

**I ILLINOIS**

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**COLLEGE OF  
VETERINARY MEDICINE**

**UNIVERSITY OF ILLINOIS  
URBANA-CHAMPAIGN**

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*Bylaws*

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## **BYLAWS**

### **COLLEGE OF VETERINARY MEDICINE UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN**

#### **PREAMBLE**

The College of Veterinary Medicine at the University of Illinois Urbana-Champaign (UIUC) was established in 1944 as the 11<sup>th</sup> University-associated College or School of Veterinary Medicine in the United States, and the 10<sup>th</sup> College or School of Veterinary Medicine founded at a land-grant institution.

The mission of the College is to educate future veterinarians and biomedical scientists, make discoveries that improve animal, human, and environmental health, facilitate production of a safe food supply, and deliver outstanding clinical care.

The vision of the College is to be a pre-eminent public college of veterinary medicine, provide a transformative educational experience for our students, create and communicate knowledge that changes the world, deliver outstanding clinical service to our patients and clients, and pursue excellence in all our endeavors.

#### **ARTICLE I. THE FACULTY**

(Reference: University Statutes Article II, Section 3; Article III, Section 2)

##### **Section 1. Membership and Voting Rights**

1. The voting faculty of the college shall include the following:
  - a. Those who hold at least a 50%-time academic appointment within the college, with the rank of Assistant Professor, Associate Professor, or Professor, and who are tenured or receiving probationary credit toward tenure.
  - b. Those who hold at least a 50%-time specialized academic appointment within the college, and the rank of Assistant Professor, Associate Professor, or Professor modified by the term “Clinical”, “Research” or “Teaching”. Voting rights extend to all issues except those pertaining to the promotion and/or tenure of tenure-track faculty.
  - c. Others approved by the faculty as provided for in the University Statutes.
2. Emeritus and other faculty members of the college shall be accorded voice but no vote in faculty meetings.

##### **Section 2. Powers and Responsibilities**

The faculty shall have such powers and responsibilities as are delegated by the University Statutes. Among these are the following:

1. To establish rules for the conduct of its business,
2. To govern the college in its internal administration,
3. To elect the Secretary of the Faculty,
4. To determine the composition of committees except as herein specified for the conduct of faculty business and to assign functions and responsibilities to them,
5. To assign additional functions and responsibilities to the Executive Committee of the college,
6. To establish the academic policy of the college, falling within the scope of its programs, including the determination of its curricula, and making recommendations on matters of educational policy relevant to the college but which fall under the jurisdiction of other bodies.

### **Section 3. Meetings**

1. Presiding officer - The Dean or designee shall be the presiding officer of meetings of the faculty.
2. Secretary - The Secretary of the Faculty shall be elected annually by and from its voting members, and may serve successive terms. The announcement for the last regular meeting of the faculty in the academic year (May) shall include a nomination by the Executive Committee for the position; additional nominations may be received from the floor.
3. Regular meetings - The regular meetings of the faculty shall be held approximately at monthly intervals during the academic year, with the dates to be fixed by the Dean and announced at the beginning of each semester. At least ten calendar days prior to each regular meeting the Secretary shall issue a call for agenda items.
4. Special meetings - Special meetings of the faculty may be called by the Dean, by the Executive Committee or by resolution adopted in a regular meeting of the faculty. Also upon receipt of a written petition of ten or more voting members of the faculty, the Dean shall call a special meeting within ten calendar days. The discussion and action at a special meeting shall be confined to the items listed in the call.
5. Notice of meetings - At least three working days prior to a meeting, the Secretary shall provide written notice and agenda of each regular and special meeting to the faculty and staff.
6. Emergency meetings - The Dean or the Executive Committee may call an emergency meeting without written notice.
7. Agenda and order of business - Items may be placed on the agenda of a meeting by the Dean, by the Executive Committee, or by petition of a person or persons entitled to vote. The order of business shall be determined by the Dean.
8. Minutes - The Secretary shall record and preserve minutes of all meetings, and distribute draft minutes to the faculty and staff within ten working days.
9. Quorum - A quorum of the faculty shall consist of 24 persons entitled to vote.
10. Attendance at meetings - College faculty and staff are encouraged to attend all meetings of the faculty. Emeritus and adjunct faculty are invited to attend. All in attendance shall feel free to discuss all matters brought before the group.

11. Observers
  - a. Except as limited below in section 1.C.11.c, persons who are not college faculty may attend meetings as observers to the extent that physical facilities permit.
  - b. Observers may, upon self-identification and request, with the consent of a majority vote of the assembly, be given the right to speak on any matter before the assembly for no more than five minutes.
  - c. The faculty, by a majority vote of a quorum, may determine that any item on the agenda shall be considered in executive session. Only voting members shall be present in executive session.
12. Parliamentary aspects – the latest revision of Robert's Rules of Order shall govern meetings of the faculty, when not in conflict with these Bylaws or the University Statutes. The Dean may appoint a Parliamentarian to provide advice on questions of procedure.
13. Voting:
  - a. A simple majority vote (defined as more than half of the votes cast by voting faculty, excluding blanks or abstentions, at a regular or properly called meeting at which a quorum is present) is required to adopt a motion with the exceptions noted below.
  - b. A two-thirds vote (defined as at least two thirds of the votes cast by voting faculty, excluding blanks or abstentions, at a regular or properly called meeting at which a quorum is present) is required for motions that (1) would suspend the rules or to close, limit, or extend the limits of debate, (2) amend the bylaws, or (3) include this requirement in the motion or an amendment to the motion.
  - c. An electronic vote- set for a specific time- may be taken by the faculty, when that voting process to decide a motion and seconded, is previously approved by a quorum of the faculty assembled at a regular or properly called meeting.

## **ARTICLE II. THE DEAN**

(Reference: University Statutes Article III, Section 3)

**Section 1.** The Dean is the chief executive officer of the college and is responsible to the Chancellor for its administration. The Dean is the agent of the college faculty for the execution of college educational policy.

**Section 2.** The Dean shall be appointed annually by the Board of Trustees, on recommendation by the Chancellor and President. On the occasion of each recommendation, the Chancellor shall obtain the advice of the Executive Committee of the college.

**Section 3.** In the discharge of the duties of this office, the Dean shall:

1. Call meetings of the college faculty at such times as the Dean or the Executive Committee may deem necessary but not less frequently than approximately monthly intervals during the academic year. The Dean or designee presides at such meetings.
2. Formulate and present policies to the faculty for its consideration.
3. Report to the faculty on the work of the college.
4. Oversee the recruitment, registration and progress of the students in the college.
5. Be responsible for the use and assignment of space to college units.

6. Serve as the primary communicator of the college (i.e., in person or by proxy) for all official business with other campus authorities, the students, and the public.
7. Represent the college in conferences, except that additional representatives may be designated by the Dean for specific conferences.
8. Recommend the appointment, reappointment, non-reappointment, and promotion of the officers and members of the teaching staff.
9. Consult with the College Planning Committee in the preparation of the budget of the college and in proposing numbers of students to be admitted.
10. Appoint and utilize advisory committees as needed.
11. Be responsible for evaluation of each department's and unit's faculty review procedures every five years. The Dean may seek input/assistance from the Executive Committee in conducting these evaluations.
12. Be responsible for reviewing all department heads on an annual basis. The Dean will solicit input from the department's advisory committee, or a specifically elected departmental committee, as part of the annual review.
13. Be responsible for comprehensive evaluations for each department head, unit director (Veterinary Diagnostic Laboratory, Veterinary Teaching Hospital), and associate dean every five-years. The Dean may seek input/assistance from the Executive Committee in conducting these evaluations.

### **ARTICLE III. EXECUTIVE COMMITTEE**

(Reference: University Statutes Article III, Sections 2 and 3b)

#### **Section 1. Composition and Election of the Executive Committee**

1. The Executive Committee shall consist of six members elected by the faculty of the three departments, plus the Dean of the college as an *ex officio* member and chair. Two of the elected members will be from Comparative Biosciences, two from Pathobiology, and two from Veterinary Clinical Medicine. In addition to the two elected departmental representatives, each department shall have one alternate representative for the Executive Committee. The alternate representative will attend meetings when either one (1) or two (2) elected departmental representatives are not able to attend.
2. Elections shall be held each spring for renewable two-year terms, effective at the beginning of the fall semester. Voting tenured or specialized faculty with the rank of Associate Professor or higher are eligible for election. One member from each department shall be elected on odd numbered years and the other on even numbered years of the calendar. The alternate representative will be the most recent ex-representative from each department, providing the person is affirmed in a departmental election held annually for this purpose. If the most recent ex-representative cannot serve, a separate election will be held by the department to name the alternate. Associate and Assistant Deans, Department Heads, the Director the Veterinary Diagnostic Laboratory, and other faculty with a direct reporting line to the Dean are not eligible to serve on the Executive Committee.
3. Election of the Executive Committee of the college shall be by secret written ballot. Departmental

primary elections will be held to select two nominees each from Comparative Biosciences, Pathobiology, and Veterinary Clinical Medicine. Those nominated and willing to serve will be placed on a final ballot. The nominee from each department who receives the greatest number of votes in a departmental election will fill the vacant position(s) in the Executive Committee assigned to that department.

## **Section 2. Functions of the Executive Committee**

1. The Executive Committee shall perform those functions prescribed by the University Statutes and these Bylaws, and shall be the primary advisory committee to the Dean on formulation and execution of college policies and transacting such business as may be delegated to it by the faculty.
2. The Executive Committee, in conjunction with the Associate Deans and Department Heads, will assist the Dean with the annual planning and budgeting processes.
3. The Executive Committee may act *ad interim* on behalf of the faculty; such actions shall be reported to the faculty at the next regular meeting.
4. The Executive Committee members shall keep their respective departmental faculties informed of activities of the committee. Meeting minutes will be made available to the faculty.
5. The Executive Committee of the college may receive and review evaluations conducted within the departments and make recommendations to the Dean. The Executive Committee may evaluate the performance of each departmental reviewing body annually in regard to its ability to recognize the quality of teaching, research and service of each departmental member (and report such evaluation back to the respective departmental reviewing body).
6. In April of the succeeding calendar year the Executive Committee will present slates of candidates for all elections of persons to those standing committees of the college listed in Section IV.3.
7. The Executive Committee shall be responsible for periodically reviewing the size, composition, terms of members, and charge of college committees and recommend changes to the faculty.
8. The Executive Committee shall be responsible for the review of the performance of the Dean, in a manner to be determined by the college faculty and in compliance with Provost Communication No. 24 and the Senate directive, GP.96.02 Dean Review Guidelines (References: University Statutes Article III, Sections 3 and 5). The Dean, at such time, shall not be a member of the committee.

## **ARTICLE IV. COMMITTEES ELECTED BY THE FACULTY**

### **Section 1. FACULTY GRIEVANCE COMMITTEE**

1. Composition and Election of the Faculty Grievance Committee
  - a. The Faculty Grievance Committee shall consist of three members elected by the faculty of the academic departments. In addition to electing a departmental representative, each department will elect an alternate representative. The member and alternate will be elected only by the department in which they have their primary tenured appointment. The election process in each department shall be determined by the faculty of that department. Only faculty with indefinite tenure are eligible for service as a member or alternate. Eligible faculty members may serve consecutive terms on this committee.
  - b. Terms will be staggered among the departments to facilitate institutional memory. Following the initial election, each member will be assigned a one-, two-, or three-year term by lottery.

Subsequent elections of members and alternates will occur every three years and, within a given department, the member and alternate will be elected at the same time. Any vacancy on this committee due to resignation or retirement will be filled for the un-expired length of that term of membership by departmental election. Vacancies by members due to disability or sabbatical leave shall be filled by the alternate, until such time as the member returns. If neither the member nor the alternate can serve for any reason, including a conflict of interest or an inability to be impartial, a special election will be held by the respective department for a temporary replacement.

- c. Department Heads, Assistant Department Heads, Associate/Assistant Deans, Directors and individuals serving in acting/interim roles are not eligible to serve. In addition, members of departmental grievance committees are not eligible to serve.
- d. The chair will be the member with the longest continuous term of service on the current committee.

## 2. Function and Procedures of the Faculty Grievance Committee

- a. The Faculty Grievance Committee shall be responsible for addressing grievances from members of the college faculty concerning actions and policies of the departments and/or college, their officers, committees, or faculty. The committee shall be advisory to the Dean.
- b. A grievance must be initiated by the faculty member within 90 working days after perceived inappropriate treatment or decisions. All faculty members within the college, including those with administrative appointments, have the right to file grievances.
- c. Faculty members have the right to initiate a formal grievance procedure at the level of the Department Grievance Committee, the College Faculty Grievance Committee, or the campus Faculty Advisory Committee.
- d. Before filing a formal grievance with the committee, the faculty member should first try to resolve the problem informally with the individual(s) against whom the grievance is being made. If this is not successful, the grievant should consider seeking input from the Department Head when conflict of interest is not an issue.
- e. When a grievance is not resolved informally, a formal grievance, explicitly stated in writing, can be presented to the Department Grievance Committee, detailing the facts relating to the matter and the resolution sought by the grievant.
- f. When deemed necessary, a formal grievance, explicitly stated in writing, can be either directly initiated at the level of, or appealed to, the College Faculty Grievance Committee, detailing the facts relating to the matter and the resolution sought by the grievant.
- g. Within 30 working days of receipt of the grievance, the College Faculty Grievance Committee will acknowledge receipt of the grievance and inform, in writing, the individual(s) against whom the grievance is made of the matter under dispute, including the identity of the grievant. The respondent(s) will then be given the opportunity to reply in writing to the written grievance, followed by a written reply to the respondent's rejoinder from the grievant. The committee will convene to address the grievance and to solicit whatever information it deems appropriate to consider. All deliberations of the committee will be kept in strictest confidence. The findings and recommendations for resolution of the committee will be communicated in writing to the Dean, who will render a decision and communicate in writing with the grievant and respondent(s), including any further avenue of appeal.
- h. All grievance investigations will function in a timely manner. Grievants and respondents will be notified of the time frames for each step in the process, and will be notified when the process is

considered complete.

- i. When deemed necessary, a formal grievance, explicitly stated in writing, can be either directly initiated at the level of, or appealed to, the campus Faculty Advisory Committee, detailing the facts relating to the matter and the resolution sought by the grievant.

## **Section 2. PROMOTION AND TENURE COMMITTEE**

### **1. Composition and Election of the Promotion and Tenure Committee**

Each department shall elect three faculty with the rank of tenured full Professor to three-year staggered terms on this committee. The initial election shall elect three faculty holding the rank of tenured full Professor from each of the three departments, Comparative Biosciences, Pathobiology, and Veterinary Clinical Medicine. Following the initial election, each of the three departmental faculty will be assigned a one-, two-, or three-year term by lottery. In each subsequent year, one full Professor will be elected to a three-year term on this committee. Any vacancy on this committee due to resignation or retirement will be filled for the unexpired length of that term of membership by departmental election. Vacancies by members who are on disability or sabbatical leave shall be filled by departmental election until such time as the missing member returns. The election process in each department shall be determined by the faculty of that department. Each full Professor will be considered for membership on this committee only in the department in which he or she is granted tenure. Department Heads or Interim Department Heads are not eligible to serve. Eligible faculty members may serve consecutive terms on this committee. In addition to the three elected departmental representatives, each department shall have an alternate representative for the Promotion and Tenure Committee. The alternate representative will attend meetings when an elected departmental representative is not able to attend. The alternate representative will be the most recent ex-representative from each department.

### **2. Function and Procedures of the Promotion and Tenure Committee**

This committee shall be responsible for the review of promotion and tenure documents submitted to the Dean's office by each of the departments in the college and to make recommendations to the Dean on the disposition of each of the individuals being considered for promotion and/or tenure as specified in the University Statutes and annual Promotion and Tenure Policies and Procedures documents from the Office of the Vice Chancellor for Academic Affairs. The Dean will serve as chair of the Promotion and Tenure Committee. At such time as a promotion evaluation is submitted on behalf of a specialized faculty member, the Dean will appoint two specialized faculty at the rank of Professor to the committee. The two appointed specialized faculty will have voting privileges on the promotion documents of specialized faculty. Committee members must be present for the entire discussion of each promotion and tenure document in order to vote.

All promotion and tenure documents presented to this committee will be forwarded to the Vice Chancellor for Academic Affairs including results of vote taken. The committee shall be the first level of college review for any appeal of denial of promotion or tenure made at the college level.

## **Section 3. STANDING COMMITTEES**

1. Standing committees are elected committees created to deal with college matters that are expected to continue from year to year. The Dean shall consult with the Executive Committee before appointing and charging Standing Committees. For comparison, Working (ad hoc) Committees are created to deal with college matters that are expected to be resolved within one year. Working Committees are appointed and dismissed by the Dean but such committees shall not duplicate or infringe upon the activities of any college committee.

2. **Committee Reports:** Committees are expected to report their activities at least once a year to the faculty. If this does not occur in the normal course of a committee's activities, it should present an oral report at the May (or other spring) meeting of the faculty, and submit a written report before September 15 to the Secretary of the Faculty. These reports shall be reproduced and distributed from the Dean's Office, under the supervision of the Secretary of the Faculty, and acted on by the faculty at its October meeting.
3. **Committee Membership:** Each Department Head, in consultation with her/his advisory committee, will provide faculty nominees for Standing Committee membership. Nominations will be approved by faculty vote at the May faculty meeting. Nominations will be accepted from the floor for all Standing Committees.

### **Section 3. Part A. AWARDS AND SCHOLARSHIPS COMMITTEE**

1. **Committee Membership:** Three faculty members from Veterinary Clinical Medicine and two each from Departments of Comparative Biosciences and Pathobiology will serve three-year staggered terms on this committee. The Associate Dean for Academic and Student Affairs will serve as a voting *ex officio* member of the committee. The first meeting of the academic year will be called by the Associate Dean for Academic and Student Affairs or their designee, at which time the committee shall elect a chair from among the faculty members serving on the committee.
2. **Committee Charge:** The committee is charged with selecting recipients of scholarships, awards and prizes from the College's students, staff and faculty after reviewing the established criteria for each award, and nominations from appropriate persons or units within the College. The committee also will be advisory to the Dean regarding the institution and acceptance of new awards, scholarships and prizes.

### **Section 3. Part B. EDUCATIONAL POLICY COMMITTEE**

(Reference: University Statutes Article III, Section 2c)

1. **Committee Membership:** The committee shall consist of seven faculty members, two from Comparative Biosciences, two from Pathobiology, and three from Veterinary Clinical Medicine with staggered terms; four veterinary medical students, one elected from each class; and six *ex officio* members: the Associate Dean for Academic and Student Affairs, the Coordinator of Curricular and Student Assessment, the Coordinator of Diversity and Inclusion, and the three Curriculum Coordinators from years 1-3 (non-voting). The Coordinator of Curricular and Student Assessment and the Coordinator of Diversity and Inclusion are voting members of the committee. The Associate Dean for Academic and Student Affairs shall have voting rights only for the purpose of breaking tie votes.
  - a. Faculty members who are knowledgeable about and interested in the professional curriculum are nominated each year by their Department Head, in consultation with her/his advisory committee, and approved by the college faculty to serve a three-year term. The appointments of nominated faculty will be approved by college faculty. Committee members may succeed themselves.
  - b. The veterinary medical student members are elected by the students of each class and approved by the Dean. The student members are voting members of the committee.
  - c. The first meeting of each new academic year shall be called by the Associate Dean for Academic and Student Affairs, at which time the committee shall elect a vice-chair from among the elected faculty members serving on the committee. Individuals who accept a nomination as vice-chair must be willing to serve as chair of the committee the following year.

- d. The previous year's vice-chair of the committee shall become the chair at the beginning of the fall semester. If the vice-chair of the previous year is unavailable to serve as chair, then the committee will elect a chair from those elected faculty members who have at least one year of experience on the committee in the previous three years.
2. Committee Charge: The Educational Policy Committee shall examine and make recommendations to the faculty concerning appropriate action on educational matters including:
    - a. Requirements for award of the DVM degree.
    - b. Ongoing revision of the structure and content of the professional curriculum.
    - c. Initiation or discontinuation of courses included in the curriculum.
    - d. Review and evaluation of experimental educational programs, before and after implementation.
    - e. Review and approval of all courses offered by the college.
    - f. Development of procedures with the Associate Dean for Academic and Student Affairs for outcomes assessment strategies and the recommendation of curricular changes based upon outcomes.
    - g. Development and oversight of policies and procedures to evaluate courses, examinations and grading processes.
    - h. Oversight of all professional students, including non-degree students.

### **Section 3. Part C. ELECTION AND CREDENTIALS COMMITTEE**

1. Committee Membership: Two faculty members from Veterinary Clinical Medicine and one each from Comparative Biosciences and Pathobiology will serve three-year staggered memberships on the committee. Annually, two students (one each from VM1 and VM2) in the professional curriculum shall be elected to serve on this committee solely to conduct the election of CVM professional students to the University Senate. The Secretary of the Faculty shall chair and serve as an *ex officio* voting member of the committee, and shall call the first meeting each year.
2. Committee Charge: The committee shall be responsible for conducting or supervising the elections referred to in these Bylaws and also for the election of members of the UIUC Senate according to the rules of the Senate.

### **Section 3. Part D. INFORMATION MANAGEMENT AND LIBRARY COMMITTEE**

1. Committee Membership: Three faculty members from Veterinary Clinical Medicine and two each from Comparative Biosciences and Pathobiology will serve three-year staggered memberships on the committee. In addition, one representative from each DVM class (elected by the DVM classes) and one graduate student (elected by the graduate students) shall serve on the committee. Also included in the membership will be the following *ex officio* members that have voting privileges: Chief Information Officer, Veterinary Medicine Librarian, Director of Communications and Marketing, and Director of the Design Group. Additional faculty and staff may be requested to serve as needed by the committee in a non-voting advisory capacity. An initial meeting is required within the first month of the academic year to plan and set the agenda for the year. This meeting will be called by the Veterinary Medicine Librarian at which time the committee shall elect a chair from among the faculty members serving on the committee.

2. **Committee Charge:** The Committee will be responsible for advising the Dean, Executive Committee, Chief Information Officer, Veterinary Medicine Librarian, and faculty on issues and policies pertaining to all College information systems (for example, Veterinary Teaching Hospital, Veterinary Diagnostic Laboratory, administration, The Design Group, library database, instructional computing, and personal and research computing) as they relate to the college's teaching, research, and service missions. The committee will continually evaluate information management practices, software, hardware, and funding needs of the college and inform faculty and staff of new and emerging information technology. This committee will serve as a "sounding board" on computing and information management issues and the appropriateness of proposed computing technologies. The committee may be consulted to facilitate acquisition, utilization, and support of information management technology by the college. The committee will serve as a fact-finding body for the documentation of the college computing and information management resources and personnel.

The Committee also serves as a liaison between the library and the departments in the College of Veterinary Medicine. It is advisory in nature only. The committee's function is to help interpret the library needs of faculty members and students for the Librarian, to advise the Librarian on the general library policy, and aid in the development of the collection. The committee represents a forum where collection priorities may be discussed and general areas of concern brought to the attention of the Librarian. The committee can play an important role in assisting the Librarian to justify to the library administration funds adequate to maintain excellence of the collection and services. Periodic activities of the committee can include review of the status of the college library material, funds, the establishment and review of guidelines for acquisitions, the assessment of the quality of library user services, the monitoring of the effectiveness of orientation meetings for students and new faculty, and review and revision of user information materials. Finally, the committee will participate in the selection and evaluation of the Librarian as necessary or appropriate.

### **Section 3. Part E. STUDENT GRIEVANCE COMMITTEE**

(Reference: 2009-10 Student Code, Section 3-107)

1. **Committee Membership:** Three faculty members from Veterinary Clinical Medicine and two each from Comparative Biosciences and Pathobiology will serve three-year staggered memberships on this committee. The Associate Dean for Academic and Student Affairs also will serve as an *ex officio* non-voting member of the committee. The first meeting of the academic year will be called by the Associate Dean for Academic and Student Affairs, at which time the committee shall elect a chair from among the faculty members serving on the committee. The chair will serve a two-year term (as chair), thus extending their appointment on the committee to four years.
2. **Committee Charge:** The committee represents the faculty in resolution of scholastic petitions from students, including alleged capricious grading. In addressing these issues, the committee will follow the guidelines in the Student Code. The committee will meet as required to address petitions in a timely manner. The committee will report their activities to the faculty annually or more frequently as deemed appropriate by the committee or its chair.

### **Section 3. Part F. STUDENT DISCIPLINE COMMITTEE**

1. **Committee Membership:** One faculty member from each department will be nominated by the Department Head, in consultation with her/his advisory committee, for approval by the faculty for three-year staggered terms. Additional members will include one student from each DVM class (appointed by the Dean), the University of Illinois SAVMA Chapter Faculty Advisor (*ex officio*), the University of Illinois SAVMA Chapter Ethics Committee Chair (*ex officio*) and the Associate Dean for Academic and Student Affairs (*ex officio*). The first meeting of the academic year will be called by the Associate Dean for Academic and Student Affairs, at which time the committee shall elect a chair from among the

faculty members serving on the committee. All committee members have voting privileges.

2. Committee Charge: The Student Discipline Committee is a subcommittee of the University Senate Committee on Student Discipline. The duties of the committee therefore are as described in the UIUC Senate Constitution and Bylaws.

## **ARTICLE V. COMMITTEES APPOINTED BY THE DEAN**

### **Section 1. Part A. ADMISSIONS ADVISORY COMMITTEE**

1. The Admissions Advisory Committee is composed of nine faculty members with the rank of Assistant Professor or higher. Two members shall be from each academic department. Three other voting faculty members shall be appointed “at large”. Each department shall nominate annually at least three of its voting faculty to three-year staggered terms on this committee. Members will be appointed by the Dean of the college. The Coordinator of Diversity and Inclusion will also serve as an *ex officio* voting member of the committee. The Associate Dean for Academic and Student Affairs or designee shall be an *ex officio* voting member of the committee and shall call the first meeting each year, at which time the committee will determine its chair.
2. Committee Charge: The Admissions Advisory Committee shall advise the Dean regarding applicants for admission to the veterinary curriculum.

### **Section 1. Part B. CLINICAL AND DIAGNOSTIC SERVICES COMMITTEE**

1. The Clinical and Diagnostic Services Committee shall be comprised of the executive officers of college units that generate self-supporting revenue from clinical or diagnostic service activities. The college units are: 1) Medical District Veterinary Clinic; 2) Midwest Equine; 3) Spay-Neuter, Community Outreach, and Shelter Medicine program; 4) Urbana Primary Care Clinic; 5) Veterinary Diagnostic Laboratory; and 6) Veterinary Teaching Hospital. Committee members will be appointed by the Dean on an annual basis and can be reappointed for consecutive years. The Assistant Dean for Budget and Business Services shall serve as an *ex officio* member and chair of the committee. The Dean, Executive Associate Dean, Head of the Department of Veterinary Clinical Medicine, and Director of Finance and Reporting shall be *ex officio* members of the committee. All committee members have voting rights.
2. Committee Charge: The committee shall meet quarterly to discuss the financial performance, strategic initiatives, and best practices of units that generate self-supporting revenue. The committee will deliver an annual report of their activities to the college.

### **Section 1. Part C. DIVERSITY AND INCLUSION COMMITTEE**

1. The Diversity and Inclusion Committee is composed of four faculty members including the Coordinator of Diversity and Inclusion and the Coordinator of International Programs, two staff members (Academic Professional or Civil Service), two DVM students, and one graduate student that represent the diversity of the college. At least one faculty member must be from each department. All members have voting privileges and are appointed by the Dean. The Coordinator of Diversity and Inclusion will serve as chair (*ex officio*) of the committee.
2. Committee Charge: The committee is charged with assisting and advising the Dean on strategic planning, investment of college resources, and programmatic initiatives related to diversity, inclusion, climate, and cultural competency.

**Section 1. Part D. OBJECTIVE STRUCTURED CLINICAL EXAMINATION (OSCE COMMITTEE)**

1. The Objective Structured Clinical Examination (OSCE) Committee is composed of nine members of clinical services that are critical to the content of the OSCE process: Clinical Pathology, Diagnostic Imaging, Equine, Food Animal (Ruminants/Swine), Primary Care Practice, Small Animal Internal Medicine, Small Animal Surgery, Theriogenology, and Wildlife/Exotic/Zoological Medicine. The Dean will appoint members of the committee for three-year staggered terms and appointed members can serve up to six consecutive years. The Director of the Clinical Skills Learning Center will serve as an *ex officio* voting member and chair of the committee. The Assistant Director of the Clinical Skills Learning Center will serve as an *ex officio* voting member of the committee. The Associate Dean for Academic and Student Affairs will serve as an *ex officio* member of the committee and will have voting rights only for breaking tie votes.
2. Committee Charge: The committee shall be responsible for establishing the OSCE format and content, conducting an annual review of OSCE results, identifying elements of the DVM curriculum that need to be strengthened or altered based on OSCE outcomes, providing oversight of these curricular changes, and delivering an annual report of their activities to the college.

**Section 1. Part E. OCCUPATIONAL SAFETY, HEALTH AND BIOSECURITY COMMITTEE**

1. Committee Membership: The Occupational Safety, Health and Biosecurity Committee will consist of three subcommittees: Clinical Biosafety and Biosecurity, Research Safety, and Facilities Safety. All committee members have voting privileges.

The Clinical Biosafety and Biosecurity subcommittee will include: the Director of the Veterinary Teaching Hospital (*ex officio*), three active clinical faculty members, and one clinical support staff member. The Research Safety subcommittee will include: the Associate Dean for Research and Advanced Studies (*ex officio*), three faculty members (one from each department) who are actively engaged in research, and one graduate student. The Facilities Safety subcommittee will include: the Director of Facilities (*ex officio*), the Associate Dean for Academic and Student Affairs (*ex officio*), and the Coordinator of Hospital Facilities (*ex officio*). The college's Biosecurity and Safety Officer will participate *ex officio* on all three subcommittees, as well as serve as the College's liaison to the campus Research Safety Committee and other related groups.

The Dean will consult the Department Heads regarding committee membership and may appoint additional committee members as needed to address the committee charge. All committee members have voting privileges.

The Associate Dean for Research and Advanced Studies will serve as the chair for the Occupational Safety, Health and Biosecurity Committee, and will call meetings of the group at least once per year. Subcommittees will set their own meeting schedule (at least once per semester), and elect a Chair at the initial meeting of the subcommittee each academic year.

2. Committee Charge: The committee will advise the Dean, Planning Committee, and faculty on issues and policies regarding occupational safety, health, and biosecurity to facilitate college compliance with campus, state, and federal regulations.

**Section 1. Part F. PLANNING COMMITTEE**

1. The Planning Committee is composed of the Department Heads, the Director of the Veterinary Diagnostic Laboratory, the Director of the Clinical Skills Learning Center, the Director of i-Learning, the Director of the Veterinary Teaching Hospital, the Director of the Medical District Veterinary Clinic, the Coordinator of Diversity and Inclusion, the Coordinator of International Programs, members of the Executive Committee, Associate and Assistant Deans, and others appointed by the Dean to advise and

assist in the general management of the college. The Planning Committee also serves as a channel for departmental reports to the Dean and for dissemination of information from the University Administration.

2. **Committee Charge:** The committee is charged with assisting and advising the Dean on strategic planning for the college, including issues associated with, but not limited to, college academic programs, enrollment strategies/priorities, and finances for the college. The Dean shall serve as Chair of the committee.
3. Early in the academic year there shall be a meeting of the Planning Committee at which time representatives of the administrative units (college, departmental, Veterinary Diagnostic Laboratory, Veterinary Teaching Hospital, and others) will provide an update on their activities and proposed goals.

### **Section 1. Part G. RESEARCH ADVISORY COMMITTEE**

1. The Research Advisory Committee shall consist of nine faculty members, three each from the Departments of Comparative Biosciences, Pathobiology, and Veterinary Clinical Medicine with the Associate Dean for Research and Advanced Studies as the Chair and *ex officio* voting member and chair. Members of this committee shall be appointed by the Dean of the college for three-year staggered terms. Annually, each department of the college shall provide the Dean with a panel of three names from which a replacement for the retiring departmental member will be appointed. It is the Dean's prerogative to establish and determine the membership and duties of the Research Advisory Committee consistent with the stated missions of the college.
2. The Research Advisory Committee shall advise the Dean concerning the research facilities and programs of the college. Additionally, this committee shall provide for peer review and prioritization of applications for research grants in which the funds to be allocated are exclusively from monetary resources available within the college.
3. The Research Advisory Committee shall report its activities at least once a year to the faculty. Such reports will include the disposition of research funds, utilization of research facilities, and progress in the development of college programs.

### **Section 1. Part H. SHARED EQUIPMENT PROGRAM ADVISORY COMMITTEE**

1. **Committee Membership:** Two faculty members knowledgeable and interested in the Shared Equipment Program from each department shall be nominated by the Department Head, in consultation with their departmental advisory committee, for appointment by the Dean for two-year staggered terms. The Associate Dean for Research and Advanced Studies and academic department heads will serve as *ex officio* non-voting members of the committee. Other *ex officio* non-voting members of the committee include the supervisor of the SAC shared laboratories, the main contact for the real-time PCR machines, the main contact for the confocal microscope, the main contact for the flow cytometer, the Director of Facilities or their designee, and the College biosafety officer. The Associate Dean for Research and Advanced Studies shall call the first meeting of each academic year, at which time the committee shall elect a chair from among the faculty members serving on the committee.
2. **Committee Charge:** The committee shall be responsible for advising the Associate Dean for Research and Advanced Studies on issues concerning the Shared Equipment Program. Additionally, this committee shall review and, as necessary, amend the Shared Equipment Program Agreement, prioritize faculty recommendations for pieces of existing or future equipment that should be part of the Shared Equipment Program, and ensure the continued financial stability of the Shared Equipment Program. The committee will deliver an annual report of their activities to the college.

**Section 1. Part I. VETERINARY MEDICAL SCHOLARS PROGRAM COMMITTEE**

1. The Veterinary Medical Scholars Program Committee shall be comprised of three faculty members at the rank of Professor or Clinical Professor, with no more than two committee members from the same department. At least two committee members must have earned both the DVM and PhD or equivalent degrees. Committee members shall be active researchers who have a positive record of mentoring trainees, particularly those who seek to combine research and clinical credentials. The Dean will appoint members of the committee for three-year staggered terms, and appointed members can serve up to six consecutive years. The Associate Dean for Research and Advanced Studies shall be an *ex officio* non-voting member and chair of the committee.
2. Committee Charge: The committee shall advise the Dean regarding applicants for admission to the Veterinary Medical Scholars Program, provide guidance related to program finances, annually evaluate progress of students admitted to the program, and deliver an annual report of their activities to the college.

**ARTICLE VI. THE HEAD OF THE DEPARTMENT**

(Reference: University Statutes Article IV)

1. The head of the department is the chief executive officer of the department, is responsible for its administration and reports to the Dean of the college.
2. In the discharge of their duties, the head of the department shall:
  - a. Be responsible for the execution of departmental, college, and university policies and shall have general direction of the departmental activities.
  - b. Consult with the departmental advisory committee in the formation of departmental policies.
  - c. Regularly call meetings of the departmental faculty for explanation and discussion of educational procedures, research programs and policies and activities of the department, college and university.
  - d. Report on the teaching and research of the department, and have general supervision of the students in the department.
  - e. Be responsible for maintaining high standards of scholarship in the department and efficient progress in departmental programs.
  - f. Consult at least once annually with each faculty member of the department regarding the nature, scope, and evaluation of their work and provide a written summary of the annual review to the faculty member.
  - g. Consult annually with the appropriate departmental committee(s) regarding faculty promotion and tenure matters.
  - h. Be responsible for initiating and supervising the departmental recruiting activities in consultation with properly appointed search committees and with the Dean of the college.
  - i. Prepare the departmental budget in consultation with the departmental advisory committee.
  - j. Be responsible for the distribution and expenditure of departmental funds and for the care of departmental property.

## **ARTICLE VII. DEPARTMENTAL BYLAWS**

1. The faculty of each department shall establish a set of bylaws for its internal governance.
2. Each set of bylaws shall include procedures and criteria for appointment or promotion of faculty members at the rank of instructor or higher.

## **ARTICLE VIII. INTERPRETATION AND AMENDMENT OF BYLAWS**

1. These Bylaws are intended to supplement and be in accord with the University Statutes and provide a framework for the effective conduct of college activities. In the case of conflicts, the University Statutes as interpreted with the advice of the Campus Legal Counsel must prevail.
2. Any person entitled to vote at a faculty meeting may propose the amendment of these Bylaws. No final action shall be taken on a proposed amendment until the next regular meeting following the one at which it was introduced. A two-thirds vote of those present and voting is required for passage.
3. The Dean shall initiate a review of the college bylaws at least once every five years.

# CRITERIA AND PROCEDURES FOR EVALUATION, PROMOTION AND AWARD OF TENURE IN THE COLLEGE OF VETERINARY MEDICINE

## Overview

Each year, academic departments determine which faculty members should be considered for promotion and/or tenure. Faculty members with a tenure code of "6" must be reviewed for promotion and tenure, as those in the penultimate year of a "Q" appointment must be reviewed for indefinite tenure. Faculty members with indefinite tenure are reviewed for promotion according to policies determined by the College of Veterinary Medicine.

For each individual ultimately recommended for promotion and tenure, the department head must submit documentation supporting and explaining the recommendation. The final decision is made by the Provost, with advice from the Campus Committee on Promotion and Tenure and the Dean of the Graduate College. In the event of a negative decision for faculty members in the sixth year of their probationary period or those in the penultimate year of a "Q" appointment, a *Notice of Non-Reappointment results*. In accordance with the College Bylaws, the College-level Promotion and Tenure Committee shall be the first level of review for any appeal. Promotion and tenure committees above the level of an individual's department judge how well the case has been made either for the granting of indefinite tenure or for promotion. In general, they do not evaluate the specific work itself. That is done by the external referees and by the faculty of the department in which the appointment lies. It is the overall quality of the candidate's record and the accompanying documentation, rather than the length of the dossier or the claims made for the significance of any single piece of work, that determines the final outcome.

Departments are urged to be very selective in their recommendations, particularly for appointments to indefinite tenure. *Because tenure has consequences of long life and great magnitude, it should be awarded only when the best interests of the College and University of Illinois are clearly served by doing so.*

Each recommendation for promotion and tenure is presented as follows:

Cover Sheet

Outline of Promotion Dossier

I. Personal History and Professional Experience

II. Publications and Creative Work

III. Resident Instruction

IV. Service (Public, Professional/Disciplinary, and University)

V. Research

VI. External Evaluations

VII. Special Comments by the Executive Officer

## Criteria and General Guidelines

The following questions should be asked in all tenure reviews. First is whether the candidate would improve the overall quality of the department's tenured faculty. Second is whether the candidate is likely to maintain or improve his or her quality and his or her contributions to the unit over the long period typically involved in a

tenured appointment. The department, the college, and the university should not accept a lifetime obligation if there is substantial doubt on either of these points.

In the review, the focus of all sections (bibliographic, descriptive, or evaluative) should be on progress made since the last important career step; viz, initial appointment as an assistant professor or promotion to associate professor.

Promotion to associate professor should be requested only if an individual shows real promise that he or she will become nationally recognized in the area(s) of primary assigned responsibilities, e.g., teaching, research, and service. That promise should be supported by tangible, developing evidence of ongoing achievement. A recommendation for tenure should be based upon an assessment that the candidate has made contributions of an appropriate magnitude and quality in research, teaching, and service, and has demonstrated a high likelihood of sustaining contributions to the field and to the department, so that granting indefinite tenure is in the best interest of the College of Veterinary Medicine and the University of Illinois. The recommendation package should include a statement (in the comments by the unit executive officer) indicating succinctly why the department will be strengthened by such a commitment and why the best interests of the College and University will be served.

Promotion from associate professor to professor should be based upon promise fulfilled. The case for such a promotion should include strong evidence of national or international stature in a field. A recommendation for promotion of an associate professor should be based upon an assessment that, since the last promotion, the candidate has continued to make contributions of appropriate magnitude and quality in teaching, research, and service consistent with his or her appointment, and has demonstrated the ability to sustain such contributions.

### **Specific Criteria**

The three primary missions of the University are teaching, research, and public service. In any promotion review, consideration should be given to the performance and scholarship of the individual in all three of these areas. However, the three need not be treated equally. Their interpretation and weight should reflect the definition of the position to which the individual has been appointed and to which he or she might be promoted.

For most faculty members, the primary basis for promotion and tenure will be evidence of the high quality of both teaching and research, with consideration also being given to evidence of valuable public service or service to clientele, the College, University and professional communities. This College is committed to excellence in all three areas, but equal excellence in each area is rare for most individuals. Excellence in two of the three areas is expected coincident with the job description of the faculty member. For example, promotion and tenure should be awarded only if the evidence shows that a candidate's research accomplishments are excellent and the candidate's teaching or public service is also strong, or if a candidate's teaching and public service accomplishments are excellent and the candidate's research or public service accomplishments are excellent. Public service for purposes of promotion is as defined in the Senate document "[A Faculty Guide for Relating Public Service to the Promotion and Tenure Review Process](#)". It will be unusual and exceptional to award promotion and tenure on the basis of strong performance in only one of these areas. In every instance, the record of teaching, public service and scholarship should be thoroughly documented, with due deference to the college and the UIUC definition of what constitutes high quality in each category. Several methods of evaluation should be used, and the record should be thorough enough to indicate not just past performance, but a high likelihood of continued excellence.

There are certain faculty roles for which different criteria are appropriate, such as in the continuing education and public service area. In such cases, explicit criteria for judging the quality of performance must be developed by the candidate's unit/department and Dean at the time of appointment, and there should be

ample evidence that these criteria are being met in an exemplary fashion. When the teaching component is a primary part of the public service, the quality should be judged according to criteria adapted from the evaluation of resident instruction. When the research component is a primary part of the public service appointment, the quality should be judged according to the same criteria as other research activity.

Faculty members who are in positions that are primarily public-service oriented should be evaluated with heavy weight on the quality of performance in the service provided. Activities should share the following three distinguishing characteristics:

1. They contribute to the public welfare or the common good by providing accurate and current information or advice.
2. They call upon the faculty member's academic or professional expertise.
3. They directly address or respond to real-world problems, issues, interests or concerns of constituents.

On-and off-campus teaching (continuing education) and research or scholarship are to be considered public service only to the extent that they are in keeping with all three of these characteristics. Also, some activities that involve neither teaching nor research are considered public service. The public service activities of such faculty members should be evaluated thoroughly by both inside and outside evaluators when the case for promotion depends strongly upon them.

The appropriate evidence of excellence and the procedures for making judgments will vary among fields of study and with the mix of research, resident instruction, and public service. Some flexibility must be maintained in applying the standards.

In summary, scholarship, resident instruction, and public service are all to be considered at the time of promotion. Realistically, every faculty member cannot be expected to perform excellently in all of these areas. The College, therefore, operates on a compensatory system such that, within a demand for overall strength, the required level of quality may be achieved with somewhat greater strength in one area than in another. But if a candidate is weak either in teaching, public service or in scholarly achievement as defined by the nature of the appointment, awarding a promotion or indefinite tenure may not be in the best interest of the College or the University of Illinois.

## **Process**

To achieve tenure, it is necessary to receive positive recommendations at all levels considering the case, beginning with the department. Each decision involves a two-step process encompassing review by a duly-constituted faculty Promotion and Tenure Committee as well as the independent endorsement by the department head. A case endorsed at the department level requires review at the College level which must also act positively and be supported by the Dean. The final recommendation on promotion and tenure is made by the Provost, acting with the advice and consultation of the Campus Committee on Promotion and Tenure. Promotion and tenure are granted upon action of the Board of Trustees.

The College Promotion and Tenure Committee judges how well the case has been made by the department either for the granting of indefinite tenure and/or for promotion. In general, the evaluation of the specific work itself is done by the external referees and by the faculty of the department in which the candidates' appointments lies. A candidate receiving a negative recommendation at any level may request a substantive reconsideration at that level and may request that the next-higher level executive officer review the procedures used to arrive at the recommendation. Thus, while a case receiving a positive recommendation is forwarded to the next level for further consideration, a case receiving a negative recommendation may also be reviewed at the next level only for conformity with procedural notice requirements as described in the Provost's Communication #10.

A recommendation must follow the standard format defined in the *Outline of Promotion Dossier*. (The required cover sheet is also available on the web.) The *Outline* calls for facts and descriptive text information concerning teaching, research, and public service and then requires an evaluation of the work in each area. Principles and guidelines for completing the evaluative process are given in the Provost's Communication #9.

## Criteria and Procedures for Appointment, Evaluation and Promotion of Specialized Faculty in the College of Veterinary Medicine

### Introduction and General Policies

The University Statutes recognize a category of employees called “other academics” (University Statutes, Art. IX, Section 3c). In contrast to faculty positions, defined by the Statutes as being the tenure system faculty (being those who are tenured or who are receiving probationary credit towards tenure) “other academic” positions are often focused on either the teaching, research, or service (engagement) of the University. These individuals perform specialized functions and their scope of work is more specific than their tenure-system peers. In recognition of the specialized nature of these positions and the contributions made by this group of employees, this group of employees at the university is referred to as “specialized faculty.” The purpose of this document is to summarize the criteria and procedures for appointment, evaluation and promotion of specialized faculty in the College of Veterinary Medicine.

The University of Illinois at Urbana-Champaign has developed the following governing documents that contain detailed information related to the appointment, evaluation, and promotion of specialized faculty:

- *University of Illinois Statutes*. This document describes the educational policy, organization, and governance of the University.
- *Provost Communication No. 3 - Appointments of Faculty, Specialized Faculty, and Academic Professionals*. This document provides guidance related to the appointment of specialized faculty.
- *Provost Communication No. 13 - Review of Faculty in Year Three of the Probationary Period*. This document, developed for tenure-track faculty, is used by the college to guide the annual faculty review process for specialized faculty.
- *Provost Communication No. 17 - Program for Multi-Year Contracts for Eligible Academic Staff*. This document provides guidance related to the provision of up to three-year contracts for specific groups of specialized faculty.
- *Provost Communication No. 21 - Annual Faculty Review*. This document, developed for tenure-track faculty, is used by the college to guide the annual faculty review process for specialized faculty.
- *Provost Communication No. 25 - Employment Guidelines for Specialized Faculty Holding Non-Tenure System Positions*. This document provides guidance to departments and colleges regarding the wide variety of employment matters affecting specialized faculty. Issues addressed in this communication include titles, promotional tracks, hiring procedures, performance evaluations, grievances, unit involvement and professional development.
- *Provost Communication No. 26 - Promotion to Teaching, Research or Clinical Associate or Full Professor Titles*. This document provides guidance related to the promotion process for specialized faculty.
- *A Faculty Guide for Relating Public Service to the Promotion and Tenure Review Process*. 1991, reprinted 2000. This guide was prepared by the Senate Committee on Continuing Education and Public Service and the Office of Continuing Education and Public Service. Faculty members whose public service responsibilities are major or minor components of their duties should use the guide.
- *Guidelines and Procedures for Academic Appointments*. Office for Access and Equity, The University of Illinois at Urbana-Champaign. This document seeks to establish policies, practices, and procedures that reflect “best practices” for employment processes and ensures that appointments are made in accordance with administrative, legal, and regulatory requirements.

The College of Veterinary Medicine has developed the following document

- *Practical guide to effective scholarship in the College of Veterinary Medicine, University of Illinois* (attached at the end of this document).

## Appointment of Specialized Faculty

There are four main categories of specialized faculty at the university: clinical-track, research-track, teaching-track, and visiting. Specialized faculty are appointed at the rank of instructor, senior instructor, lecturer, senior lecturer, assistant professor, associate professor, or professor, with the last three titles being preceded by the appropriate clinical, research, or teaching modifier. Instructors and lecturers are engaged primarily in providing classroom or experiential laboratory instruction, although employees in these positions may have ancillary service or administrative duties. As such, the instructor, senior instructor, lecturer and senior lecturer titles are not available for research-track faculty in the College of Veterinary Medicine. The distinction between the instructor and lecturer title is whether the employee holds the terminal degree in the relevant discipline or profession as determined by the unit. The instructor title is used when an appointee does not hold the terminal degree. When an appointee holds the relevant terminal degree, the lecturer title should be used. Specialized faculty appointed at the instructor or lecturer rank are expected to hold a M.S, DVM, Ph.D. or equivalent relevant degrees or expertise in a relevant discipline. Specialized faculty appointed at the assistant, associate, or full professor rank are required to hold a DVM, Ph.D. or equivalent highest degree and documented expertise in a relevant discipline.

Specialized faculty appointments follow the process documented in the *Guidelines and Procedures for Academic Appointments*. The department head should consult with the appropriate unit head (Director of the Veterinary Teaching Hospital, Veterinary Diagnostic Laboratory, or Medical District Veterinary Clinic, and the Associate Dean for Academic and Student Affairs or Office of Public Engagement) regarding all specialized faculty appointments. For appointments that do not require a search, the department head proposes specialized faculty appointments at the rank of instructor, senior instructor, lecturer, senior lecturer, or assistant professor after consultation with the department advisory (executive) committee. The recommendation is then forwarded to the dean for final approval. Specialized faculty appointments at the rank of associate professor or professor require the same process as for promotion of specialized faculty to these ranks within the unit to ensure that college and university criteria and standards for promotion are met.

Clinical- and teaching-track faculty should be assigned a greater than 0% appointment in a department within the college whenever they are expected to participate in service (committee work) and shared governance. Research-track faculty must have a 0% or greater appointment in a department within the college. It is expected that clinical-track and teaching-track faculty will typically have at least 50% of their effort assigned to teaching; this expectation includes teaching while providing clinical or diagnostic service. It is expected that research-track appointments will have at least 50% of their effort assigned to research. Nevertheless, some flexibility in appointments is needed and appropriate consideration should be given to contributions made across all three university missions, as dictated by the structure of the candidate's appointment and the nature of their job duties.

Specialized faculty who have not attained the rank of full professor must be assigned a mentor or mentoring committee according to department policies. Specialized faculty are expected to seek opportunities for professional development and are encouraged to include funds to support travel to national meetings in all submitted grant proposals. As far as possible, it is expected that specialized faculty with substantive teaching responsibilities will attend the annual faculty retreat on teaching and learning sponsored by the campus, as well as professional development opportunities offered by the college.

## Evaluation and Promotion of Specialized Faculty

Specialized faculty must undergo an annual review and a third-year review similar to tenure-track faculty, as outlined in Provost Communications No. 21 and No. 13, respectively. The reviews are intended to provide an annual assessment that is constructive and focused on assisting professional development. The reviews should include an evaluation of progress towards promotion. Specialized faculty will be evaluated by the department head and supervisor (Director of the Veterinary Diagnostic Laboratory, Director of the Veterinary Teaching Hospital, Associate Dean for Academic and Student Affairs, Associate Dean for the Office of Public

Engagement), either separately or together, depending on faculty preference. Prior to the evaluation, specialized faculty will submit an updated curriculum vitae and other documents required by the unit.

It is expected that specialized faculty will be reviewed for promotion during or before their sixth year of appointment; however, specialized faculty are eligible to be considered for annual reappointment beyond their sixth year of appointment without being promoted. Promotion to Senior Instructor or Senior Lecturer is appropriate when an instructor or lecturer has made significant contributions to at least one of the department's missions; by campus policy this must reflect "*a higher level of contribution to the unit.*" The guiding principles for recommending promotion of specialized faculty to the rank of associate professor or professor are that the faculty member has demonstrated the ability to sustain contributions to the field and to the department, and that granting promotion is in the best interest of the University of Illinois. Because specialized faculty appointments can be highly individualistic, a job description or summary of the individual's job duties, and offer letter (with redactions as appropriate) must be included in each promotion document. If the offer letter does not contain sufficient details of responsibility and expectations, the department head, with input from the promotion candidate, should develop a summary document from the annual reviews that indicates time assignment, responsibilities, and expectations.

The cover page of the promotion document will include the average time assignment for the last three years (university requirement) and since the initial appointment or last promotion (college requirement) for: 1) Instructional activities; 2) Research/Scholarship activities; 3) Public Engagement activities; and 4) Professional/Disciplinary and University Service activities. The time assignment will be obtained from annual reviews and the averages calculated by the department and approved by the promotion candidate. The time assignments for the four categories will be included in the letter to external evaluators.

For consistency with the university requirement for two-level review of promotion documents, all promotion documents will be initially reviewed and voted on by the department promotion and tenure committee. This vote is advisory and the department head makes the decision as to whether the document should proceed to the next level. Promotion documents recommended for consideration at the next level are evaluated by the college promotion and tenure committee. This vote is also advisory, and the dean makes the decision as to whether the document should be submitted to the Office of the Provost for further consideration.

Promotional salary increases for specialized faculty at the professor rank are at the same level as those given to tenure-track faculty in the college. The promotional increase from instructor to lecturer will be half that of the promotional increase from assistant to associate professor. The promotional increase to the rank of senior instructor or senior lecturer will be one half that of the promotional increase from assistant to associate professor. Specialized faculty with a visiting title function in all academic components of teaching, research, and service, but for a limited time. As such, faculty with the visiting title are not eligible for promotion in the College of Veterinary Medicine.

University policies permit offering multi-year contracts for specialized faculty with senior appointments (see Provost Communication No. 17). The dean, after receiving the recommendation of the appropriate department head, can elect to offer multi-year contracts up to 3 years in duration to specialized faculty at the senior instructor, senior lecturer, associate professor or professor rank, provided that the specialized faculty member has provided at least three academic years of continuous full-time service.

In the event of an unfavorable decision at the department, college, or university level, the appeal process will follow the appeal procedures outlined in the Provost's Communication No. 10, *Guidelines and Procedures for Notice of Nonreappointment for Nontenured Faculty Members and Denials of Promotion Not Linked to Tenure Decisions*. In the event of an unfavorable decision for promotion, the candidate must wait at least two years before again requesting evaluation for promotion. This provision is intended to encourage candidates to ensure that their case for promotion is strong before being asked to be promoted. If the candidate is unsure about the prospect for promotion, individuals are encouraged to discuss their record and the expectations for promotion with their department head as well as their supervising director or associate dean, when appropriate.

NOTE: The CVM Executive Committee recommends that departments develop procedures for the promotion of specialized faculty that complement the college procedures. The Executive Committee encourages the involvement of clinical faculty in the review process.

## **Clinical-Track Faculty**

### **Appointment of Clinical-Track Faculty**

Provost Communication No. 25 states that clinical-track faculty primarily provide instruction based on practical expertise, often with some scholarly activities as well. Clinical-track faculty in the college are employed primarily to assist in the graduation of competent, entry-level veterinarians through their clinical teaching efforts and by providing excellent clinical, diagnostic, or administrative services.

Clinical-track faculty are appointed at the instructor, senior instructor, lecturer, senior lecturer, assistant professor, associate professor, or professor rank. The distinction between the instructor and lecturer title is whether the employee holds the terminal degree in the relevant discipline or profession as determined by the unit. For clinical-track faculty with clinical or diagnostic service responsibilities in the college, the terminal degree is considered to be board certification in a relevant discipline.

Clinical-track faculty are appointed to clinical or diagnostic service for up to 70% (Assistant, Associate or Full Professor in the Veterinary Teaching Hospital), 75% (Assistant, Associate or Full Professor in the Veterinary Diagnostic Laboratory), 80% (Lecturer) or 85% (Instructor) of their 12-month or academic year (9-month) appointment.

Faculty contribute to all three college missions when providing clinical or diagnostic service. As a general guide, the effort assignment for clinical-track faculty assigned to clinical/diagnostic service with DVM students or house officers (residents and interns) is primarily teaching and clinical/diagnostic service (engagement), with research being a minor component. For comparison, a general guide for the effort assignment for clinical-track faculty assigned to clinical/diagnostic service without DVM students or house officers is primarily clinical/diagnostic service (engagement), with research being a minor component. The word "research" includes not only research as normally understood, but also "scholarship," and "scholarly achievement" as described in, "*A Practical Guide to Effective Scholarship in the College of Veterinary Medicine, University of Illinois*" and attached to this document. In this document, scholarship is defined as creative intellectual work. To be effective scholarship must be communicated to a defined target audience and validated by peers. There are many different forms of scholarship but the college has elected to include in the guide all forms in the following four classifications; discovery of new knowledge, effective integration of new and existing knowledge, effective dissemination of new and existing knowledge, and effective application of knowledge in a practical setting. The college recognizes that only rare individuals will excel in all aspects of these activities. This classification of scholarship is intended to expand and redefine the traditional tripartite mission of teaching, research and outreach/service and is an attempt to broaden the definition of activities for which faculty can document their scholarly activities. Faculty should discuss their use of this document with their department heads to determine specifics of how this information will be used during the evaluation process.

### **Evaluation and Promotion of Clinical-Track Faculty**

The three primary missions of the University are teaching, research, and service/public engagement. In the promotion review of clinical-track faculty, consideration should be given to the performance of the individual in all three of these areas. However, for clinical-track appointments, the three primary missions are not to be treated equally. Their interpretation and weight should reflect the definition of the position to which the individual has been appointed and to which they might be promoted.

Instructors and lecturers are not expected to contribute to research activity that focuses on the discovery of new knowledge. Instructors and lecturers may participate in scholarship related to effective integration and

dissemination of new and existing knowledge, and the effective application of knowledge in a practical setting, although this activity should be a minor component of their responsibilities. In other words, teaching and clinical/diagnostic service (engagement) should be the primary assigned responsibilities of instructors and lecturers. When instructors and lecturers have made significant contributions to the teaching or service missions of the unit, including contributions to the curriculum and providing clinical or diagnostic service, appointment or promotion to a senior title is appropriate. The fundamental characteristics of the senior title is that it denotes a higher level of teaching or service contributions to the unit and that granting promotion is in the best interest of the University of Illinois. The senior modifier should not be used simply because a person has been at the rank of instructor or lecturer for a certain amount of time, although length of service and contribution to the unit should be a factor that is evaluated.

Promotion to clinical associate professor should be requested only if a clinical assistant professor shows promise that they have, or will become, a leading teacher and/or provider of public service in accordance with their primary assigned responsibilities. A recommendation for promotion to clinical associate professor should have supporting evidence based upon an assessment that the candidate has made contributions of an appropriate magnitude and quality in teaching and public engagement, and has demonstrated a high likelihood of sustaining contributions to the field and to the department/unit, so that granting promotion is in the best interest of the University of Illinois. The recommendation package should include a statement (in the comments by the unit executive officer) indicating why the department/unit will be strengthened by such a commitment and why the best interests of the university will be served.

Promotion from clinical associate professor to clinical professor should be based upon promise fulfilled. The case for such a promotion should include evidence of national recognition in an appropriate field. A recommendation for promotion of a clinical associate professor should be based upon an assessment that, since the last promotion, the candidate has made contributions of appropriate magnitude and quality in teaching and/or public engagement, and has demonstrated the ability to sustain contributions to the field and to the department/unit, so that granting the promotion is in the best interest of the University of Illinois.

The promotion document should be prepared as described in Provost Communication No. 26. The document should provide a comprehensive evaluation that assesses the candidate's contributions to the teaching, research, and service/public engagement missions of the department and college. Scholarship activities should be considered a sign of high productivity if teaching and public engagement responsibilities are met in exemplary fashion. The dossier should be forwarded to the mentor or mentoring committee for review before being finalized for submission.

The College of Veterinary Medicine has three primary missions: Teaching, research and clinical service. Each faculty member contributes to these missions with variable emphasis. Clinical faculty are expected to focus their efforts on clinical service and teaching, and their role in these two missions is invaluable to the College.

### **Teaching**

The teaching evaluation must include a personal statement of their teaching philosophy and teaching accomplishments, including contributions to the curriculum beyond one's own classroom (no more than three pages, single-spaced), and a complete longitudinal record of Instructor & Course Evaluation System (ICES) scores. An appendix should include a representative sample of syllabi and course materials (e.g., exams, assignments, quizzes, new course proposals, innovative instructional tools) that provide evidence of the quality of their instruction. Additionally, as part of the review process, one tenured faculty member and one specialized faculty member will observe and evaluate faculty who are seeking promotion within the clinical-track rank. The faculty evaluators will prepare an assessment of the candidate's teaching based on both direct observation of teaching or on-line pedagogical materials and a review of the candidate's teaching materials (e.g., syllabi, assignments).

Teaching in our College involves multiple teaching styles and formats. Lecturing in the core curriculum, organizing and participating in elective streams, teaching small groups in the clinics or in the clinical skills lab and training house officers and graduate students. Education of veterinary students, house officers, and

graduate students is critically important, and care will be taken in appropriately evaluating the faculty member's teaching effectiveness. Multiple areas will be evaluated:

#### Area of Expertise

1. Faculty should be an expert in their discipline as demonstrated by board certification, scholarly accomplishments or a terminal degree.
2. Faculty should demonstrate professional growth in their field of specialization throughout their career. For clinical faculty, this should include knowledge of, and excellence in, the most advanced techniques so they can share this knowledge with veterinary students, house officers, other faculty, and referring veterinarians.
3. Clinical teaching will be assessed by teaching evaluations from DVM students, surveys provided to current and former house officers and internal peer review. Written input from the Service head, and possibly the Section head, should be requested to assist with the evaluation of discipline knowledge.

#### Quality of Teaching

1. Documentation of teaching quality will include but not be limited to the faculty member's own statement of their teaching philosophy (Dossier Section III, B-2), and efforts to improve teaching (continuing education, participation in University or College-wide education opportunities dedicated to teaching). Additionally, documentation should show evidence of clear teaching goals, adequate preparation of teaching materials and appropriate measures of teaching effectiveness.
2. Quality of teaching will be assessed by the Department and will include peer teaching evaluations (Departmental evaluation form) and student evaluations (ICES or other surveys). Teaching quality may also be evaluated by other means such as testimonials by distinguished teachers or section heads, appearing of the Incomplete List of Teachers ranked as Excellent and Outstanding, or other teaching awards.
3. Quality of teaching may also be reflected in the candidate's development of new courses, professional development modules, and elective streams.

#### Peer Evaluations

1. Peer teaching evaluations are required and will be scheduled by the Department Head. Written reports from peer review must be included in the promotion and tenure dossier (Section III, B-3). These types of evaluations are more useful for didactic style teaching.

#### Student Evaluations (Section III, B-1)

1. Student evaluations should be summarized and retained for each year since the initial appointment or last promotion.
2. Consideration should be given to improvement of evaluations over the course of a faculty member's career.

#### Graduate/House Officer Teaching and Advising (Section III, A 2-3)

1. The Department Head, House Officer Training Coordinator or peers should assess the quality of faculty supervision of resident training, study projects and successful completion of programs.
2. Evaluation of the candidate's contribution to graduate and house officer training should reflect their effort allocation. Clinical track faculty are expected to be actively engaged in residency training programs and associated graduate student courses or research activities. Feedback from relevant house officers that are currently enrolled, or have completed their program within the last five years, should be obtained using a standardized process and summarized to maintain confidentiality.

#### Innovation in Teaching

1. Faculty are encouraged to describe and document how they have used innovative or nontraditional teaching methods. They should also provide evidence of the effectiveness of these techniques, preferably through peer review, their adoption by other instructors or publication in peer reviewed journals.

**Service**

The position description for many clinical-track faculty in the college specifies public engagement (clinical or diagnostic service) as an important component. Program responsibility, caseload, income generation, and quality of service should, where appropriate, be considered in the evaluation of clinical-track faculty. This information serves both as a monitoring function and as cumulative data for evaluating the public engagement component. The department head should work with service unit directors to solicit evaluations and feedback from veterinarian and non-veterinary clients prior to the time that clinical-track faculty are considered for promotion. In addition, peer evaluations by faculty in the same department as clinical-track faculty can provide important information regarding the quality of service. Administrative responsibilities, e.g., medical records preparation, accuracy, and timeliness, as well as supervisory aptitude and performance, should also be evaluated.

***Clinical and Diagnostic Service***

Our College is unique on the campus in that service includes more than committee, administration and governance duties, but for those faculty that have a high percentage obligation in this area, service entails significant responsibility to the Veterinary Diagnostic Laboratory, Veterinary Teaching Hospital, or Medical District Veterinary Clinic. Service can also include providing continuing education and contributions to the faculty member's professional discipline. Evaluation of service will be based on both internal and external evidence of excellence and effectiveness in contributing to the diverse requirements of the College of Veterinary Medicine.

1. The quality of clinical service may be measured by evaluations from academic peers, clients (including referring veterinarians), house officers, veterinary students and technicians. Surveys and testimonials from practitioners, previous and current house officers, and technicians in the section can be used to show the level of service provided by the faculty member.
  - a. At a minimum, the quality of clinical service and expertise should be equal to the standard of specialty practice in the private/commercial sector.
2. Faculty will summarize their clinical service in the promotion document (IV A), which should include data reflecting changes to the caseload (admissions, hospitalized days) and service revenue over time, the number of emergency cases seen in person after regular business hours or hours involved providing in person emergency services or scheduled weekend/holiday rounds and clinical activities, in addition to the candidate's overall philosophy of clinical service. In this section, the faculty member should strive to demonstrate new clinical or diagnostic programs or procedures, new services or clientele, new therapies or techniques, budgetary oversight or organizational innovation as well as an explanation of the type of service performed and time involved in completing cases, demonstration of efficient and appropriate management of cases and timely communications with clients and veterinarians. Each service is different as far as how much time is spent on an individual case and it is important for the candidate to explain this in their document. Additionally, overlap of teaching and scholarship with clinical service are expected and can also be described/emphasized in this section of the dossier.
3. Faculty may demonstrate excellence in service with special recognition or awards.
4. A distinguished record in clinical service may also be demonstrated by:
  - a. Attraction of highly ranked candidates to the house officer program.
  - b. Success of trainees in passing the specialty board exams and completion of graduate programs.
  - c. Mentorship of trainees that have received awards or grants.
  - d. Invitations to speak at local, regional and national meetings related to veterinary medicine.
  - e. Participation on Department, College, University and national committees related to veterinary care and service.

***Service to the University***

1. Faculty are expected to participate in institutional service/governance at the departmental, college and university levels. This could include actively participating in a committee, chairing a committee, mentoring junior faculty or serving as an elected official at the college or campus level.
2. Faculty may also serve as advisors for student organizations.

3. Clinical assistant professors will be more likely to serve at the department level, but more senior faculty have the expectation to serve at the college and potentially the campus level.
4. Faculty are expected to participate in faculty meetings, committees and house officer and graduate student training beyond routine service duties. Faculty are expected to contribute to the long-term goals of the department and maintain high standards of professional integrity.

### ***Service to the Profession***

1. Faculty members may demonstrate excellence by being appointed to a leadership role in their professional organization.
2. Faculty may also serve as reviewers for journals, serve as editorial board members or participate as reviewers for grant funding agencies.

### ***Service to the Public***

1. Faculty may contribute to the community through presentations at continuing education programs or participation in pro bono clinical events.
2. Consideration will be given to the relative prominence of the CE programs (national/international vs. state or local). Invited, plenary or keynote presentations will receive additional recognition.
3. Assistance with student organizations that reach out to the public are also recognized.

### **SCHOLARSHIP**

Clinical-track faculty should write a research narrative that describes their current research agenda and plan for contributing scholarship that enhances the college and university and makes an impact beyond the campus. Collaborative work and patient-oriented research and scholarly activities are encouraged. Evidence of scholarly achievement should include published work including abstracts, patient-oriented research in peer-reviewed clinical journals, commodity and lay publications; invited presentations to professional groups; and other activities. Individuals should delineate their contributions to collaborative work. Clinical faculty are encouraged to seek acknowledgement as a contributor in manuscripts and research proposals as appropriate.

Clinical faculty have a unique opportunity to contribute to advances in veterinary medicine through their participation in the clinical case load. Scholarship can develop and be communicated in many ways. Specific examples of scholarly activity are described in the “*A Practical Guide to Effective Scholarship in the College of Veterinary Medicine, University of Illinois.*” The faculty member’s percentage of time allocation should be considered when determining not only the quantity of work resulting in scholarship but also the quality.

### ***Quality of work and type of publication***

Since the quality and significance of individual publications varies widely (and may not be fully appreciated for years) and publication impact varies according to type of publication and journal, all forms of publication, including printed or web-based articles, intended for a non-academic audience, will be considered as evidence of scholarship as long as they are of high quality in relation to the purpose intended. Prospective or hypothesis-based investigational studies that present significant advancements in the field and are published in top tier journals receive the most merit. In contrast, single case reports of a known disease entity, receive less merit; however, for faculty with a clinical emphasis on their appointment, this type of publication is appropriate. Manuscripts that are subjected to peer review as a condition of acceptance, will carry more weight than those that receive only an editorial review. Faculty are encouraged to develop an area of scholarship interest.

### ***Assessment of Collaboration***

Collaboration with other faculty at the college and participation in multi-institutional projects is a reasonable expectation for clinical track faculty. Additionally, publications or collaborative or internal grants received for a project for a faculty member’s graduate student or house officer, or collaborative/senior authorship, will be of equal significance as primary authorship. Collaborative publications and book chapters that focus on the area of the faculty member’s expertise are viewed more favorably.

**Number of publications**

Publications are not the only recognized product of scholarly activity: presentations, grants, abstracts, periodicals, house officer projects all contribute to the faculty member's promotion (refer to "*A Practical Guide to Effective Scholarship in the College of Veterinary Medicine, University of Illinois*"). However, publications are easy to quantify and to some extent should be a goal of faculty members at the clinical assistant professor level and above. A first author or corresponding/senior author publication in a peer-reviewed journal in their discipline/specialty every other year could meet minimum expectations for promotion, provided that excellence in service or teaching is well documented. Case reports are acceptable publications but should not be the only component of the faculty member's scholarly activity.

**Success in Obtaining Funding for Research**

Specialized faculty are not expected to obtain external funding. Participation as a co-investigator or a listed collaborator for external grants, or primary investigator for internal grants, will exceed expectations in this area. Faculty with primary service appointments are encouraged to use clinical patients or diagnostic laboratory submissions as a source of research material in lieu of obtaining research funding.

**Research-Track Faculty****Appointment of Research-Track Faculty**

Provost Communication No. 25 states that research-track faculty are primarily engaged in the research mission, housed in academic unit, and capable of independently developing and securing funding for a research program. Research-track faculty may be involved in teaching or service, in which case it is expected that their departmental appointment will be greater than 0%. The expectations for teaching and service should be clearly articulated by the department at the time of appointment, and the evaluation of the candidate's activities is governed by those express expectations.

Research-track faculty (assistant, associate, and full) should have substantial experience in advanced study and research, hold a Ph.D., DVM, MD, or equivalent highest degree, and expertise in a relevant discipline. To be appointed as a research assistant professor, the candidate should have the potential for promotion to research associate professor. Research assistant professor appointments initially may be funded either entirely or partially from existing grants for which principal investigators need assistance in conducting or managing the research. The primary contributions of research-track faculty could include development of an independent research agenda and obtaining external funding to support their work. Alternatively, the primary contributions could be through participation as part of a research team within a single laboratory.

**Evaluation and Promotion of Research-Track Faculty**

The college recognizes the critical importance of collaboration ("team science") in research and scholarship and that the contributions of middle authors in multi-authored publications are often seminal and of the highest quality. When research is pursued in a collaborative fashion and results in multi-authored publications, the specific contributions of research-track faculty must be clear and significant. The department head, with the assistance of the research team leader, should include in the promotion document a description and evaluation of the quality and impact of the candidate's contribution when the major contribution of research-track faculty is to team science.

Promotion to research associate professor and research professor is based primarily on the impact and maturity of the individual's scholarship. At a minimum, promotion to research associate professor requires that the individual has demonstrated the ability to make a substantial impact in a research area. Other related activities could include contributing substantively to collaborative research by serving as a co-investigator on external grants, contributing unique research expertise to a collaborative research team, playing a leadership role on some aspect of externally funded collaborative research and publishing jointly with a group conducting interdisciplinary team science.

Promotion to the rank of research professor should be based on a fulfilled promise of quality research, including making discoveries that lead to grant funding and publications in leading peer-reviewed journals or publications. At this level, a research professor may also be contributing to the teaching and mentoring students, but this is not a campus-level requirement of the title.

The promotion document should be prepared as described in Provost Communication No. 26, with an emphasis on the candidate's research activity. The document should provide a comprehensive evaluation that assesses the candidate's contributions to the research mission of the department and college. Research-track faculty should write a research narrative that describes their current research agenda and plan for contributing scholarship that enhances the college and university and makes an impact beyond the campus (no more than three pages, single-spaced). A list of extra- or intramural supported research, either as a principal investigator, co-investigator, or collaborator, should be included. Evidence of scholarly achievement is required; this should contain all published work including original investigations, clinical observations, reviews, books, and book chapters. Additional accomplishments and activities that are not required but warrant consideration include: membership and participation in leading scientific or professional societies in the candidate's field; participation in scientific or policy committees advisory to the government or to foundations, including membership on study sections and grant review panels; membership on editorial boards of scientific publications; invited lectures outside of the University of Illinois; research-related awards; patents and licenses; web site/software development; and popular writings or lay press contributions. Research excellence may be evidenced by receiving up to three letters from investigators at the University of Illinois or other institutions, from administrative officials at the University of Illinois, or from authorities outside the University of Illinois that describe and evaluate the quality and impact of the candidate in the research programs of individual investigators or investigative teams. The promotion document should be forwarded to the mentor or mentoring committee for review before being finalized for submission.

## **Teaching-Track Faculty**

### **Appointment of Teaching-Track Faculty**

Provost Communication No. 25 states that teaching-track faculty must make "*an instructional and curricular impact both within the department and beyond, either through scholarly publications, invited talks, or other related activities involving their discipline, pedagogy and student interactions.*" For appointment to the rank of instructor, senior instructor, lecturer, senior lecturer, and teaching assistant professor, there must be evidence that the person has the potential to make such contributions. For promotion to teaching associate professor or teaching full professor, an individual must have demonstrated such contributions.

Teaching-track faculty in the College of Veterinary Medicine at the rank of instructor, senior instructor, lecturer, or senior lecturer are required to hold a M.S., DVM, Ph.D. or equivalent highest degrees and expertise in the relevant discipline. Teaching-track faculty appointed at the instructor level are assigned to teaching for up to 85% of their appointment, and those appointed at the lecturer level are assigned to teaching for up to 80% of their appointment. Teaching-track faculty in the college at the rank of assistant, associate, or full professor are required to hold a DVM, Ph.D. or equivalent highest degree and expertise in the relevant discipline. Teaching-track faculty appointed at the professor level are assigned to teaching for up to 70% of their appointment, and typically have 20% of their time available for research, and 10% for service. In addition, it is expected that teaching-track professors will be engaged in scholarly research including submitting grants to support the college's educational initiatives and contributing to the literature in the field of the scholarship of teaching and learning.

Expectations for teaching involve being more than a good classroom teacher. Teaching-track faculty are also expected to contribute to the pedagogical goals of the college and campus beyond their own classroom. Activities that can help fulfill this expectation include, but are not limited to, leading pedagogical reform within the college, leadership in portions of the colleges Objective Structure Clinical Examination (OSCE) and milestone examination, leadership in campus on-line instructional activities, and directing internship or residency training programs.

Research expectations for teaching-track assistant, associate, and full professors' focuses primarily on enhancing the quality of veterinary, agricultural, and life sciences education. Dissemination of that research may be at conferences or workshops, through traditional publication outlets, and through any channel that generates impact beyond the campus and allows the scholarly impact to be documented.

Expectations for service may be fulfilled through service to the college, campus, or discipline. Ideally, individuals will contribute in multiple ways at multiple levels in a manner befitting their title. Activities that may meet the service expectation include, but are not limited to, serving on committees, acting as the faculty supervisor for college or campus student groups, providing peer reviews for conferences or journals, and holding office in professional associations.

### **Evaluation and Promotion of Teaching-Track Faculty**

The campus requirements for promotion within the teaching professor ranks are outlined in Provost Communication No. 26. Promotion to senior instructor or senior lecturer requires an excellent teaching record as well as evidence of having made substantial additions, improvements, or other contributions to the college's curriculum. Examples include revising lecture or laboratory activities to include more engaged learning, curriculum mapping, or the development of new programs.

The title of "professor" comes with expectations that one engages with and contributes to a scholarly community in ways that go beyond teaching. Thus, teaching professors of any rank are expected to engage in teaching, research, and service. Promotion to teaching associate professor and teaching professor is based on the impact and maturity of the individual's record of teaching, classroom innovation, student interactions, and scholarly accomplishments in pedagogy. At a minimum, a candidate for promotion to a teaching associate professor position will be expected to provide evidence that they have established a positive scholarly reputation beyond the campus, including publications in peer-reviewed journals related to pedagogy and securing external funding. Although not a requirement, scholarly work in the candidate's scientific discipline (publications, presentations, training of students) will also be considered in annual reviews and promotion.

As stated in Provost Communication No. 26, "*Promotion to the rank of full teaching professor should be based on a fulfilled promise of quality teaching and pedagogy, including making advancements in teaching and learning in the discipline that led to innovative strategies and marked course improvement.*" At this level, a teaching professor should be making broader contributions to pedagogy, often by sharing creative and scholarly work at conferences and in publications. Broader pedagogical contributions could also be shown by such accomplishments as publishing textbooks in reputable presses, securing competitive internal and external grants to develop curriculum or pedagogy, and effective mentoring of instructors, lecturers, graduate/teaching assistants, and residents and interns.

The promotion document should be prepared as described in Provost Communication No. 26, with an emphasis on the candidate's teaching activity, impact on student learning, and scholarship. The document should provide a comprehensive evaluation that assesses the candidate's contributions to the teaching mission of the department and college. The promotion document should include a statement that summarizes their teaching philosophy and teaching accomplishments, including contributions to the curriculum beyond one's own classroom (no more than three pages, single-spaced), and a complete longitudinal record of Instructor & Course Evaluation System (ICES) scores. An appendix should include a representative sample of syllabi and course materials (e.g., exams, assignments, quizzes, new course proposals, innovative instructional tools) that provide evidence of the quality of their instruction. The promotion document should be forwarded to the mentor or mentoring committee for review before being finalized for submission. Additionally, as part of the review process, two tenured faculty members will observe and evaluate faculty who are seeking promotion within the teaching professor ranks. The faculty evaluators will prepare an assessment of the candidate's teaching based on both direct observation of teaching or on-line pedagogical materials and a review of the candidate's teaching materials (e.g., syllabi, assignments).

Finally, according to Provost Communication No. 26, promotion within the ranks of teaching professors requires external review by a minimum of "*three scholars or professional specialists outside the University.*" The external reviewers must come from comparable institutions and must not have any conflict of interest in providing an evaluation. If viewed as helpful in a particular case, the department head may also ask for letters of evaluation from individuals outside the department but on campus. Internal to University of Illinois letters are in addition to the three external review letters. See Provost Communication No. 26 for more information.

Approve May 13, 2019, by the College Faculty  
Revisions approved April 19, 2021, by the College Faculty

**PRACTICAL GUIDE TO EFFECTIVE SCHOLARSHIP IN THE COLLEGE OF  
VETERINARY MEDICINE, UNIVERSITY OF ILLINOIS**

**Developed by a working group on redefining scholarship in the  
College of Veterinary Medicine**

**September 9, 2002**

*Revised May 13, 2019*

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	<b>Discovery of New Knowledge (Research)</b>	<b>Effective Integration of New &amp; Existing Knowledge (Research, Teaching, Outreach/Service)</b>	<b>Effective Dissemination of New and Existing Knowledge (Teaching)</b>	<b>Effective Application of Knowledge (Outreach/Service)</b>
<b>Nature of the Scholarship</b>	<ol style="list-style-type: none"> <li>1. Generates &amp; communicates new knowledge</li> <li>2. Generates &amp; communicates new understanding</li> <li>3. Develops and refines methods</li> </ol>	<ol style="list-style-type: none"> <li>1. Synthesizes and communicates new or different understanding of knowledge or technology and its relevance</li> <li>2. Develops and refines methods</li> <li>3. Service on editorial and review boards</li> </ol>	<ol style="list-style-type: none"> <li>1. Develops and communicates new understanding and insights</li> <li>2. Develops and refines new teaching content and methods</li> <li>3. Fosters life-long learning behavior</li> <li>4. Encourages and promotes independent thought</li> <li>5. Effective mentoring of professional and graduate students, residents &amp;/or post-doctoral fellows</li> </ol>	<ol style="list-style-type: none"> <li>1. Develops and communicates new technologies, materials, diagnostic tests, or uses</li> <li>2. Fosters inquiry and invention</li> <li>3. Develops and refines methods</li> </ol>
<b>Target Audience</b>	<ol style="list-style-type: none"> <li>1. DVM Students</li> <li>2. Residents &amp; Interns</li> <li>3. Graduate Students</li> <li>4. Peers</li> <li>5. Practitioners</li> <li>6. Scientific Community</li> <li>7. General Public</li> </ol>	<ol style="list-style-type: none"> <li>1. DVM Students</li> <li>2. Residents &amp; Interns</li> <li>3. Graduate Students</li> <li>4. Peers</li> <li>5. General Public</li> <li>6. Professional societies</li> <li>7. Funding institutions</li> <li>8. Scientific journals</li> </ol>	<ol style="list-style-type: none"> <li>1. DVM Students</li> <li>2. Residents &amp; Interns</li> <li>3. Graduate Students</li> <li>4. Peers</li> <li>5. Practitioners</li> <li>6. Scientific Community</li> <li>7. General Public</li> </ol>	<ol style="list-style-type: none"> <li>1. Patients</li> <li>2. Animal owners</li> <li>3. Public Health</li> <li>4. Referring veterinarians</li> <li>5. Organized veterinary medicine</li> <li>6. Industry</li> <li>7. Regulatory Agencies</li> </ol>
<b>Primary Means of Communication</b>	<ol style="list-style-type: none"> <li>1. Peer-reviewed publications</li> <li>2. Invited presentations</li> <li>3. Other presentations or peer-reviewed meetings</li> <li>4. Patients</li> <li>5. Public reports &amp; presentations</li> </ol>	<ol style="list-style-type: none"> <li>1. Presentations</li> <li>2. Publications</li> <li>3. Demonstrations</li> <li>4. Workshops</li> <li>5. Patients</li> <li>6. Contributions to committee meetings, study sections, etc.</li> <li>7. Writing reviews</li> <li>8. Invited lectures</li> </ol>	<ol style="list-style-type: none"> <li>1. Teaching Materials and methods</li> <li>2. Publications &amp; presentations to peers in academia and the public</li> <li>3. Curricula</li> </ol>	<ol style="list-style-type: none"> <li>1. Patient Care</li> <li>2. Diagnostic Investigations</li> <li>3. Demonstrations</li> <li>4. Contact with referring veterinarians</li> <li>5. Patients</li> <li>6. General publications</li> <li>7. Periodicals &amp; reports</li> <li>8. Invited lectures</li> <li>9. Retrospective studies and case reports</li> </ol>
<b>Primary Criteria for Validation of Effectiveness</b>	<ol style="list-style-type: none"> <li>1. Significance (quality and quantity)</li> <li>2. Originality</li> <li>3. Innovation</li> <li>4. Duration of usefulness</li> <li>5. Applicability</li> <li>6. Benefit to society</li> <li>7. Citation by peers</li> </ol>	<ol style="list-style-type: none"> <li>1. Usefulness &amp; general acceptance</li> <li>2. Insight provided</li> <li>3. Impact</li> <li>4. Peer application</li> <li>5. Peer recognition</li> <li>6. Citations by peers</li> <li>7. Success of students</li> </ol>	<ol style="list-style-type: none"> <li>1. Originality &amp; significance to learning</li> <li>2. Duration &amp; usefulness of what is learned</li> <li>3. Adoption by others (acceptance)</li> <li>4. Student evaluations</li> <li>5. Peer evaluations</li> <li>6. Outcomes assessment</li> </ol>	<ol style="list-style-type: none"> <li>1. Breadth of use</li> <li>2. Value of use</li> <li>3. Persistence of use</li> <li>4. Impact of use</li> <li>5. Peer evaluation</li> <li>6. Referring veterinarians</li> <li>7. Evaluation of audience</li> </ol>

## **Elements to consider as faculty document their scholarly activities for annual evaluations and promotion and tenure:**

### **A. Discovery of New Knowledge (Research):**

1. Provide a personal summary of your primary contributions in discovery during the previous academic year.
2. Provide a listing of your publication record during the previous academic year and include a statement concerning the quality, rigor of peer review and target audience of the journals.
3. Provide a listing of your grant support including the funding agency, the PI of the project (or your role in the project), the duration of the funding, the total amount of the funding.
4. Provide a listing of your grant writing efforts including proposals pending, and proposals not funded. Include the same information as for funded grants as described above.
5. Provide a listing of your invited lectures including the location, audience, date and title of the presentation.
6. Provide a listing of any recognition by peers (awards, etc.)
7. Provide any indications of the significance of your work (citation by others, etc.)
8. Provide evidence of leadership in your field of discovery (invitation to present at national and international meetings, election to important positions of leadership in your peer group, etc.)
9. Provide evidence of your collaborative abilities and team contributions
10. Provide a list of any patents or other indicators of achievement in discovery.

### **B. Integration of New & Existing Knowledge (Research, Teaching & Outreach/Service):**

1. Personal summary of primary contributions in the effective integration of new and existing knowledge (invited review articles, editorials, etc.)
2. Presentations that bridge research, teaching and outreach/service
3. Publications in journals targeting review articles, methodologies and continuing education
4. Demonstrations (with feedback from the audience)
5. Workshops (with feedback from the audience)
6. Scope of adoption of your ideas and their application by others
7. Impact and benefits of your work
8. Feedback from editors, study section administrators, chairs of committees, etc.

### **C. Dissemination of New and Existing Knowledge (Teaching):**

1. Teaching Philosophy and Self-evaluation (personal summary of primary contributions)
  - a. Documentation of teaching content, methods of delivery, and new initiatives
  - b. What new things worked and why
  - c. What new things did not work and why
2. Peer evaluations
  - a. Classroom observation and feedback
  - b. Critical evaluation of class notes for currency of material and examinations for ability to test understanding of subject
  - c. Presentation organization and impact
3. Student evaluations (ICES, group evaluations, or other methods as agreeable between the faculty member and department head)
4. Students performance (i.e. National Board Examinations)
5. Writing for the general public
6. Writing for peers in education and the public
7. Feedback from professional short courses, workshops and lectures  
Evidence of leadership &/or team contributions
8. Success of students (awards, honors, other forms of outcomes assessment)

9. Success of mentoring as demonstrated by current positions held by former graduate students, post-doctoral fellows, residents and numbers of publications in which they are included as authors or first author.

**D. Application of Knowledge in a Practical Setting (Outreach/Service):**

1. Personal summary of primary service contributions
  - a. Publication of clinical/diagnostic investigations
  - b. Development of national reputation/recognition
2. Evaluation of patient care/diagnostic service by peers (provide documentation)
3. Evaluation of patient care by referring veterinarians (provide copies)
4. Public recognition (newspapers and other media, list or provide copies)
5. Documentation of commercial and/or societal benefits
6. Documentation of acceptance and/or adoption by peers
7. Evidence of leadership &/or team contributions
8. Service on editorial boards, reviewing for journals and peer evaluation study sections (provide numbers of manuscripts reviewed for each journal and numbers of proposals reviewed for each study section)
9. Evidence of collegiality and ability to work effectively with colleagues (provide a description of the relevance of your work to the mission of the Department, College and University)
10. Service as an officer or committee work in peer professional societies, local, national and international (provide a description of the impact and benefits of your work)
11. Provide a description of the impact and benefits of your work on to university, college, and departmental committees.

**References**

1. A Faculty Guide for Relating Public Service to the Promotion and Tenure Review Process. University of Illinois at Urbana-Champaign, Revised 10/93.
2. P. Selden. The Teaching Portfolio. Anker Publishing Co., Bolton, MA.
3. Hymon, et al. UniSCOPE 2000: A Multidimensional Model of Scholarship for the 21<sup>st</sup> Century. Pennsylvania State University, University Park, PA.
4. L. Boyer. Scholarship Reconsidered—Priorities for the Professoriate. Carnegie Foundation, Jossey-Bass Publishers.