
  - ii. Evaluations by faculty and chairperson.
- b. Some participation in residency or undergraduate medical education (UGME) clerkship curriculum.
- c. May participate in clinical activities, such as clinical practice or clinical research activities, but these activities are not essential in this track.
- d. University/Hospital service, as evidenced by:
  - i. Participation in departmental or hospital committees related to education and/or patient care (preferably with leadership responsibility).
  - ii. Service to the University including participation in Regional Site committees or College committees.
- e. Scholarship:

A faculty member in the Academic Research Track is expected to devote at least 50% of his/her effort to research with a resultant consistent record of publication resulting in substantial contributions to the field. External funding should be sought and normally would be expected to have been secured. The type and quantity of research would be dependent on the individual's discipline. Traditional laboratory/bench research would be normal in this track. However, clinical research could qualify if external funding had been sought and received, and if the research was focused and resulted in a consistent record of publication. The individual in this track would be expected to be a senior author on the majority of his/her publications. Presentation of papers at scholarly meetings or conferences, especially when the papers are screened by a review committee, or participation in national and/or international meetings or organization of sessions for such meetings are important criteria for promotion. Further evidence of scholarship may include poster presentations, abstract presentations, and local and regional CME presentations.

**4. Professor**

The individual recommended for this rank should have met the criteria for Associate Professor and, with rare exception, should have been in that rank for a minimum of five years. Faculty at the Professor rank should have demonstrated continued excellence in teaching, and continued scholarly activities. He/She should also have demonstrated leadership in their field. Normally he/she will have assumed an active leadership role in the department such as administrative head of a unit, responsibility for a large teaching service, or a major clinical practice. He/she should have achieved at least regional and state-wide recognition and normally, some evidence of national recognition, which brings enhanced stature to the University and/or College.

## **B. Academic (Clinical/Teaching)**

The Academic (CT) Track is for clinical faculty with a primary commitment to, and demonstrated excellence in, teaching and service including patient care. Promotion in this track is usually achieved through the development of quality practice, application of creative advances in medical care, development of new clinical techniques and the fostering of such clinical care in students through teaching excellence. In addition, scholarly activity leading to publications is required.

### **1. Instructor**

This initial appointment will generally not be used in the Department of Emergency Medicine.

### **2. Assistant Professor**

- a. This will be the initial appointment of faculty members who have completed at least two years of postdoctoral experience but with no other educational experience in another institution.
- b. Faculty will participate in the educational programs of the College and Department.
- c. Demonstrating excellence in teaching and patient care.

### **3. Associate Professor**

Demonstrated excellence in teaching and/or service will generally meet promotion requirements in this track as follows:

- a. Should excel in teaching, as evidenced by:
  - i. Evaluations by residents.
  - ii. Evaluations by faculty and chairperson.
  - iii. Active participation in residency or UGME clerkship curriculum as lecturer, counselor, service attending, etc.
- b. Should excel in clinical service, as evidenced by:
  - i. Active clinical practice.
  - ii. Recognition by peers as expert in clinical area.
  - iii. Certification and/or recertification by national specialty boards.
  - iv. Participation in local/regional specialty groups and organizations..
- c. University/Department/Hospital service, as evidenced by:
  - i. Administrative responsibilities for a clinical unit/subunit.
  - ii. Participation in departmental or hospital committees related to education and/or patient care (preferably with leadership responsibility).
  - iii. Accepting responsibility for direction of a specific departmental educational program or clinical service.
  - iv. Service to the University including participation in Regional committees or College committees
- d. Scholarship

Faculty at this rank must be engaged in scholarly activity that results in substantial contributions in the field. The publications considered adequate to meet this requirement are fewer than in the Academic (RT) Track. Articles in refereed journals, case reports, review articles, abstracts, book chapters, descriptions of new clinical techniques, and participation in clinical trials may be considered to meet the requirements in this track. Collaboration with colleagues in this or other departments would partially satisfy this requirement. Participation in multi-institutional studies would qualify as scholarly activity but alone would not suffice to meet the requirement. The receipt of external funds for research and other scholarly pursuits is encouraged but not required for promotion in this track. The candidate need not be the senior author, but evidence of significant involvement in the work or in the preparation of the publications should be provided. Presentation of papers at scholarly meetings or conferences, especially when the papers are screened by a review committee, or participation in national and/or international meetings or organization of sessions for such meetings, are important criteria for promotion. Further evidence of scholarship may include poster presentations, abstract presentations, and local and regional CME presentations.

### **4. Professor**

The individual recommended for this rank should have met the criteria for Associate Professor and should, with rare exception have been in that rank for a minimum of five years. Faculty at the Professor rank should have demonstrated continued high quality practice, excellent teaching, continued scholarly activities. He/She should also have demonstrated leadership in their field. Normally he/she will have assumed an active leadership role in the department such as administrative head of a unit, responsibility for a large teaching service, or a major clinical practice. He/she should have achieved at least regional and state-wide recognition and normally, some evidence of national recognition, which brings enhanced stature to the University and/or College.

STATEMENT OF UNIT NORMS, EXPECTATIONS,  
AND STANDARDS OF EXCELLENCE  
UNIVERSITY OF ILLINOIS COLLEGE OF MEDICINE AT PEORIA  
DEPARTMENT OF EMERGENCY MEDICINE  
**Clinical Discipline Track**

To be eligible for this track, a faculty member must be salaried greater than 50% for University-related activities and are not in the tenure track. This track is used in clinical departments for faculty who are primarily involved in patient care, teaching, and service.

**1. Instructor of Clinical Emergency Medicine**

This initial appointment will generally not be used in the Department of Emergency Medicine.

**2. Assistant Professor of Clinical Emergency Medicine**

- a. This will be the initial appointment of faculty members who have completed at least two years of postdoctoral experience but with no other educational experience in another institution.
- b. Faculty will participate in the educational programs of the College and Department.

**3. Associate Professor of Clinical Emergency Medicine**

For promotion to Associate Professor of Clinical Emergency Medicine in the Clinical Track, a faculty member is expected to have demonstrated commitment to the educational program of the college based upon teaching assignments, patient care, and on stature in the practice of medicine. The candidate will meet the criteria for Assistant Professor of Clinical Emergency Medicine and, with rare exceptions, should be at that rank for at least five years. Demonstrated excellence in teaching and/or service will generally meet promotion requirements in this track as follows:

- a. Should excel in teaching, as evidenced by:
  - i. Evaluations by residents.
  - ii. Evaluations by faculty and chairperson.
  - iii. Active participation in residency or UGME clerkship curriculum as lecturer, counselor, service attending, etc.
- b. Should excel in clinical service, as evidenced by:
  - i. Active clinical practice.
  - ii. Recognition by peers as expert in clinical area.
  - iii. Certification and/or recertification by national specialty boards if applicable.
  - iv. Attendance at national meetings
  - v. Participation in local/regional specialty groups and organizations.
- c. University/Department/Hospital service, as evidenced by:
  - i. Administrative responsibilities for a clinical unit/subunit.
  - ii. Participation in university, departmental or hospital committees related to education and/or patient care (preferably with leadership responsibility).
  - iii. Accepting responsibility for direction of a specific departmental educational program or clinical service.
  - iv. Participation in Regional committees or College committees.
- d. Scholarship:  
Faculty members should demonstrate support of the scholarly activities of the Department and College and demonstrate a scholarly approach to teaching and the practice of clinical medicine. Further evidence of scholarship may include participation in clinical research trials, poster presentations, and local and regional CME presentations. Publications about topics such as teaching innovations, curricular development or development of medical education programs are evidence of scholarly activities.

#### **4. Professor of Clinical Emergency Medicine**

For promotion to Professor of Clinical Emergency Medicine in the Clinical Discipline Track, a faculty member is expected to have demonstrated continued commitment to the goals and educational programs of the college and the department. The candidate will meet the criteria for Associate Professor of Clinical Emergency Medicine and, with rare exceptions, should be at that rank for at least five years. Evaluation for this promotion also includes consideration of continued expertise as a teacher, continued expertise in clinical service, their ongoing scholarly activities, plus significant contributions to the mission of the Department and the College in the form of leadership and service. Leadership and service could be demonstrated in the areas of teaching, such as creation of new and evolving curricula, innovations in patient care, creation of new devices or techniques, or by directing special education or research programs, administration of a department or subunit, member of department or College governing bodies, member or chairperson of Department or College committees or election to local, regional or national medical societies. It is anticipated that faculty who reach this level will be widely recognized within the community as leaders of their discipline. He/she should have achieved peer recognition at a regional level.

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STATEMENT OF UNIT NORMS, EXPECTATIONS,  
AND STANDARDS OF EXCELLENCE  
UNIVERSITY OF ILLINOIS COLLEGE OF MEDICINE AT PEORIA  
DEPARTMENT OF EMERGENCY MEDICINE  
**Clinical Track**

To be eligible for this track, a faculty member is voluntary or salaried 50% or less for University-related activities, has fixed term appointments, and is not in the tenure track. This track is used primarily for clinical departments whose faculty are involved in patient care and teaching and have little or no involvement in research. (Most Emergency Medicine faculty are in the Clinical Track.)

**1. Clinical Instructor**

This initial appointment can be given to residents who have completed three years of residency.

**2. Clinical Assistant Professor**

- a. This will be the initial appointment of faculty members who have completed residency training but with no other educational experience in another institution.
- b. Faculty will participate in the educational programs of the College and Department.

**3. Clinical Associate Professor**

For promotion to Clinical Associate Professor of Emergency Medicine in the Clinical Track, a faculty member is expected to have demonstrated commitment to the educational program of the college based upon teaching assignments, patient care, and on stature in the practice of medicine. The candidate will meet the criteria for Clinical Assistant Professor and, with rare exceptions, should be at that rank for at least five years. Demonstrated excellence in teaching and/or service will generally meet promotion requirements in this track as follows:

- a. Should excel in teaching, as evidenced by:
  - i. Evaluations by residents
  - ii. Evaluations by faculty and chairperson.
  - iii. Active participation in residency or UGME clerkship curriculum as lecturer, counselor, service attending, etc.
- b. Should excel in clinical service, as evidenced by:
  - i. Active clinical practice.
  - ii. Recognition by peers as expert in clinical area.
  - iii. Certification and/or recertification by national specialty boards if applicable.
  - iv. Attendance at national meetings
  - v. Participation in local/regional specialty groups and organizations.
- c. University/Department/Hospital service, as evidenced by:
  - i. Administrative responsibilities for a clinical unit/subunit.
  - ii. Participation in university, departmental or hospital committees related to education and/or patient care (preferably with leadership responsibility).
  - iii. Accepting responsibility for direction of a specific departmental educational program or clinical service.
  - iv. Service to the University including participation in Regional committees or College committees.
- d. Scholarship:

Scholarly activity is desirable but not mandatory for promotion for faculty members in the clinical track, if the clinical and educational requirements are met. However, the faculty member should demonstrate support of the scholarly activities of the Department and College and a scholarly approach to teaching and the practice of clinical medicine. Further evidence of scholarship may include participation in clinical research trials, poster presentations, and local and regional CME presentations.

#### **4. Clinical Professor**

For promotion to Clinical Professor of Emergency Medicine in the Clinical Track, a faculty member is expected to have demonstrated continued commitment to the goals and the educational program of the College and the Department. The candidate will meet the criteria for Associate Professor of Clinical Emergency Medicine and, with rare exceptions, should be at that rank for at least five years. Evaluation for this promotion also includes consideration of continued expertise as a teacher, continued expertise in clinical service, their ongoing scholarly activities, plus significant contributions to the mission of the Department and the College in the form of leadership and service. Leadership and service could be demonstrated in the areas of teaching, such as creation of new and evolving curricula, innovations in patient care, creation of new devices or techniques, or by directing special education or research programs, administration of a department or subunit, member of Department or College governing bodies, member or chairperson of Department or College committees or election to local, regional or national medical societies. It is anticipated that faculty who reach this level will be widely recognized within the community as leaders of their discipline. He/she should have achieved peer recognition at a regional level.

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STATEMENT OF UNIT NORMS, EXPECTATIONS,  
AND STANDARDS OF EXCELLENCE  
UNIVERSITY OF ILLINOIS COLLEGE OF MEDICINE AT PEORIA  
DEPARTMENT OF EMERGENCY MEDICINE  
**Research Track, Adjunct Track, Visiting Track**

**Research Track**

To be eligible for this track, a faculty member must be salaried greater than 50% for University-related activities and are not in the tenure track. This track is used for the faculty member whose primary commitment to the College is research. The non-tenured Research Track may be used for faculty members whose primary commitment to the College is in research. Within the Department of Emergency Medicine, the research prefix normally designates faculty members who are credentialed in a field other than the primary discipline of the department and who have a major commitment to research. It is recognized that faculty with the research qualifier normally have reduced teaching and service activities, but correspondingly greater research activity.

**Adjunct Track**

Adjunct is a prefix to a rank and denotes a faculty member who is voluntary or salaried 50% or less for University-related activities, is on annual appointments, and is not in the tenure track. Progression in rank in the Adjunct Track tends to parallel the level of professional development achieved by the faculty member in his or her own field.

**Visiting Track**

Visiting is a prefix to a rank and denotes a faculty member whose appointment is temporary, is on annual appointments, or pending approval of rank for appointments at advanced ranks.

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## STATEMENT OF UNIT NORMS, EXPECTATIONS, AND STANDARDS OF EXCELLENCE

University of Illinois College of Medicine  
Department of Family and Community Medicine  
Statement of Faculty Norms and Expectations for Promotion and Tenure

### THE UIC/COM DEPARTMENT OF FAMILY AND COMMUNITY MEDICINE

Faculty in the Department of Family and Community Medicine contribute to all phases of the department's academic life, including its teaching, clinical/service, and scholarship. Contributions to each area will be evaluated for promotion and tenure decisions, with the expectation that the quality of the successful faculty member's work in each area will be excellent, but that the quantity of the work in each area will be different, given the differing roles that faculty members must play in the life of the department. All faculty bring unique contributions to department life. They are often chosen for faculty positions because their special talents and abilities create a more complete, functional, vital, whole organization.

For a body to function optimally, it must consist of many parts, each part contributing unique capabilities that are integrated and coordinated with the others. A body created from generic parts with identical functions cannot survive. So too, a department cannot reach its full potential when it consists of generic faculty whose roles and capabilities are the same. Differing talents in administration, patient care, teaching, and scholarship are needed for a department to operate optimally and to reach its mature potential.

Faculty are expected to dedicate their time and energy to those aspects of academic life where they possess the greatest skill. In this context, then, faculty productivity in each phase of academic life must be measured and judged by the time that the faculty member has assigned or devoted to that activity. Each faculty member negotiates with her/his respective department head the distribution of time allocated to each activity (clinical/service, education, and scholarship). Some will teach more, some will spend more time in research, some will devote more time to patient care, and some will serve the department and the university administratively. The quantity of work expected of a candidate for promotion is directly related to the time that faculty member has had dedicated to that activity over the period under review. The quality of a faculty member's work in any phase, however, can and should be judged without regard to the quantity of that work. However, quality and quantity of work, while both necessary for advancement in academic rank, are not sufficient. Additionally, excellence is judged, and promotion and tenure decisions made, in the context of the mission of the department, which is consistent with the goals of the discipline and the university.

In summary, three criteria are considered when evaluating a faculty member for promotion on any track -- quality of work, quantity of work relative to negotiated work assignments, and contributions to the mission of the department.

### CRITERIA FOR PROMOTION BY FACULTY TRACK

The Department of Family and Community Medicine uses the general guidelines outlined in the "Criteria and Guidelines for Promotion of Faculty, UIC College of Medicine," with some specific features that fit our discipline. In general, it is expected that in promotion decisions in the Academic Research/Teaching (RT) Track, scholarship is weighted relatively high with respect to time devoted to it and its tangible outcomes. Similarly, in promotion decisions in the Academic Clinical/Teaching (CT) Track, it is expected that teaching contributions will be weighted relatively high with respect to time devoted and related tangible outcomes -- some of which are expected to be in the area of scholarship, including publication. The Clinical Discipline Track depends primarily on teaching and patient care and on stature in the practice of medicine. The Clinical Track is primarily involved in patient care and teaching and has little or no involvement in research.

## TEACHING

Teaching excellence includes the ability to help others develop new knowledge, skills, and attitudes that derive from one's own discipline based knowledge, skills, and attitudes. It also involves the ability to demonstrate and skillfully use pedagogical skills (e.g. developing curricula, implementing curricula, evaluating curricula, effectively utilizing various teaching methods, creating challenging and supportive learning environments, creating collaborative teaching environments, showing respect for learners, etc.). Excellence in teaching may be documented in many ways, including:

1. Systematic and standardized Student/Resident Evaluation of Instruction
2. Peer Appraisal of Instruction
3. Instructional Material and Methodology
4. Receipt of teaching awards from UIC, statewide, or national
5. Teaching Responsibilities

## CLINICAL CARE

Faculty are expected to remain clinically active in their chosen discipline. Excellence in clinical care can be documented by:

1. Peer review of the quality and extent of patient care activities
2. Service on local, regional, or national committees that focus on patient care concerns
3. Innovations in clinical care
4. Documented growth in clinical care skills, such as additional certifications of qualification

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## SERVICE

Faculty are expected to find opportunities to serve and to willingly contribute their talents when others can benefit from them. Excellence in service can be demonstrated by, but is not limited to, such activities as the following:

1. Active participation in department, college, hospital, and/or university committees
2. Administrative responsibilities in the department, college, hospital, and/or university
3. Representing the department, college, hospital, and/or university to the public and/or outside agencies
4. Service on local, regional, and/or national medical/healthcare organizations/societies

## SCHOLARSHIP

Scholarship in family medicine is broadly defined. It includes creating new knowledge using the tools of qualitative and/or quantitative research. It also involves integrating known facts, applying them to real problems, and disseminating those applications to others who can use them and benefit from them. Because family medicine is an integrative discipline, faculty scholarship will often involve interdisciplinary collaboration, although independent projects are also valued. Excellence in scholarship may be documented in many ways, including:

1. Publications
2. Presentations at scholarly meetings and conferences
3. Presentations to invited seminars and lectures
4. Service on national review panels and/or advisory boards (such as HRSA grants)\
5. Service on the editorial boards of peer reviewed professional journals
6. Election to office in a professional academic organization
7. External funding for scholarly projects from government and/or private sources

UNIVERSITY OF ILLINOIS COLLEGE OF MEDICINE AT PEORIA  
DEPARTMENT OF MEDICINE

Approved by the Department of Medicine Executive Committee: June 12, 2014

The University of Illinois College of Medicine at Peoria is a community-based school. The emphasis of the Department of Medicine therefore lies predominantly in the areas of clinical service and teaching. This emphasis, however, is shared with an emphasis on scholarly activity. Many of the faculty are volunteer faculty.

All members of the Department of Medicine are required to participate in some form of scholarship and/or participate in the teaching needs of the department. The Department participates in teaching at the M2, M3 and M4 level. Both salaried and volunteer faculty perform didactic lectures, teaching rounds, patient management rounds, and other formal learning experiences geared toward students and residents. All members of the department who teach hold an appointment at least at either the assistant or clinical assistant professor level.

In order to obtain and keep an appointment in the clinical track, physicians are expected to continue to regularly participate in the teaching needs of UICOMP. Individuals whose participation in teaching exceeds that which is normally expected for a period of at least five years are considered for promotion to the title of clinical associate professor. Evaluation for this promotion also includes consideration of their expertise as a teacher and their ongoing scholarly activities. Promotion to the role of Clinical Professor requires exceptional service for a prolonged period of time in the areas of teaching and patient care. Significant contributions to the mission of the Department and the College in the form of committee service and leadership are also expected.

Most of the salaried members of the department are within the clinical discipline track. Usual appointment is that of an Assistant Professor of Clinical Medicine. Faculty are recommended for promotion to Associate Professor of Clinical Medicine when they have demonstrated excellence in teaching for at least five years and have shown development of a high quality clinical practice. Faculty promoted to the Associate Professor level must have shown significant scholarly activity manifested by contributions to the curriculum of the program, teaching at the highest level of excellence with emphasis on new and evolving therapies, and recognition within the community of high quality patient care.

Promotion to Professor of Clinical Medicine is dependent on demonstration of exceptional skills in the areas of teaching and patient care. It is anticipated that faculty who reach the rank of Professor of Clinical Medicine will have achieved recognition for their contributions to the Department. These contributions may be in the area of leadership in creation of new and evolving curricula, leadership within patient care, and leadership for teaching. It is anticipated that people who reach this level will be widely recognized within the community as leaders of their discipline. Scholarly activity is also required.

A few members of the Department are in the tenured Academic Track. It is anticipated that members in this track will be appointed as an Assistant Professor.

Faculty in the Clinical/Teaching (CT) track will be able to reach the Associate Professor status only by demonstrating excellence in patient care and teaching. The expectations with regard to this are similar to those outlined above for the clinical discipline track. In addition, however, candidates who remain in the academic clinical track should have much greater evidence of scholarly activity and published research. Individuals who seek promotion in this track must have higher quality publications and made presentations of papers at scholarly meetings and conferences.

Faculty in the Research/Teaching (RT) track will be able to reach the Associate Professor status only by demonstrating significant research commitment in addition to teaching and service, including patient care where applicable. Candidates who remain in the academic track (RT) should have quality of publications, consistency of performance and more involvement in research rather than the overall quantity of articles. Of particular importance for advancement in rank is for the candidate to secure external funding. Individuals who seek promotion in this track must be invited to present papers at scholarly meetings and conferences and to give research seminars at other institutions.

Although it is anticipated that the Department of Medicine at Peoria will have fewer candidates within this Academic Track than in the Clinical Discipline Track, there are some individuals who may elect to pursue the necessary research activities in order to be promoted along this track.

Promotion to Professor in the academic clinical track would require exceptional performance as a leader in their field, as well as regional and national recognition for their contributions, combined with a high quality clinical practice and exceptional teaching.

The non-tenured Research Track may be used for faculty members whose primary commitment to the College is in research. Within the Medicine department, the research prefix normally designates faculty members who are credentialed in a field other than the primary discipline of the department and who have a major commitment to research. It is recognized that faculty with the research qualifier normally have reduced teaching and service activities, but correspondingly greater research activity.

Faculty at the Research Associate Professor rank should have demonstrated continuing excellence in research, clear evidence of independence, and significant innovation in their work. They should have demonstrated leadership in their fields which brings recognition and enhanced stature to the University and the Department and should be recognized nationally for their accomplishments. Promotion to Research Professor requires clear evidence of independence.

In cases where the faculty member has significant teaching and/or service responsibilities, excellence in teaching and/or high impact in service activities must be documented.

Promotions at all times must satisfy the requirements of the overall University of Illinois College of Medicine. However, it should be recognized that the emphasis of this site is community-based teaching. Therefore, the bulk of our faculty will be volunteer faculty whose responsibilities and talents are in teaching and patient care. Recognition of the activities of this segment of the department is critically important to the continuation of our mission as a community-based school.

In addition, even full-time faculty are heavily dependent on their clinical activity in order to have adequate departmental finances. Therefore, excellence in clinical service is also critically important for this segment of the faculty and this contribution deserves to be recognized.

Teaching at both the medical student and resident level is critically important. It is important not to emphasize clinical service activity and/or research to the exclusion of teaching. A formalized evaluation system for teaching skills is in place and documentation of these skills should count heavily toward promotion.

Both high-quality teaching and high-quality patient care are heavily dependent on continued scholarly activities on the part of the faculty. Scholarly activities should not be defined narrowly to that of traditional funded research but need to include activities, which maintain currency in the medical field and help develop curriculum, new programs, and a broader understanding of medicine and its role in the community.

# **STATEMENT OF COLLEGE/UNIT NORMS, EXPECTATIONS, AND STANDARDS OF EXCELLENCE**

## **UNIVERSITY OF ILLINOIS COLLEGE OF MEDICINE AT PEORIA DEPARTMENT OF NEUROLOGY**

### **Standards Adopted by the Department of Neurology**

- All faculty of the University of Illinois College of Medicine at Peoria Department of Neurology will be recruited on the clinical track.
- All faculty will have completed a Neurology Residency from an accredited U.S. residency program.
- All faculty will be BC/BE in Neurology.
- All faculty will demonstrate a high level of ability in performing activities of patient care, teaching, scholarship and community service.
- All faculty will demonstrate a collegial relationship with his/her peers and other members of the medical team.
- All faculty will demonstrate a high level of personal and professional integrity in his/her interactions with patients, staff and peers.
- All faculty will actively participate in educational offerings to undergraduate medical education, graduate medical education and continuing medical education.

Departmental norms, expectations and standards of excellence of its faculty will be evaluated in the areas of teaching, research and service:

#### **Teaching**

It is expected that all faculty provide instruction to students, residents, fellows, attendings from other services and/or attendings from their own department while performing their clinical duties.

#### *Expectations/Standards (expected of all faculty)*

1. A ranking of good from one or more of the groups of individuals listed above in the area of teaching is expected.
2. Didactic lectures are expected and the majority of the rating should be good or above average from one or more of the groups of individuals listed above in the area of the overall area of teaching.
3. Providing education to referring services in the neurologist's area of specialty.

#### **Research**

It is expected that all faculty assist in and/or encourage the fostering of research to students, residents, fellows, attendings from other services and/or attendings from their own department while performing their clinical duties.

#### *Expectations/Standards (expected of all faculty)*

1. All faculty are expected to provide research support to one or more of the groups of individuals listed above in the area of teaching or within the faculty member's specialty area of interest.
2. All faculty are expected to provide research support to any clinician from other departments who require neurological participation.

#### **Service**

All faculty are on daily service 12 months of the year. Daily clinical areas of responsibility may vary. While on clinical service, faculty may come in direct or indirect contact with any one of these groups: medical students, residents, fellows, attendings from other services and/or attendings from their own department. Faculty service may be divided or concentrated among the affiliated health care institution, University of Illinois College of Medicine at Peoria, Department of Neurology, medical group practice or professional organizations.

#### *Expectations/Standards (expected of all faculty)*

1. Providing timely reports on clinical material in the faculty's area of expertise.
2. Good communication with the relevant clinical services.
3. Service on departmental committees.

## STATEMENT OF UNIT NORMS, EXPECTATIONS, AND STANDARDS OF EXCELLENCE

Standards Adopted by the Department of Neurosurgery Faculty: 1/18/2011

The University of Illinois College of Medicine at Peoria is a community-based school. The emphasis of the Department of Neurosurgery therefore lies predominantly in the areas of clinical service and teaching. This emphasis, however, is shared with an emphasis on scholarly activity.

All members of the Department of Neurosurgery are required to participate in some form of scholarship and participate in the teaching needs of the department. The Department participates in teaching at the M2, M3, and M4 level. Faculty perform didactic lectures, teaching rounds, patient management rounds, and other formal learning experiences geared toward students and residents. All members of the department who teach hold an appointment at least at either the clinical assistant professor or assistant professor of clinical neurosurgery level. Service to the University is an important faculty responsibility and is therefore a factor in appointment and promotion considerations, but it is not sufficient in the absence of research activity and excellence in teaching.

In order to obtain and keep an appointment in the clinical discipline track, physicians are expected to continue to regularly participate in the teaching needs of UICOMP. Individuals whose participation in teaching exceeds that which is normally expected for a period of at least three years are considered for promotion to the title of associate professor in the clinical discipline track. Evaluation for this promotion also includes consideration of their expertise or documented improvement as a teacher and their ongoing scholarly activities. In addition, the physician should have shown significant development of a high quality clinical practice. Faculty promoted to the Associate Professor level must have shown significant scholarly activity manifested by contributions to the curriculum of the program, teaching at the highest level of excellence with emphasis on new and evolving therapies and techniques, recognition within the community of high quality patient care, and scholarly activity manifested by ongoing research, abstracts, and invited presentations. Faculty should have received local recognition as a clinician and/or teacher.

Promotion to the level of Professor in the clinical discipline requires exceptional service for a prolonged period of time in the areas of teaching and patient care. This rank is reserved only for those who have demonstrated sustained achievement and outstanding work. Significant contributions to the mission of the Department and the College in the form of committee service and leadership are also expected. It is anticipated that faculty who reach rank of Professor of Clinical Neurosurgery will have achieved recognition for their contributions to the Department. These contributions may be in the area of leadership in creation of new and evolving curricula, leadership within patient care, leadership for teaching, and leadership in creation of new devices or surgical techniques. It is anticipated that people who reach this level will be widely recognized within the community as leaders of their discipline. Scholarly activity is also required. In some instances this title will be appropriate to recognize major contributions in a singular area, such as teaching, administration, or service, especially when these contributions and achievements are broadly recognized either within or outside the University.

Some members of the Department are in the tenure-track academic (CT) track. It is anticipated that members of this track will be usually appointed as Assistant Professor. It is expected that individuals being appointed or promoted in the Academic (CT) track will be excellent clinicians.

Faculty will be able to reach the Associate Professor status only by demonstrating excellence in patient care, teaching, and scholarly research. The expectations with regard to this are similar to those outlined above for the clinical discipline track. In addition, however, candidates who remain in the academic clinical track should have much greater evidence of scholarly activity and published research. Individuals who seek promotion in this track must have higher quality publications and made presentations of papers at scholarly meetings and conferences. The quality of publications, consistency of performance, and the extent of involvement of the candidate in research are more important than overall quantity of articles. Articles in refereed journals, case reports, review articles, abstracts, and book chapters may be considered to meet the requirement for publications in this track. The candidate need not be the senior author, but evidence of significant involvement in the work or in the preparation of the publications should be provided. The publications considered adequate to meet this requirement are fewer than in the Academic (Research/Teaching) track. The receipt of external funds for research and other scholarly pursuits is encouraged but not required for promotion in this track. Although it is

anticipated that the Department of Neurosurgery at Peoria will have fewer candidates within this track than in the clinical discipline track, there are some individuals who may elect to pursue the necessary research activities in order to be promoted along this track.

Promotion to Professor in the academic track would require exceptional performance as a leader in their field which brings recognition and enhanced stature to the University as regional and national recognition for their contributions, combined with a high quality clinical practice and exceptional teaching. Promotions at all times must satisfy the requirements of the overall University of Illinois College of Medicine. However, it should be recognized that the emphasis of the site at Peoria is community-based teaching. Therefore, the bulk of our faculty will have responsibilities and talents in teaching and patient care. Recognition of the activities of this segment of the department is critically important to the continuation of our mission as a community-based school. It is important not to emphasize clinical service activity and/or research to the exclusion of teaching. A formalized evaluation system for teaching skills is in place and documentation of these skills should count heavily toward promotion.

Both high quality teaching and high quality patient care are heavily dependent on continued scholarly activities on the part of the faculty. Scholarly activities should not be defined narrowly to that of traditional funded research but need to include activities which maintain currency in the medical field and help develop curriculum, new programs, and a broader understanding of medicine and its role in the community.



## **PROMOTION AND TENURE GUIDELINES FOR PROMOTION TO PROFESSOR (RT)**

### **Department of Obstetrics and Gynecology**

For promotion to Professor with tenure in the Academic (Research/Teaching) Track in the Department of Obstetrics and Gynecology a faculty member must be salaried greater than 50% for University related activities. This track is for clinical faculty with significant commitment to teaching and service, patient care and a significant past record of research accomplishments. The primary basis for promotion may be excellence in teaching and contributions to the mission of the department and the University. In cases where these are the primary reasons for promotion, there must be significant evidence of research activity in the past including publications and external support following significant peer review.

The faculty member should have demonstrated leadership in their field both on the state and national level which brings recognition and enhanced stature to the University. They should have developed a high-quality practice that includes full development of a specialty or subspecialty clinic either locally or regionally.

- (1) They should be engaged in high-quality clinical care. The clinical care is expected to support the University financially but also to provide a clinical practice whereby the faculty member carries out a documented excellence in teaching both medical students and residents.
- (2) They should provide a high level of teaching quality for medical students and residents who work within the Department of Obstetrics and Gynecology on both inpatient and outpatient services. Their teaching responsibilities may include lectures, teaching rounds, curriculum committees, clerkship director for students, program director for residents and related administrative duties and responsibilities related to teaching. In addition, teaching and service may be in directing and teaching continuing medical education such as outreach regional programs and specialty areas related to the clinical discipline of obstetrics and gynecology.
- (3) They should perform the necessary duties as needed by the department including both elected and appointed positions such as chairmanship of the hospital department, administration of teaching programs and administration and development of resident and student research programs.
- (4) They should be responsible for scholarly work that has enhanced the field of obstetrics and gynecology both at the University and at the state and national levels. Their publications could include books, textbook chapters, full-length publications in refereed journals and other shorter publications. In their career, the publication list should include at least thirty publications of full-length articles in peer-reviewed journals and an additional thirty publications requested by editors for textbooks or journals. They should have documented participation in at least thirty projects resulting in oral or poster presentations at national meetings during their career.

**PROMOTION AND TENURE GUIDELINES  
FOR PROMOTION TO PROFESSOR (RT)**

**Department of Obstetrics and Gynecology**

- (5) Membership and documented participation are required in at least three national/international societies within the specialty or subspecialty of the faculty member that require peer review based partly on research accomplishments for membership, participation in hospital departmental committees, participation in University committees, participation in major committees at the state and national levels, leadership positions in state or national societies in the field of obstetrics and gynecology, participation in advisory review committees at the state or national level and participation in two or more college campus committees.

University of Illinois College of Medicine at Peoria  
Department of Pathology

**Department Norms**

***Academic (RT) Track [Research and Teaching]***

<b>A. Assistant Professor of Pathology • RT</b>		<b>B. Associate Professor of Pathology • RT</b>	<b>C. Professor of Pathology -RT</b>
<b>Research-Teaching Track; salaried &gt;50%; tenured</b>		<b>Research-Teaching Track; salaried &gt;50%; tenured</b>	<b>Research-Teaching, Track; salaried &gt;50%; tenured</b>
1	Documents consistent involvement in the teaching mission of the Department.	Documents consistent involvement in the teaching mission of the Department.	Documents consistent involvement in the teaching mission of the Department.
2	Demonstrates evidence of commitment to excellence in teaching.	Demonstrates excellence in teaching.	Demonstrates excellence in teaching and research
3	Demonstrates evidence of original research	Is actively engaged in research, and has initiated an independent research program.	Is actively engaged in independent research
		Has attained some recognition at national level.	Has demonstrated national/international leadership
<b>D. Assistant Professor of Pathology -CT</b>		<b>E. Associate Professor of Pathology -CT</b>	<b>F. Professor of Pathology - CT</b>
<b>Clinical-Teaching Track; salaried &gt;50%; tenured</b>		<b>Clinical-Teaching Track; salaried &gt;50%; tenured</b>	<b>Clinical-Teaching Track; salaried &gt;50%; tenured</b>
1	Documents consistent involvement in the teaching mission of the Department.	Documents consistent involvement in the teaching mission of the Department.	Documents consistent involvement in the teaching mission of the Department.
2	Demonstrates evidence of commitment to excellence in teaching and service	Demonstrates excellence in teaching and service	Demonstrates excellence in teaching and service
3		Is actively engaged in scholarly activities, either individually or as a collaborator.	Is actively engaged in scholarly activities, either individually or as a collaborator.
4		Has achieved reputation for excellence at local/regional level	Has achieved reputation for excellence at regional/national level

***Academic (CT) Track [Clinical and Teaching]***

<b>G. Assistant Professor of Clinical Pathology</b>		<b>H. Associate Professor of Clinical Pathology</b>	<b>I. Professor of Clinical Pathology</b>
<b>Clinical-Discipline Track; salaried &gt;50%; no tenure</b>		<b>Clinical-Discipline Track; salaried &gt;50%; no tenure</b>	<b>Clinical-Discipline Track; salaried &gt;50%; no tenure</b>
1	Documents consistent involvement in the teaching mission of the Department	Documents consistent involvement in the teaching mission of the Department	Documents consistent involvement in the teaching mission of the Department
2	Demonstrates evidence of commitment to excellence in teaching and service	Demonstrates excellence in teaching and service	Demonstrates excellence in teaching and service
3		Has achieved peer recognition at local level	Has achieved peer recognition at regional level
<b>J. Clinical Assistant Professor of Pathology</b>		<b>K. Clinical Associate Professor of Pathology</b>	<b>L. Clinical Professor of Pathology</b>
<b>Clinical-Teaching Track; salaried &gt;50%; tenured</b>		<b>Clinical Track; nonsalaried or &lt;50%. no tenure</b>	<b>Clinical Track; nonsalaried or &lt;50%. No tenure</b>
1	Documents consistent involvement in the teaching mission of the Department	Documents consistent involvement in the teaching mission of the Department	Documents consistent involvement in the teaching mission of the Department
2	Demonstrates evidence of commitment to excellence in teaching	Demonstrates excellence in teaching	Demonstrates excellence in teaching
3			Has achieved peer recognition at regional level

## **Introduction:**

The University of Illinois College of Medicine at Peoria is a community-based school. The major mission of the Department of Pediatrics is the clinical care of children in Central Illinois and the education of medical students and residents. This emphasis is not to the exclusion of scholarly activity by the faculty. The faculty is made up of a combination of salaried and volunteer faculty and many of the faculty are volunteer faculty.

All members of the Department are required to participate in some form of scholarship and/or participate in the teaching needs of the department. The Department participates in teaching at the M2, M3 and M4 level. Both salaried and volunteer faculty perform didactic lectures, teaching rounds, patient management rounds, and other formal learning experiences geared toward students and residents. All members of the Department who teach hold an appointment at either the assistant or clinical assistant professor level or above.

Most of the salaried members of the Department are within the clinical discipline track. A few members of the Department are in the Academic Track. In our campus, with rare exception, faculty in the tenure eligible Academic Track are in the Clinical and Teaching (CT) track. Our campus offers limited opportunities to develop a career in basic science. Given the high burden of clinical responsibilities and the limited basic science opportunities, the expectations of scholarly productivity for our CT track faculty need to be evaluated in the context of our limited resources campus. As stated above, our campus cannot provide sufficient support for faculty to successfully be promoted in the research Academic Track (RT). Therefore only a very rare individual will be hired to this track.

## **Teaching ability and performance:**

The mission of the department is to support and provide education to the undergraduate medical program participating in the M-1 clinical introduction and physical assessment, M-2 curriculum, M-3 and M-4 clinical experience.

The department's mission also includes the education of residents -- the primary mission being the education of categorical pediatric residents and the combined internal medicine/pediatric residents. In addition, pediatric faculty provide teaching in pediatrics to all residencies sponsored by UICOMP.

The teaching mission involves pediatric teaching to nurses, advanced practice nurses, physical therapy students, pharmacists and all other allied health professionals training and/or practicing in our community.

The teaching mission also incorporates teaching within the community to improve health, health delivery and knowledge.

To be promoted, the faculty are expected to show sustained effort and excellence in teaching or, if chosen as the area of concentration, to be outstanding.

1. Faculty should excel in teaching, as evidenced by:
  - a. Evaluations by residents.
  - b. Evaluations by faculty and chairperson.
  - c. Active participation in residency or UGME clerkship curriculum as lecturer, rounder,

counselor, service attending, etc.

## **Clinical Effort:**

Voluntary faculty are not expected to provide clinical care for the department. Employed (part-time or full-time) faculty are expected to provide clinical service to the department. The clinical services provided by faculty must involve clinical teaching within the practice of medicine.

For most faculty, the major portion of their teaching will be the clinical teaching provided during their clinical service component of their responsibilities and expectations. We estimate that 20% of their clinical effort is devoted to clinical teaching.

Faculty are expected to demonstrate excellence in patient care. Evidence for excellence in patient care requires providing direct patient care proportional to the percent effort as measured by academic wRVU's. Quantity of care is not sufficient and faculty must demonstrate expertise in their field as manifested by development of clinics or programs, administrative activities of clinic operations, consultations, mentoring of residents and junior faculty, recognition of expertise by colleagues and patients, fulfillment of quality indicators, development of a local, regional, national or international reputation. The latter is demonstrated by invitation to lecture, referral from other professionals and specialists or by the provision of clinical expertise to educational programs, professional or community or invitation to provide clinical expertise in the form of publications.

To be promoted, the faculty are expected to show sustained effort and excellence in clinical services or, if chosen as the area of concentration, to be outstanding.

1. Faculty should excel in Clinical Service, as evidenced by:
  - a. Active clinical practice
  - b. Recognition by peers as expert in clinical area.
  - c. Certification and/or recertification by national specialty boards.
  - d. Participation in local/regional specialty groups and organizations.
  - e. For pediatric subspecialists, development of an active referral practice from outside the local area; i.e., regional recognition related to the practice of medicine.

## **Research/Scholarship:**

Voluntary faculty are encouraged, but not required, to participate in scholarly activity. However, for promotion to the rank of Professor, there must be evidence of scholarship in the form of recognition as an innovative and dedicated teacher, a regional reputation as an excellent clinician and some evidence of academic scholarship like curriculum development or program development.

Employed faculty are expected to have some scholarship. The majority of faculty in our clinically focused department will not be required to show excellence in scholarship, but rather show evidence of scholarship. Evidence of scholarship can be demonstrated by curriculum development, course development, collaborative research participation, support and participation in resident or student research. Whether educational, clinical or basic science publications are the clearest evidence of scholarship. Therefore, involvement in investigator driven research projects and publications are the clearest evidence of scholarly activity and demonstration of excellence in scholarship. All salaried faculty are expected to have evidence of scholarship in the form of publications. This requirement will vary depending on the faculty's track and percent effort devoted to scholarship.

The requirements for scholarship will vary between the different tracks, but to be promoted faculty must demonstrate evidence of scholarship or excel in scholarship or if so chosen achieve the level of outstanding.

1. Faculty should excel in scholarship, as evidenced by:
  - a. Record of continued scholarship in the form of research projects, mentorship of students/residents/fellows
  - b. Development of curriculum
  - c. Peer reviewed publications
  - d. Book chapters, case reports, presentations at regional, national and international meetings, published abstracts and invited publications
  - e. Peer evaluations
  - f. Intramural or extramural funding

## **Service and Advocacy:**

Voluntary faculty are not required, but encouraged to provide services. Salaried faculty are expected to provide services to the Department, the College, the University, the Hospital and the Community. Service is demonstrated by participation in department committees, task forces, directorship of programs and administrative roles. All faculty are expected to advocate for children and children's services. Service to the College, University and hospital are equally demonstrated by participation in committees or task forces. Service to the community is demonstrated by availability for public education, program development, participation in task forces, committees and volunteer work related to health. Professional society membership, advocacy for children and other activities that help fulfill the vision of the department, including development, are evidence of service. Few faculty, except for the department Head/Chair and Vice/Associate/Assistant Chair, will be required to show excellence in the area of service.

1. University/Hospital service and advocacy as evidenced by:
  - a. Administrative responsibilities for a clinical unit/subunit.
  - b. Participation in departmental or hospital committees related to education and/or patient care (preferably with leadership responsibility).
  - c. Accepting responsibility for direction of a specific departmental educational program or clinical service.
  - d. Service to the University including participation in Regional Site committees or College committees.
  - e. Participation in community boards
  - f. Participation in child-focused community activities or boards.

## **Faculty Appointments:**

### **Voluntary Faculty:**

The University of Illinois College of Medicine at Peoria is a community-based school. Therefore, a large proportion of the faculty is voluntary. Voluntary faculty are appointed as clinical discipline faculty at the level of Clinical Assistant Professor of Pediatrics or above. In order to obtain and retain an appointment in the clinical track, faculty are expected to continuously and regularly participate in the teaching needs of the department of pediatrics or the college of medicine at UICOMP. Employment at any of the health

care systems at Peoria is not sufficient to have a faculty appointment in the clinical discipline track

### **Salaried Faculty:**

Salaried Faculty are individuals who are employed by the University of Illinois College of Medicine for at least 50% of their time. They are appointed at the rank of Assistant Professor of Clinical Pediatrics or Assistant Professor of Pediatrics or above. Faculty that join in the clinical teacher track have primary responsibilities in teaching and clinical care and have the designation of Assistant Professor, Associate Professor or Professor of Clinical Pediatrics. Faculty on the tenure-eligible tracks, clinical or research, in addition to clinical and teaching responsibilities they must show evidence of scholarship and are appointed as Assistant Professor, Associate Professor or Professor of Pediatrics.

### **Non-tenured Clinical Faculty:**

Faculty appointed in the clinical discipline track (CD) must sign a W agreement of waiver of tenure. Their major responsibilities are clinical care and teaching. The major portion of their teaching is in the clinical setting and integral to their clinical effort. Faculty in the CD track are expected to commit at least 80% of their time or greater to clinical services with clinical teaching. The expectation is that approximately 20% of their clinical time is devoted to clinical teaching. If a clinical faculty has less than 80% clinical effort, there must be a revenue stream attached to the non-clinical effort.

### **Tenured Faculty:**

Faculty appointed in the tenure eligible tracks need to be at least 51% employed. Their responsibilities include clinical care, teaching and scholarship. Faculty in these tenure eligible tracks must excel in all three areas and have one area that achieves the level of outstanding.

#### **Academic Investigator (RT):**

Faculty appointed to the RT tenure track are individuals committed to scholarship and will be required to be outstanding in scholarship. These individuals will have a commitment to scholarship of at least 50% effort if not greater. It would be very unusual for a member of our Clinical Department to be appointed in this track

#### **Clinician Teacher (CT):**

Faculty appointed to the CT tenure eligible track are committed to scholarship and are required to excel in clinical services, teaching and scholarship. Faculty in this track must chose to achieve level of outstanding in one of these three areas. Faculty who chose to be on the tenure track in our campus are most likely to be appointed on this CT track.

### **Promotion:**

For faculty to be promoted from Assistant Professor to Associate Professor they must demonstrate five years of consistent and sustained excellence in patient care, teaching and scholarship. The expectations with regard to these areas vary depending on the particular track of the appointment. Voluntary faculty must document excellence in teaching. Faculty in the CD track must demonstrate excellence in teaching and clinical services and demonstrate some evidence of scholarship. Faculty in the CT track must excel in teaching, clinical services and scholarship and achieve the level of outstanding in one of them.

For faculty to be promoted from Associate Professor to Professor will depend largely on the particular track they are appointed. Promotion to Clinical Professor would require exceptional services to the department. Promotion to Professor in the CD, CT or AI tracks will require sustained demonstration of excellence as required by the particular track and development of regional, national or international

reputation and leadership in the field.

### **Clinical Track (Voluntary Faculty):**

In order to obtain and keep an appointment in the clinical track, physicians are expected to continue to regularly participate in the teaching needs of the Department of Pediatrics at UICOMP. Individuals whose participation in teaching exceeds that which is normally expected for a period of at least five years are considered for promotion to the title of Clinical Associate Professor. Evaluation for this promotion also includes consideration of their expertise as a teacher and their ongoing scholarly activities. For voluntary faculty, there is no requirement for any scholarship, but the Department would like to see some evidence or scholarly approach to teaching.

1. Evidence of excellence in teaching should be judged by:
  - a. Participation in medical student/resident/fellow education through lectures, seminars, clinical teaching, mentorship and curriculum development
  - b. Teaching evaluations by residents
  - c. Teaching evaluations by medical students
  - d. Teaching evaluations by peers
  - e. Letters of support by former students/residents/fellows
  - f. Teaching awards

Promotion to the role of Clinical Professor requires exceptional service for a prolonged period of time in the areas of teaching and patient care. Significant contributions to the mission of the Department and the College in the form of committee service and leadership are also expected.

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### **Clinical Discipline (CD) Non-tenure Track:**

For faculty to be promoted to Associate Professor of Clinical Pediatrics they must demonstrate five years of consistent excellence in patient care and teaching. In addition candidates who remain in the CD track should have evidence of scholarly activity and publications. Individuals who seek promotion in this track must have some evidence of scholarship as presentations of papers at scholarly meetings and conferences, case reports, book chapters or manuscripts.

1. Evidence of excellence in teaching should be judged by
  - a. Participation in medical student/resident/fellow education through lectures, seminars, clinical teaching, mentorship and curriculum development
  - b. Teaching evaluations by residents
  - c. Teaching evaluations by medical students
  - d. Teaching evaluations by peers
  - e. Letters of support by former students/residents/fellows
  - f. Teaching awards
2. Evidence of excellence in clinical care should be judged by
  - a. Clinical services to the community
  - b. Development of specialized clinical services or programs
  - c. Development of a regional reputation
  - d. Peer evaluation of clinical services and competencies
  - e. Letters of support
3. Evidence of service to the University and the community should be judged by
  - a. Participation in departmental, university or hospital committees preferably with leadership roles
  - b. Involvement in community activities
  - c. Volunteer activities



- d. Community recognition
- 4. Evidence of scholarship should be judged by
  - a. Record of continued scholarship in the form of research projects, mentorship of students/residents/fellows
  - b. Development of curriculum
  - c. Peer reviewed publications
  - d. Book chapters, case reports, presentations at regional, national and international meetings, published abstracts and invited publications
  - e. Peer evaluations
  - f. Although not required for promotion in this track, having obtained extramural funding should be considered further evidence of scholarship especially given the circumstances of our community based medical campus

Our Department takes into account the clinical load and excellence in clinical service during the evaluation of faculty in the CD track. We consider outstanding teaching and/or clinical service with some evidence of scholarship as sufficient for promotion to Associate Professor in the CD track.

Promotion to Professor of Clinical Pediatrics is dependent on demonstration of exceptional skills in the areas of teaching and patient care. It is anticipated that faculty who reach the rank of Professor of Clinical Pediatrics will have achieved recognition for their contributions to the Department. These contributions may be in the area of leadership in creation of new and evolving curricula, leadership within patient care, and leadership for teaching. It is anticipated that people who reach this level will be widely recognized within the community as leaders of their discipline. Scholarly activity is also required. Scholarship should reflect an area of expertise and should have evidence of peer reviewed scholarship.

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### Clinician Teacher (CT) Tenure Track:

For faculty to be promoted to Associate Professor of Pediatrics CT they must demonstrate five years of consistent excellence in patient care and teaching. The expectations with regard to these areas are similar to those for the clinical discipline track. In addition, however, candidates who remain in the CT track should have evidence of scholarly activity and published research. Individuals who seek promotion in this track must have peer reviewed publications and made presentations of papers at scholarly meetings and conferences. External funding for scholarly work is not required but encouraged.

- 1. Evidence of excellence in teaching should be judged by
  - a. Participation in medical student/resident/fellow education through lectures, seminars, clinical teaching, mentorship and curriculum development
  - b. Teaching evaluations by residents
  - c. Teaching evaluations by medical students
  - d. Teaching evaluations by peers
  - e. Letters of support by former students/residents/fellows
  - f. Teaching awards
- 2. Evidence of excellence in clinical care should be judged by
  - a. Clinical services to the community
  - b. Development of specialized clinical services or programs
  - c. Development of a regional reputation
  - d. Peer evaluation of clinical services and competencies
  - e. Letters of support
- 3. Evidence of service to the University and the community should be judged by
  - a. Participation in departmental, university or hospital committees preferably with leadership roles

- b. Involvement in community activities
  - c. Volunteer activities
  - d. Community recognition
4. Evidence of scholarship should be judged by
- a. Record of continued scholarship in the form of research projects, mentorship of students/residents/fellows
  - b. Development of curriculum
  - c. Peer reviewed publications
  - d. Book chapters, case reports, presentations at regional, national and international meetings, published abstracts and invited publications
  - e. Peer evaluations
  - f. Although not required for promotion in this track, having obtained extramural funding should be considered further evidence of scholarship especially given the circumstances of our community based medical campus

Our Department takes into account the clinical load and excellence in clinical service during the evaluation of faculty in the CT track. We consider outstanding teaching and/or clinical service with evidence of scholarship as sufficient for promotion to Associate Professor in the CT track.

Promotion to Professor in the academic clinical track would require must five years of consistent excellence in patient care and teaching, an area of concentration and expertise, exceptional performance as a leader in their field, as well as regional and national recognition for their contributions, combined with a high quality clinical practice and exceptional teaching. In addition the candidate must demonstrate a consistent record of peer review publications as senior author. External funding is not required but encouraged.

### Academic Investigator (RT) Tenure Track:

For faculty to be promoted to Associate Professor of Pediatrics RT they must demonstrate five years, since last promotion, of consistent excellence in patient care and teaching. The expectations with regard to these areas are similar to those for the clinical discipline track. In addition, however, candidates who remain in the RT track should have evidence of scholarly activity and published research. Individuals who seek promotion in this track must have peer reviewed publications and made presentations of papers at scholarly meetings and conferences. External funding for scholarly work is required.

5. Evidence of excellence in teaching should be judged by
- a. Participation in medical student/resident/fellow education through lectures, seminars, clinical teaching, mentorship and curriculum development
  - b. Teaching evaluations by residents
  - c. Teaching evaluations by medical students
  - d. Teaching evaluations by peers
  - e. Letters of support by former students/residents/fellows
  - f. Teaching awards
6. Evidence of excellence in clinical care should be judged by
- g. Clinical services to the community
  - h. Development of specialized clinical services or programs
  - i. Development of a regional reputation
  - j. Peer evaluation of clinical services and competencies
  - k. Letters of support
7. Evidence of service to the University and the community should be judged by

- l. Participation in departmental, university or hospital committees preferably with leadership roles
  - m. Involvement in community activities
  - n. Volunteer activities
  - o. Community recognition
- 8. Evidence of scholarship should be judged by
  - p. Record of continued scholarship in the form of research projects, mentorship of students/residents/fellows
  - q. Development of curriculum
  - r. Peer reviewed publications
  - s. Book chapters, case reports, presentations at regional, national and international meetings, published abstracts and invited publications
  - t. Peer evaluations
  - u. Although not required for promotion in this track, having obtained extramural funding should be considered further evidence of scholarship especially given the circumstances of our community based medical campus

Our Department takes into account the clinical load and excellence in clinical service during the evaluation of faculty in the RT track. Consideration to outstanding teaching and/or clinical service can be considered for promotion in the RT track provided that it is documented by scholarship and peer reviewed publications in the area. All faculty in this track must have strong evidence of scholarship for promotion to Associate Professor in the RT track.

Promotion to Professor in the RT track would require a minimum of five years, since last promotion, of consistent excellence in patient care and teaching, an area of concentration and expertise, exceptional performance as a leader in their field, as well as regional and national recognition for their contributions, combined with a high quality clinical practice and exceptional teaching. In addition the candidate must demonstrate a consistent record of peer review publications as senior author. External funding is required.

Promotions at all times must satisfy the requirements of the overall University of Illinois College of Medicine. However, it should be recognized that the emphasis of this site is community-based teaching. Therefore, the bulk of our faculty will be volunteer faculty whose responsibilities and talents are in teaching and patient care. Recognition of the activities of this segment of the department is critically important to the continuation of our mission as a community-based school.

STATEMENT OF UNIT NORMS, EXPECTATIONS, AND STANDARDS OF EXCELLENCE  
INCLUDE STATEMENTS FOR ALL RANKS WITHIN THE CLINICAL DISCIPLINE NON-TENURE TRACK

Department of Psychiatry & Behavioral Medicine, UICOM-Peoria  
Statement of Unit Norms, Expectations and Standards of Excellence

The mission of the Department of Psychiatry and Behavioral Medicine includes education, scholarship, and service. We are committed to fostering an environment that encourages collaboration and is dedicated to evidence-based practice, scientific integrity, pursuit of knowledge, and respect for the needs of patients, students, trainees, faculty and the community. The department serves its mission through various means including its educational curricula, its collaborations with community service agencies and other academic departments, and its departmental programs.

The department expects its faculty to pursue this mission in a scholarly manner, to stay current with or contribute to advances in psychiatry and behavioral medicine and to reflect these in their educational, service, and research efforts. As a community-based medical school department, the department has community-based voluntary faculty in addition to its full-time department-based faculty, each with a different set of expectations. Specific criteria for evaluating faculty in their performance of this mission can be found in the University of Illinois College of Medicine document entitled, "Criteria and Guidelines for Appointment and Promotion of the Faculty." General norms and standards as they apply to full-time and voluntary faculty and within individual mission domains are as follows:

1) Teaching ability and performance

A major mission of the department is to support and provide undergraduate medical student education. Medical students enter the program in their second year of medical school (M-2). The M-2 curriculum consists of a one-month lecture series in Psychiatry and Behavioral Medicine and a large portion of the college's human sexuality curriculum. The M-3 curriculum consists of six, eight-week clinical clerkships each containing a lecture series. The fourth year curriculum is elective. It is expected that full-time faculty participate in the education of undergraduate students within the department. Voluntary faculty are expected to show a sustained commitment to participation in teaching by actively teaching or remaining available to teach if needed. Teaching may involve any of the following activities: presenting a lecture or conducting a small group laboratory in the M-2 year providing clinical supervision and/or didactic instruction in an outpatient or inpatient M-3 clerkship setting, providing instruction in the departmental M-3 lecture series, offering an elective in the M-4 year, participating in the departmental seminar series offered for the residents in Family and Community Medicine, or providing leadership in encouraging teaching at the faculty member's community agency.

Another major mission is the support and education of a psychiatry residency training program. Faculty members are expected to contribute to the department in one or more areas, including curriculum development, mentorship, clinical supervision, didactic presentations, faculty development, evaluative processes, and process improvement, among others.

The department also supports elective external residency and post-doctoral rotations for primary care, neurology, and psychology residents, interns, and postdocs.

To be promoted, faculty are expected to demonstrate sustained support and excellence in teaching. Clinical Professors should evidence leadership through, for example, participation in curriculum development, department and/or university committees, administration, or other activities aimed at promoting the development or support of the department's educational mission.

2) Clinical effort

Faculty members support the department's patient care mission through several means including in the outpatient clinic, inpatient units, and consultation liaison services. These and other clinical-relevant efforts may be through collaborations and affiliations with other regional service agencies. Clinical care may involve the direct delivery of pharmacotherapy or psychotherapy services, supervision or consultation to other service providers, and/or development of a treatment or other clinically relevant service program.

The department expects its full-time faculty to demonstrate involvement and excellence in patient care. Volunteer faculty are not expected to provide clinical service for the department. Active involvement in the direct delivery of clinical service is expected of full-time clinical faculty at the entry level. To advance in rank, faculty should show evidence of developing expertise and growing recognition of that expertise through activities such as program development, consultation, supervision, or other administrative activities designed to enhance the quality of clinical care. Local, regional, or national recognition of clinical expertise may be shown in the form of invited consultation, referral from other professionals and specialists, or the provision of clinically related professional or public educational programs, presentations, or publications.

### 3) Research

As a small department with a primary commitment to education and clinical service, our faculty are encouraged, but not required, to establish research programs or secure extramural funding. Volunteer faculty are not expected to conduct research for the department. Full-time clinical faculty are expected to make scholarly contributions to the public or profession through a variety of means. Examples may include traditional means, such as publications, presentations, editorial, or review work, but may also include case studies, letters to the editor, abstracts, and public education publications. The quantity of publications may be less than is expected in traditional non-clinical, research-oriented departments, and in the case of a very active clinician/educator, may be very few in number. Participation in collaborative research is encouraged, but not required, and participants are not required to be the first author on publications or presentations to be considered research contributors.

For entry-level faculty, it is expected that their first few years will be spent teaching and developing clinical service activities. As teaching and service stabilizes, scholarly contributions in the form of public and professional presentations or publications of clinical or educational relevance are encouraged, but not required. Research contribution is not expected for advancement in rank for the faculty in clinician/educator promotion tracks. Significant contributions in the traditional sense of multiple publications, presentations, extramural funding, or recognition for research efforts through invited presentations and publications is considered above the norms and expectations of the department.

### 4) Service

Faculty are expected to provide service to the department, the college, and to the community. Service to the department and the school is evidenced in active participation in committees or administrative tasks. Service to the community is evidenced by faculty member's availability to the community for public education and other service. Opportunities for service are diverse and include lending assistance to media, business, or other community agencies; assisting patient or other advocacy groups in meeting their goals; or other activities aimed at facilitating the mission and goals of public or professional groups serving mental health interests.

## **Standards Adopted by the Department of Radiology Faculty: 11/30/2009**

The Department of Radiology adopted the University of Illinois College of Medicine at Peoria standards as the department norm, expectations, and standards of excellence.

### **DEMONSTRATION OF QUALIFICATIONS**

The intent of this section is to describe the evidence that is evaluated and assessed when a faculty member is considered for a given academic rank. Documentation will be required for contributions in research, teaching, and service, including patient care where applicable.

Letters of evaluation from experts in the candidate's field are a significant factor in consideration for appointment or promotion. Individuals from whom letters of evaluation are requested should be told the criteria for scholarly activity as defined in this document and should be asked to comment on the skills of the candidate as appropriate for the relevant track. Evaluation of the quality and significance of the faculty member's standing relative to individuals at the same level of appointment or advancement must be provided. For appointment or promotion to tenurable ranks, letters from at least four but no more than eight scholars or professional specialists outside the University who have not been significant collaborators or mentors of the candidate are required. A majority of the external references should be nominated by someone other than the candidate. All references should be acknowledged authorities in the field and should hold at least the rank for which the candidate is being proposed. Up to three additional letters may be submitted from individuals who personally know the candidate and can address the candidate's qualifications in the areas of teaching, patient care, and University service.

#### **A. Research and Scholarship**

Research involves an organized system of measurement, observation and comparison. Scholarly activity, of which research is a part, may also include clinical case reports, literature reviews, abstracts, invited presentations, and contributions to education. While indices of scholarly activity may differ by discipline and by rank, evidence of achievement includes:

1. Publications. The quality of publications, the consistency of productivity, and the number of publications are all factors which will be considered. Considerations in judging the quality of scholarly work include whether or not the journals are refereed, the number of authors, and the role of the candidate in the execution of a project. It is recognized that disciplines have different norms for order of authorship, and an explanation of the norms for the candidate's discipline should be provided. Publications which are not yet in print but have been accepted should be appropriately documented.

2. Support for Research. The organization and execution of a creative, productive, and sustained research program provide significant evidence of scholarly capabilities. Grants obtained as a principal investigator after peer review at the national level are particularly important for appointment or promotion to the rank of Associate Professor or Professor in the Academic (RT) and Research Tracks. Other types of research grants which will contribute to the scientific body of knowledge are also important. In view of the decreasing percentage of funded applications, unfunded grants which are favorably reviewed may be taken into account.

**THE FOLLOWING CONSTITUTE EVIDENCE OF NATIONAL RECOGNITION NORMALLY BASED UPON ONE'S SCHOLARLY ACHIEVEMENT.**

3. Presentations at Scholarly Meetings and Conferences. Research stature can be assessed, in part, by invited papers presented at scholarly meetings and conferences. In addition, papers given at meetings or conferences which have been screened by a review committee should be indicated. Invitations to participate in national or international meetings or to organize sessions for such meetings are evidence of peer recognition of research accomplishments.

4. Appointment to Editorial Boards of Professional Journals. Service on editorial boards of professional journals or as peer reviewers of manuscripts provides evidence of the candidate's stature within his/her discipline.

**STATEMENT OF UNIT NORMS, EXPECTATIONS, AND STANDARDS OF EXCELLENCE –**  
(Continued)

5. Invited Seminars. A list of research seminars given by the candidate at other institutions provides evidence of research stature.

6. Service on National Scientific Advisory Boards. Service on study sections for NIH, NSF, or other national research advisory boards provides evidence of national stature in a research field.

7. Election to office in national scientific organizations.

**B. Teaching**

The categories to be used in judging teaching performance for all faculty members are listed below. It is expected that those individuals who are being recommended for promotion primarily on the basis of excellence in teaching will be able to document excellence in these categories. Documentation of teaching achievement includes:

1. Student Performance. Objective measures, particularly external, of student progress in the courses in which the candidate teaches provide evidence of teaching achievement.

2. Systematic and Standardized Student/Resident Evaluation of Instruction. Student/resident evaluation of teaching is the responsibility of departments and should encompass classroom/laboratory teaching assessment and clinical teaching assessment. The standard College assessment forms should be used and qualitative information compared to departmental norms.

3. Peer Appraisal of Instruction. Peer evaluation of teaching is the responsibility of departments and should encompass classroom/laboratory teaching assessment and clinical teaching assessment. Standard College assessment forms address rating of teaching performance by peer observation, a validity check through an interview form to be used with students immediately following peer observation, and how the faculty teacher assesses written materials of students.

4. Instructional Material and Methodology. Faculty members should provide a written description of new teaching methods or subject matter, listing the objectives, explaining the reasons why a new teaching method is being introduced, and comparing the new or non-traditional approach with conventional methods. The evaluation of new or non-traditional teaching methods or subject matter will be judged by peers and department heads through a standard College assessment form.

5. Teaching Responsibilities. A list of the candidate's specific teaching responsibilities, including the number of contact hours, preparation hours and committee work hours, provides valuable information about the candidate's commitment to teaching. The teaching workload over a number of years indicates the scope of activity.

6. Awards for Teaching Excellence. A list of awards received by the candidate for excellence in teaching provides another measure of the candidate's teaching ability.

**C. Patient Care and Related Clinical Activities**

If quantitative data are provided for clinical activity, norms should also be included. Indicators of excellence in clinical affairs include the following:

1. Evidence of peer recognition in the community as a consultant or a primary provider as assessed by patient referrals. The department head/chair may obtain independent letters from colleagues in the community as a means of documenting recognition.
2. Total time commitment of the candidate devoted solely to patient care activities.
3. Membership on advisory committees of and consultantships to hospitals and educational, clinical, or other similar institutions.
4. Programs of national, state, or local professional organizations which the candidate organized or in which he/she participated.

STATEMENT OF UNIT NORMS, EXPECTATIONS, AND STANDARDS OF EXCELLENCE –  
(Continued)

#### **D. Service**

In evaluating a faculty member's service contributions, specific letters from the department head/chair, senior department members, deans, peers on committees, or committee chairpersons in regard to the faculty member's performance may be provided.

Evidence of University service includes:

1. Administration of a department or other formally organized unit of instruction or of a clinical service.
2. Director of special departmental or interdepartmental training or research programs.
3. Service as a class or student advisor.
4. Member of department, program, College, or University governing bodies.
5. Member or chairperson of department, program, College, or University committees.
6. Representative of the department, program, College, or University to outside agencies.
7. Chairperson of course committees.
8. Participation in the design or delivery of continuing medical education programs. A list of such programs and the candidate's role and documentation concerning the quality of the candidate's contributions should be submitted.
9. Appointment or election to offices in local, regional and national medical societies.



STATEMENT OF UNIT NORMS, EXPECTATIONS, AND STANDARDS OF EXCELLENCE

UNIVERSITY OF ILLINOIS COLLEGE OF MEDICINE AT PEORIA  
DEPARTMENT OF SURGERY  
PROMOTION AND TENURE GUIDELINES  
FOR PROMOTION TO CLINICAL ASSOCIATE PROFESSOR  
CLINICAL TRACK

For promotion to Clinical Associate Professor in the Clinical Track, a faculty member in the Department of Surgery is normally expected to have demonstrated commitment to the educational program of the college based upon accepting ongoing teaching assignments, patient care and on stature in the practice of medicine. It is expected that expertise and excellence will be demonstrated in performance of these responsibilities. Employment or promotion in the clinical track depends primarily on teaching and patient care and on stature in the practice of medicine. Since individuals in this track usually have major professional commitments outside the University, comprehensive contributions to the college are not expected.

Demonstrated excellence in teaching and/or service will generally meet promotion requirements in this track as follows:

1. The faculty should excel as evidenced by evaluations by residents, faculty and chair of the department; the teaching can include active participation in resident or medical student education as either clinical teacher, lecturer, counselor, etc.
2. The faculty should excel in clinical practice as evidenced by a well-respected reputation in the community, an active clinical practice, certification by national specialty boards, and participation in local, regional or national specialty groups and organizations.
3. University/hospital services is evidenced by administrative responsibilities for clinical unit, participation on departmental or hospital committees, accepting responsibilities for direction of a specific educational program or service, and participation in regional committees for the university or the hospital.

The faculty member in the clinical track is not expected to conduct significant research or publications in order to be promoted. However, the faculty member should demonstrate a scholarly approach to teaching and the practice of clinical medicine.

## STATEMENT OF UNIT NORMS, EXPECTATIONS, AND STANDARDS OF EXCELLENCE

### UNIVERSITY OF ILLINOIS COLLEGE OF MEDICINE AT PEORIA DEPARTMENT OF SURGERY PROMOTION AND TENURE GUIDELINES FOR PROMOTION TO CLINICAL PROFESSOR CLINICAL TRACK

For promotion to Clinical Professor in the Clinical Track, a faculty member in the Department of Surgery is normally expected to have demonstrated commitment to the educational program of the college based upon accepting ongoing teaching assignments, patient care and on stature in the practice of medicine. It is expected that expertise and excellence will be demonstrated in performance of these responsibilities. Employment or promotion in the clinical track depends primarily on teaching and patient care and on stature in the practice of medicine. Since individuals in this track usually have major professional commitments outside the University, comprehensive contributions to the college are not expected.

Demonstrated excellence in teaching and/or service will generally meet promotion requirements in this track as follows:

1. The faculty should excel as evidenced by evaluations by residents, faculty and chair of the department; the teaching can include sustained excellence in resident or medical student education as either clinical teacher, lecturer, counselor, etc.
2. The faculty should excel in clinical practice as evidenced by a well-respected reputation in the community, an active clinical practice, certification by national specialty boards, and participation in local, regional or national specialty groups and organizations.
3. University/hospital services is evidenced by administrative responsibilities for clinical unit, participation on departmental or hospital committees, accepting responsibilities for direction of a specific educational program or service, and participation in regional committees for the university or the hospital.

The faculty member in the clinical track is not expected to conduct significant research or publications in order to be promoted. However, the faculty member should demonstrate involvement in the mission of the college and maintain a scholarly approach to teaching and the practice of clinical medicine.

## STATEMENT OF UNIT NORMS, EXPECTATIONS, AND STANDARDS OF EXCELLENCE

### UNIVERSITY OF ILLINOIS COLLEGE OF MEDICINE AT PEORIA DEPARTMENT OF SURGERY PROMOTION AND TENURE GUIDELINES FOR PROMOTION TO ASSOCIATE PROFESSOR CLINICAL DISCIPLINE TRACK

For promotion to the rank of Associate Professor of Clinical Surgery, a faculty member in the Department of Surgery is normally expected to have demonstrated commitment to the educational program of the college based upon accepting ongoing teaching assignments, patient care and on stature in the practice of medicine. It is expected that expertise and excellence will be demonstrated in performance of these responsibilities. Employment or promotion in the clinical discipline track depends primarily on teaching and patient care and on stature in the practice of medicine. Since individuals in this track usually have major professional commitments outside the University, comprehensive contributions to the college are not expected.

Demonstrated excellence in teaching and/or service will generally meet promotion requirements in this track as follows:

1. The faculty should have fulfilled potential for achievement in teaching as evidenced by evaluations by residents, faculty and chair of the department; the teaching can include active participation in resident or medical student education as either clinical teacher, lecturer, counselor, etc.
2. The faculty should excel in patient care programs as evidenced by a well-respected reputation in the community, an active clinical practice, certification by national specialty boards, and participation in local, regional or national specialty groups and organizations.
3. University/hospital services is evidenced by administrative responsibilities for clinical unit, participation on departmental or hospital committees, accepting responsibilities for direction of a specific educational program or service, and participation in regional committees for the university or the hospital.
4. The faculty should produce scholarly work as evidenced by participation and presentation at national, regional and local meetings; publication of articles or abstracts in professional journals, book chapters or press articles; and clinical and/or laboratory research, prospective studies, and case reports.

Faculty in the Clinical Discipline Track are not expected to conduct significant research or publications; however, these faculty should demonstrate a scholarly approach to teaching and the practice of clinical medicine. They should actively pursue recent advances in their discipline, as evidenced by maintaining current board recertification if applicable and attendance at national meetings. Further evidence of scholarship may include participation in clinical research trials, poster presentations, and local and regional CME presentations. Presentations with publication are encouraged with emphasis on clinical studies.

## STATEMENT OF UNIT NORMS, EXPECTATIONS, AND STANDARDS OF EXCELLENCE

### UNIVERSITY OF ILLINOIS COLLEGE OF MEDICINE AT PEORIA DEPARTMENT OF SURGERY PROMOTION AND TENURE GUIDELINES FOR PROMOTION TO PROFESSOR CLINICAL DISCIPLINE TRACK

For promotion to the rank of Professor of Clinical Surgery, a faculty member in the Department of Surgery is normally expected to have demonstrated a commitment to the educational program of the college based upon accepting ongoing teaching assignments, patient care and on stature in the practice of medicine. It is expected that a high level of professional accomplishment, expertise and excellence will be demonstrated in performance of these responsibilities. Employment or promotion in the clinical discipline track depends primarily on teaching and patient care and on stature in the practice of medicine. Since individuals in this track usually have major professional commitments outside the University, comprehensive contributions to the college are not expected.

Demonstrated excellence in teaching and/or service will generally meet promotion requirements in this track as follows:

1. The faculty should have fulfilled potential for achievement in teaching as evidenced by evaluations by residents, faculty and chair of the department; the teaching can include active participation in resident or medical student education as either clinical teacher, lecturer, counselor, etc.
2. The faculty should excel in patient care programs as evidenced by a well-respected reputation in the community, an active clinical practice, certification by national specialty boards, and participation in local, regional or national specialty groups and organizations.
3. University/hospital services is evidenced by administrative responsibilities for clinical unit, participation on departmental or hospital committees, accepting responsibilities for direction of a specific educational program or service, and participation in regional committees for the university or the hospital.
4. The faculty should produce scholarly work as evidenced by participation and presentation at national, regional and local meetings; publication of articles or abstracts in professional journals, book chapters or press articles; and clinical and/or laboratory research, prospective studies, and case reports.

Faculty in the Clinical Discipline Track are not expected to conduct significant research or publications; however, these faculty should demonstrate a scholarly approach to teaching and the practice of clinical medicine. They should actively pursue recent advances in their discipline, as evidenced by maintaining current board recertification if applicable and attendance at national meetings. Further evidence of scholarship may include participation in clinical research trials, poster presentations, and local and regional CME presentations. Presentations with publication are encouraged with emphasis on clinical studies.

## **STATEMENT OF UNIT NORMS, EXPECTATIONS AND STANDARDS OF EXCELLENCE**

### **UNIVERSITY OF ILLINOIS COLLEGE OF MEDICINE AT PEORIA DEPARTMENT OF SURGERY PROMOTION AND TENURE GUIDELINES FOR PROMOTION TO ASSOCIATE PROFESSOR ACADEMIC (CT) TRACK**

The Academic (CT) Track is for clinical faculty with a primary commitment to, and demonstrated excellence in, teaching and service including patient care. Promotion in this track is usually achieved through the development and application of creative advances in medical care and the fostering of such clinical care in students through teaching excellence. In addition, scholarly activity leading to publications is required.

It is expected that individuals being promoted in the Academic (CT) Track will be excellent clinicians. The development of a quality practice, which is used as a base for teaching students and residents, enabling the faculty member to serve as a role model and providing the opportunity for the development of new clinical techniques, is of major importance when performance is judged. Affirmation of the high quality of clinical practice may be used as an indication of peer recognition.

Faculty at this rank should have demonstrated excellence in teaching and patient care and should be engaged in scholarly activity that results in substantial contributions in the field. They should show promise of becoming leaders in their fields, should have demonstrated the likelihood of developing a high quality practice, and should have attained a reputation of excellence at the local or regional level.

Articles in refereed journals, case reports, review articles, abstracts, and book chapters may be considered to meet the requirement for publications in this track. The candidate need not be the senior author, but evidence of significant involvement in the work or in the preparation of the publications should be provided. The publications considered adequate to meet this requirement are fewer than in the Academic (RT) Track. Quality of publications is more important than overall quantity. Presentation of papers at scholarly meetings or conferences, especially when the papers are screened by a review committee, or participation in national and/or international meetings or organization of sessions for such meetings are important criteria for promotion. The receipt of external funds for research and other scholarly pursuits is encouraged but not required for promotion in this track.

## **STATEMENT OF UNIT NORMS, EXPECTATIONS, AND STANDARDS OF EXCELLENCE**

### **UNIVERSITY OF ILLINOIS COLLEGE OF MEDICINE AT PEORIA DEPARTMENT OF SURGERY PROMOTION AND TENURE GUIDELINES FOR PROMOTION TO PROFESSOR ACADEMIC (CT) TRACK**

The Academic (CT) Track is for clinical faculty with a primary commitment to, and demonstrated excellence in, teaching and service including patient care. Promotion in this track is usually achieved through the development and application of creative advances in medical care and the fostering of such clinical care in students through teaching excellence. In addition, scholarly activity leading to publications is required.

It is expected that individuals being promoted in the Academic (CT) Track will be excellent clinicians. The development of a quality practice, which is used as a base for teaching students and residents, enabling the faculty member to serve as a role model and providing the opportunity for the development of new clinical techniques, is of major importance when performance is judged. Affirmation of the high quality of clinical practice may be used as an indication of peer recognition.

Faculty at the Professor rank should have demonstrated continued excellence in their teaching and patient care activities and should be engaged in scholarly activity. They should have demonstrated leadership in their fields which brings recognition and enhanced stature to the University, should be recognized regionally or nationally for their contributions, and should normally have developed a high quality practice.

Articles in refereed journals, case reports, review articles, abstracts, and book chapters may be considered to meet the requirement for publications in this track. The candidate need not be the senior author, but evidence of significant involvement in the work or in the preparation of the publications should be provided. The publications considered adequate to meet this requirement are fewer than in the Academic (RT) Track. Quality of publications is more important than overall quantity. Presentation of papers at scholarly meetings or conferences, especially when the papers are screened by a review committee, or participation in national and/or international meetings or organization of sessions for such meetings are important criteria for promotion. The receipt of external funds for research and other scholarly pursuits is encouraged but not required for promotion in this track.

## **Statement of Unit Norms, Expectations and Standards of Excellence for the Department of Biomedical Sciences**

### **Associate Professor (RT)**

The Academic (RT) Track is for faculty, both clinical and basic science, with significant research commitment in addition to teaching and service, including patient care where applicable. Promotion of faculty in the Academic (RT) Track in the Department of Biomedical Sciences depends primarily on achievement in scholarly research, excellence in teaching and service. The hallmark of academic achievement is the generation of new knowledge through creative and original research, and excellence in research and teaching is usually the primary basis for promotion. Being a small campus equal weight is given to both research and teaching.

**Research:** Faculty at the Associate Professor rank should be actively engaged in research. Establishment of a research program is a fundamental requirement for promotion. Faculty should be contributing significant new information to the scientific literature, should have demonstrated promise of becoming leaders in their fields, and should have attained some recognition at the national level.

The quality of publications, consistency of performance, and the extent of involvement of the candidate in research are more important than overall quantity of articles. Furthermore, attainment of external support after significant peer review is particularly important for advancement in rank to Associate Professor. Invited papers presented at scholarly meetings and conferences, research seminars presented at other institutions, and service on national scientific advisory boards are additional criteria for promotion in the Academic (RT) Track.

**Teaching:** For promotion to the rank of Associate Professor (RT) in the Department of Biomedical Sciences, the primary basis for promotion includes excellence in teaching and contributions to the graduate education mission of the department, in addition to the significant research activity. The candidate should demonstrate excellent mentoring activities and course coordination skill sets.

**Service:** Service to the Department, College and the University is an important faculty responsibility and is, therefore, a factor in appointment and promotion considerations, but it is not sufficient for promotion in the absence of research activity and excellence in teaching.

## STATEMENT OF COLLEGE/UNIT NORMS, EXPECTATIONS, AND STANDARDS OF EXCELLENCE

### UNIVERSITY OF ILLINOIS COLLEGE OF MEDICINE AT ROCKFORD DEPARTMENT OF MEDICINE

Adopted by the Department of Medicine: October 2004

The University of Illinois College of Medicine at Rockford is a community-based school. The emphasis of the Department of Medicine therefore lies predominantly in the areas of clinical service and teaching. This emphasis, however, is shared with an emphasis on scholarly activity.

All members of the Department of Medicine are required to participate in some form of scholarship and/or participate in the teaching needs of the department. The Department participates in teaching at the M2, M3 and M4 level. Both salaried and volunteer faculty perform didactic lectures, teaching rounds, patient management rounds, and other formal learning experiences geared toward students and residents. Members of the department, who teach, generally hold an appointment at least at either the assistant or clinical assistant professor level.

In order to obtain and keep an appointment in the Assistant/Associate Professor Clinical Track, physicians are expected to continue to regularly participate in the teaching needs of UICOMR. Individuals whose participation in teaching exceeds that which is normally expected for a period of at least five years are considered for promotion to the title of Clinical Associate Professor. Evaluation for this promotion also includes consideration of their expertise as a teacher and their ongoing scholarly activities. Promotion to the role of Clinical Professor requires exceptional service for a prolonged period of time in the areas of teaching and patient care. Significant contributions to the mission of the Department and the College in the form of committee service and leadership are also expected.

Promotions at all times must satisfy the requirements of the overall University of Illinois College of Medicine. However, it should be recognized that the emphasis of this site is community-based teaching. Therefore, the bulk of our faculty will be volunteer faculty whose responsibilities and talents are in teaching and patient care. Recognition of the activities of this segment of the department is critically important to the continuation of our mission as a community based school.

In addition, even full-time faculty members may be heavily dependent on their clinical activity in order to have adequate departmental finances. Therefore, excellence in clinical service may also be critically important for this segment of the faculty and this contribution deserves to be recognized.

Teaching, community service and service on university committees are each important. It is important not to emphasize clinical service activity and/or research to the exclusion of teaching, community service and service on university committees. Excellence in these various areas should count heavily towards promotion.

Both high quality teaching and high quality patient care are heavily dependent on continued scholarly activities on the part of the faculty. Scholarly activities should not be defined narrowly to that of traditional funded research but need to include activities which maintain currency in the medical field and help develop curriculum, new programs, and a broader understanding of medicine and its role in the community.



# Statement of Unit/College Norms, Expectations, and Standards of Excellence

## NORMS, EXPECTATIONS, AND STANDARDS OF EXCELLENCE

### DEPARTMENT OF SURGERY Rockford

To be eligible for promotion to the rank of **Associate Professor or Professor (in the CT, clinical discipline or clinical tracks)**, a member of the Department of Surgery must:

- A. Demonstrate committed involvement in the departmental educational program by:**  
Accepting requests and assignments to serve as a clinical preceptor of medical students.\*  
Accepting opportunities to serve as a lecturer or discussant.  
Engaging in curricular modification or development.
- B. Demonstrate excellence in these activities by such mechanisms as:**  
Peer review and observations, when available.  
Medical student evaluations.\*  
Overall evaluation by the department chair.
- C. Demonstrate commitment to the discipline, to this department, to this campus and to the College of Medicine-Chicago by:**  
Support of the educational programs of the campus.  
Participation in departmental activities when requested.  
Service on department, campus or College of Medicine committees as an active and contributing member.  
Service as a student advisor and/or mentor.  
Involvement in local, state or national medical societies and organizations.  
Scholarly contributions as demonstrated by departmental and hospital presentations, abstracts, and articles appearing in refereed and non-refereed professional journals.  
Community service activities.
- D. Demonstrate excellence in clinical practice by:**  
Board certification in any surgical specialty (and recertification when applicable).  
Providing excellent and compassionate care to patients, their families, and significant others.  
Demonstrating excellent professional relationships with peers, co-workers, and all members of the health care team.
- E. Serve as noteworthy role model for students, residents (when applicable), other faculty, and other members of the health care team by:**  
Maintaining professional demeanor and conduct.  
Demonstrating a helpful and supportive attitude toward students.\*  
Maintaining excellent relationships with patients, their families and significant others.  
Maintaining excellent professional relationships with peers, co-workers, and all other members of the health care team.

\*Family Practice residents, when applicable.