

Carle Illinois College of Medicine Teaching Faculty Track Appointment and Promotion Policy

Owner Department: Department of Biomedical and Translational Sciences (BMTS) and Office of Faculty Affairs and Development

Owner: Head, Biomedical and Translational Sciences and Associate Dean for Faculty Affairs and Development

Affected Department(s) or Parties: All Teaching Track Faculty in the Carle Illinois College of Medicine

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I. Definition of Teaching Faculty Track

The Teaching Faculty Track in the Carle Illinois College of Medicine (Carle Illinois) exists for those faculty who contribute to the development and support of the design, delivery, and evaluation of teaching and learning processes and activities that enable learners to develop knowledge and skills consistent with the educational, research, and service goals of the college. Appointments in this track do not confer tenure and fall under the University of Illinois Urbana-Champaign Specialized Faculty category.

Carle Illinois embraces the use of the broader term 'learner' to encompass the many types of learners in our college, from undergraduate medical education through graduate medical education. These 'learners' also include faculty, staff, physicians, residents, medical students, other health professionals, and community members.

In Carle Illinois, teaching is not limited to learner-facing classroom instruction. Teaching in Carle Illinois also includes other educational roles in addition to learner-facing instruction, such as curriculum development, learner assessment, advising and mentoring, including research supervision and educational leadership in medical education.

The following procedures and criteria provide a structure for appointing and promoting faculty members in the Teaching Faculty Track. Promotion policies for these faculty are detailed in Provost Communications #25, Employment Guidelines for Specialized Faculty

Holding Non-Tenure Systems Positions, and Provost Communication #26, Promotion to Teaching, Research, or Clinical Associate or Full Professor Titles, which can be accessed at <https://provost.illinois.edu/policies/provosts-communications/>. Policies described in this document are meant to augment and not supersede these University policies.

II. Qualifications for Teaching Faculty Ranks

It is understood that each subsequent rank includes all of the elements of the previous rank.

A. Instructor and Lecturer

Teaching Faculty at the Instructor and Lecturer ranks are specialized faculty primarily engaged in providing classroom instruction. The instructor title should be used when the appointee does not hold a terminal degree, while the lecturer title is for those with bachelor's degree.

B. Teaching Assistant Professor

1. Faculty at the Teaching Assistant Professor rank have a conferred doctoral degree and teaching or instructional experience, demonstrate a commitment to assuming teaching duties, and show promise of making teaching contributions, as defined in Section I, and scholarly, service, and administrative contributions to the college, campus, and the broader discipline.
2. Additionally, appointed faculty must demonstrate and adhere to high standards of professionalism, ethical behavior, and citizenship, as defined by the college and the University.

C. Teaching Associate Professor

1. Faculty at the Teaching Associate Professor rank will have a local and/or regional reputation as outstanding educators. They will also have a record of scholarly activity and recognition at a regional level and service to the College and the University.
2. In addition to showing excellence in these areas, faculty at the Teaching Associate Professor rank should demonstrate a sustained commitment to the educational program of the College. Commitment will typically be evidenced by acceptance and quality of ongoing teaching assignments and by indicators that support the likelihood of sustained contributions.
3. Teaching contributions should extend beyond simple participation in Carle Illinois course/clerkship activities and should include evidence of educational leadership, such as development and implementation of curricular programs and/or improvements in measurable educational objectives.
4. Scholarly activity, including, but not limited to, peer-reviewed publications, presentations, and/or other enduring materials, should be recognized at a regional or higher level.
5. Service contributions should include participation and/or leadership in committees at the department, College, and/or University levels, and in professional societies. National or international service recognition is certainly

recognized but not expected. Service to the community will also be recognized.

6. Although institutional citizenship and collegiality will not be used as an independent criterion for promotion, these positive attributes characterize the ability of a faculty member to effectively contribute to exemplary teaching, scholarship, and service. A commitment to these values and principles can be demonstrated by constructive responses to and participation in Carle Illinois initiatives. Examples include participation in faculty governance, participation in faculty development activities, timely completion/submission of student evaluations and assessments, adherence to principles of responsible conduct of research, and constructive conduct and behavior during the discharge of duties, responsibilities, and authority.
7. Additionally, appointed or promoted faculty must demonstrate and adhere to high standards of professionalism, ethical behavior, and citizenship as defined by the College and the University.

D. Teaching Professor

1. Faculty at the Teaching Professor rank have sustained contributions and excellence in their teaching, scholarly activity, and service, which are recognized at the national or international level. These fulfilled promises are accompanied by demonstrated involvement in the mission of Carle Illinois in their area of expertise.
2. Teaching contributions should extend beyond courses/clerkship participation and should include educational leadership activities such as curriculum development, innovative teaching methods, and programs that result in college-wide improvements in measurable educational objectives.
3. Scholarly activity, including, but not limited to, peer-reviewed publications, presentations, and/or other enduring materials, should be recognized at a national or international level.
4. Service contributions should include leadership in committees at the College level, participation and/or leadership at the University level, and leadership in professional societies (e.g., serving on committees and on boards). Service to the community will also be recognized. National or international service is expected at the Teaching Professor rank.
5. Senior faculty who do not have a national or international reputation in pedagogy may be considered for promotion to Teaching Professor if a review of their cumulative service and, in particular, their administration, manifests an individual who is integral to the function of the Carle Illinois. National or international recognition in service and/or administration in medical education is required.
6. Additionally, appointed or promoted faculty must demonstrate and adhere to high standards of professionalism, ethical behavior, and citizenship as defined by the College and the University.

III. Process for Appointments and Promotions

A. Appointments

Recommendations for appointment of college teaching faculty (faculty whose appointments majority in Carle Illinois and whose promotions are handled by Carle Illinois) are usually initiated by the designated Department Head or Associate Dean. Faculty being considered additionally include items 1-3 below. The collated elements are reviewed by the departmental Appointment, Promotions, and Tenure (APT) Committee. Upon successful approval, the nomination is transmitted to the college level APT. Upon successful approval, the nomination, as appropriate, may be routed to the provost for approval; senior rank or external appointments require approval at the Provost's level. Of note, all recommendations are advisory to the Head and the Dean. The items below are required for all faculty appointments in the college:

- a clear, brief, and concise narrative statement (<1/2 page) of the relevant expertise that the candidate brings to the college.
- a brief description of the specific proposed role of the candidate within the college.
- an up-to-date curriculum vitae (CV). While there is not a specific format required at this time, nominees may be asked to standardize CVs in the future.
- a brief statement from the nominator supporting the appointment and the rank. For college faculty, this typically would come from the Head or the Associate Dean.

Initial appointments to the college for newly hired teaching faculty should be reviewed by department and college APT Committees prior to the candidate receiving a formal offer letter indicating rank. This process should be initiated with sufficient time for review and/or should occur on an accelerated schedule, if requested, because of the time constraints associated with making offers to new hires. Both APT Committees should make every effort to accommodate requests for acceleration so that new hires can be completed in a timely manner.

Initial appointment as Teaching Assistant Professor can be based on a CV and other documents that substantiate the requirements for these positions defined above. Appointment to the rank of Teaching Associate Professor or Teaching Professor requires documentation and a minimum of three letters from external reviewers. An individual's teaching record, classroom innovation, student interactions, record and accomplishments in curriculum development and pedagogy, publications, or other scholarly activities from their prior position/appointment can be used in appointment and promotion evaluation. Carle Illinois faculty are integrally connected to other departments on campus and, thus, contributions to these other departments will be considered in these

appointment documents.

Reappointment is not automatic but requires annual review of the faculty member's performance and a recommendation based upon the member's contributions to the Carle Illinois on a yearly basis. Multi-year appointments may be possible under certain circumstances that are consistent with university policies and current college needs and practice.

Decisions to not reappoint require a letter to the faculty member from the designated Head and/or Associate Dean describing the timing of the remaining appointment. For zero percent appointees, these courtesy notification of non-reappointment letters should be given to the faculty member as soon as practical, but typically no less than 60 days prior to the end of the appointment. All other faculty will be notified in a manner consistent with college and campus policies and guidelines. All other faculty will be notified in a manner consistent with college and campus policies and guidelines.

The non-reappointment of Health Innovation Professor Specialized Faculty will be consistent with their MOUs.

B. Promotions

1. College Teaching Faculty (i.e., faculty whose home unit is in Carle Illinois)

Recommendations for promotion of college teaching faculty are initiated by the designated Department Head or Associate Dean and sent to the Department Appointments, Promotions, and Tenure Committee for first-level review and recommendation. With majority vote to move forward, recommendations are sent to the College APT Committee for second-level review and recommendation. With support of the Carle Illinois Dean, recommendations for promotion within the teaching faculty track are then advanced to the Provost's Office for final administrative review. Noting that recommendations are advisory to the Head and the Dean.

The designated Head and/or Associate Dean may initiate a review for promotion consideration at anytime. A Teaching Assistant Professor, or Teaching Associate Professor may request consideration for promotion at any time. The Carle Illinois College of Medicine expects that, when a department forwards the dossier of a candidate for review and has recommended promotion, every diligent effort has been made to ensure that the qualifications of the candidate meet or exceed applicable criteria.

Promotion will be considered based on the sustained contributions, accomplishment, and promise of the faculty member. Time in rank cannot be the primary factor related to any promotion decision and promotion will not be considered merely for lengthy and acceptable service. There is no required period by

which promotion must be achieved at any rank in this track; promotion is not a requirement of continued service, and the faculty member may remain at a given rank indefinitely.

Promotion to the rank of Teaching Associate Professor or Teaching Professor requires documentation and a minimum of three letters from external reviewers. Internal letters of evaluation may also be solicited to supplement external letters but cannot replace the external reviews. An individual's teaching record, classroom innovation, student interactions, record and accomplishments in curriculum development and pedagogy, or other scholarly activities from their prior position/appointment can be used in promotion evaluation. Carle Illinois faculty are integrally connected to other departments on campus and thus contributions to these departments will be considered in these promotion documents.

For individuals whose initial faculty appointment as a faculty member is in Carle Illinois, promotion is considered after a period sufficient to build a record of achievement, usually five years, with a recommended in-depth review during the third year of service after initial appointment to assess overall development as a teaching track faculty member, including prospects for recommendation for promotion.

Further guidelines for creating the dossier and evidence to be collected and assembled for promotion evaluation are described in some detail below and documented in Provost Communication No. 26, Promotion to Teaching, Research or Clinical Associate or Full Professor Titles.

A negative decision for promotion will not result in automatic non-reappointment. Details for the appeal process are described in Provost Communication No. 26.

2. Teaching Faculty who serve part-time on a long-term basis

Part-time teaching faculty will be held to the same standards as full-time faculty but may take longer to achieve promotion due to their part-time status. Their part-time status may mean they do less of teaching, service, and scholarly activity equally, or that they focus on teaching or on teaching and service or scholarship, depending on the specific position held by the faculty member.

3. Teaching Faculty with 0% appointment in BMTS

Teaching faculty with 0% appointment in BMTS, who typically have primarily administrative roles, will be held to the same standards as 100% FTE faculty, but may take longer to allow for activities to accrue to a level commensurate with promotion. These faculty may have heavier weight on administrative criteria (e.g., see IV. C), but

are still expected to have scholarly activity, teaching, using the broad definition described in this document, and service.

4. Teaching Faculty whose home unit is *not* Carle Illinois
Promotion of teaching faculty whose home unit is not Carle Illinois (i.e., appointment in Carle Illinois is less than 50%) will be led by their home unit. Carle Illinois will provide evaluative supporting materials as requested by the home unit and otherwise assist the home unit in the process as requested.

IV. Criteria/Emphasis Areas for Promotion

The qualifications to be evaluated for the promotion of Teaching faculty shall include teaching, as defined by Carle Illinois in Section I, scholarly activity, and service. Per Provost Communication #26, teaching should constitute at least 50% of the duties of teaching faculty. Furthermore, the time commitment and duration of service at the University shall be emphasized in the evaluation. Continued effort for the University is expected after such an appointment or promotion.

Evaluation and promotion of Teaching Faculty in Carle Illinois will be based on the impact and maturity of the individual's record of teaching, as defined by Carle Illinois, including, but not limited to, student and learner-facing teaching, classroom and curricular innovation, and student and learner interactions (e.g., student-facing teaching, advising/mentoring, other), and educational leadership.

Evaluation and promotion will also be based on scholarly accomplishments, including, but not limited to, those related to student and other learner-facing teaching, curriculum development, learner assessment, advising and mentoring, and educational leadership and administration in medical education. Teaching faculty must demonstrate teaching impact both within the college and beyond, regionally, nationally, or internationally depending on rank, either through scholarly publications (e.g., posters, presentations, journal articles, or other enduring materials that can be used by others outside of the campus community), invited talks, workshops, or other related activities involving roles listed above.

To guide whether activities are defined as teaching, including education leadership, versus administration and service, evaluators can consider whether the faculty member is "doing" versus "enabling." "Doing" implies that the faculty member has creative control or content control over the activity, whereas "enabling" means that the faculty has created a process or scaffold for other faculty to be creative or to control content development. "Enabling" activities may be counted as service or scholarly activity but, in most cases, should not be counted as teaching.

From Provost's Communication #26, promotion recommendations must include a thorough evaluation of the candidate's teaching. While different methods can be used

to evaluate teaching, strong performance cannot be presumed; it must be demonstrated. The specific evaluative practices recommended, and in some cases required, appear in *Instructions for Preparing Promotion Papers (Comm 26)*. Faculty members who teach credit-bearing continuing education courses or professional development courses should use these same evaluative practices.

A. Examples of activities that constitute evidence of teaching excellence contributions include, but are not limited to:

1. Participation and/or educational leadership in teaching activities, as defined by Carle Illinois in Section I, involving students or other learners including but not limited to:
 - a. Student/learner-facing activities
 - Small group facilitation and instruction (e.g., problem-based learning, case-based learning, team-based learning)
 - Development, participation, support of instructional activities (e.g., team-based learning, lectures, simulation center-based clinical curriculum, engineering (Medical Engineering Discovery and Innovation (MEDI) labs, case-based learning activities, interprofessional learning education (IPE) activities)
 - Lecturing (developing and delivering)
 - Developing and/or delivering MEDI or other laboratory activities
 - Advising/mentoring learners (e.g., service learning)
 - b. Other curricular development, contributions/products, and implementation (e.g., elective courses, journal clubs, student interest groups, wellness programs, areas of concentration)
 - c. Supervision/advising/mentoring students and other learners (e.g., clerkships, research, projects, courses (engineering partners, capstone, data science, discovery learning immersion electives), other)
 - d. Developing learner assessments, course/program evaluations, and academic diagnostics
 - e. Educational leadership (e.g., leading efforts to thread topics through curriculum, leading a course or curricular development, other)
 - f. Other contributions to student success and wellbeing
 - g. Faculty development activities (e.g., workshops, trainings, etc. at the local, regional, and national levels)
2. Demonstrated excellence as an instructor or improvement in instruction and student learning through course evaluation tools, from current or prior students or graduates, or other methods.
3. Awards and honors and other recognition for teaching accomplishments.
4. Teaching and training certificates and/or evidence of continuing education including workshop participation at the local, regional, and national levels.
5. Contributions to diversity, equity, and inclusion through teaching activities (e.g., related curriculum development, developing and offering trainings and workshops,

participation in pathway programs, and other).

- B. Examples of activities that constitute scholarly contributions include, but are not limited to:
1. Scholarly accomplishments related to student and other learner-facing teaching, curriculum development, learner assessment, advising and mentoring, and educational leadership and administration in medical education
 2. Enduring educational materials (e.g., online educational modules, software, videos, etc., especially those available externally to the college)
 3. Research activities (e.g., educational, theoretical, applied, field, translational research, research collaborations)
 4. Publications (e.g., journal articles, conference abstracts or other creative works, and/or enduring materials available to external audiences)
 5. Presentations (e.g., posters, talks, workshops, panels, podcasts) at local, regional, national, or international meetings, conferences, symposia, workshops, community meetings, and similar venues.
 6. Invited lectures and seminars on education.
 7. Grant applications and awards (Principal Investigator, Co-PI, or Collaborator)
 8. Awards, honors, outstanding achievements, or other recognition for scholarly activity
 9. Leadership and/or participation in professional societies (medical and/or the faculty member's field of expertise).
 10. Participation in scholarly committees at the college, university, regional, and/or professional society level.
 11. Participation as a reviewer and/or in editorial review boards of scholarly publications.
 12. Scholarly contributions to diversity, equity, and inclusion in medical education or related.
- C. Examples of activities that constitute service or administrative contributions include but are not limited to:
1. Establishing, implementing and/or directing teaching programs
 2. Participation and/or leadership in non-curricular/non-instructional committees at the department, college, or university level
 3. Participation and/or leadership in curricular/instructional committees at the department, college, or university level
 4. Participation and/or leadership on local, regional, national, and international committees
 5. Honors, awards, and acknowledgments for service and administrative activities
 6. Mentoring faculty/staff or other learners
 7. Applications review for Admissions
 8. Creating policies and procedures that support college efforts

9. Service as a mentor and/or advisor for student groups and organizations (e.g., non-curricular, project, or research groups)
10. Participation and leadership in community agencies on local, regional, or national level (e.g., nonprofit organizations that foster community health or education initiatives)
11. Accreditation-related activities
12. Service activities related to diversity, equity, and inclusion on local, regional, or national levels (e.g., committees, advising student groups, improving disparities in health care in the community, and other).

Other specific contributions measured and described objectively can also be considered.

Governing Body: Carle Illinois College of Medicine Appointments, Promotions, and Tenure Committee

History:

Created: Jaya Yodh, PhD., September 10, 2018

Revised: A. Wagoner Johnson 05/27/2022

Approved By/Date:

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