

**Appointment, Promotion, and Tenure Policies at
UIC School of Public Health
Approved by UIC-SPH Faculty (4/20/15)**

Part I. Temporary and Regular Initial Appointments

The A, P and T Committee recommends the use of the following titles when hiring individuals:

- 1. Assistant, Associate and Professor titles (clinical, research, tenured/tenure-track) are reserved for individuals with a doctorate and who meet the criteria described in Part II. The responsibilities of full-time members of the academic staff to the university are fulfilled by the performance—appropriate to rank and terms of appointment—of teaching, scholarly research, continuing education and service and committee work and special assignments.**

Tenure implies reciprocal responsibilities on the part of the University and the faculty member. To that end the University provides academic freedom and the faculty members are obligated to provide and maintain high standards of teaching, research, professional service, and the communication of information and knowledge to others. All tenure-track/tenured faculty must be appointed as the result of a search and hired through the procedures established for tenure-track/tenured faculty.

Clinical faculty are appointed on a fixed term basis and hold positions through which they contribute to the teaching (including research that supports teaching) and/or service missions of the University. A doctorate degree is required. Ranks held by clinical faculty include assistant professor, associate professor, and professor. All titles of clinical faculty must contain the term “clinical” as a modifier to the title, for example, Clinical Associate Professor. Clinical faculty are not eligible for tenure, but are eligible for promotion in the clinical track. Salaried clinical faculty at 50 percent time or greater must be appointed as the result of a search and hired through the procedures established for non-tenure track faculty.

Research faculty are appointed on a fixed-term basis to work on research projects either independently or in collaboration with other UIC faculty. A doctorate degree is required with experience to develop a substantial research and publication record. Ranks held by research faculty include assistant professor, associate professor, and professor. All titles of research faculty must contain the term “research” as a modifier to the title, for example, Research Associate Professor. Research faculty are not eligible for tenure, but are eligible for promotion in the research track. Salaried research faculty at 50 percent time or greater must be appointed as the result of a search and hired through the procedures established for non-tenure track faculty.

- 2. Emeritus Appointments. According to the chancellors’ executive notice 97-2, emeritus status should be reserved for those with extraordinary contributions to UIC. The UIC faculty handbook describes emeritus status as bestowed on only those individuals who have contributed measurably to the University. A, P and T will review these nominations prior to campus review. Within SPH this means extraordinary teaching,**

research or scholarly practice, as well as service. As is the case with other appointments and promotions, requests for this designation will be reviewed by the Appointment, Promotions and Tenure committee

3. **Joint appointments may be made for faculty within UIC who have formal responsibilities with more than one department or unit. Joint appointments involve salary from all involved units and all units are involved in the appointment, promotion and tenure process for these faculty. Joint appointments generally carry voting rights and tenure status in each department or unit (if appropriate).**
4. **Departmental/Institute Affiliate are reserved for faculty who have an academic appointment in another UIC department and who will be appointed on a non-salaried basis to the SPH faculty. These appointments are less formal than a regular joint appointment (which generally carries voting rights and tenure status in each department). SPH faculty rank will be assumed at the level of appointment in the home/principal UIC department of the faculty member.**

The position authorizes the Affiliate to serve as the chair of Masters and PhD theses committees in the affiliated department in the normal manner of other members of that department (subject to the usual rules of the Graduate College).

For purposes of promotion, only the home department will be involved since the title of Affiliate does not designate faculty rank per se or carry any implications for tenure.

5. **Adjunct faculty appointments are assigned at a rank appropriate to the criteria identified for all faculty tracks. Adjunct appointments are appropriate for individuals who are primarily employed outside the university. These individuals are recognized in their field; while they have limited responsibilities to the academic unit, they are involved in various levels of teaching, research, practice, or service activities as defined by the division. Adjunct faculty are generally non-salaried (0%) and/or do not receive a regular salary from the appointing academic unit but may in some instances receive compensation for specific services or activities performed. The criteria described in Part II of this document will be used to establish the appropriate rank for adjunct faculty appointments. The use of adjunct as a prefix to faculty ranks excludes eligibility for tenure. Adjunct faculty who will receive salary at 50 percent time or greater for more than a semester must be appointed as “visiting” faculty, and therefore must be appointed as the result of a search and hired through the procedures established for visiting faculty.**
6. **Visiting may be used in the title of a faculty appointment when the individual to be appointed is to be a temporary appointee of one year or less. Such appointments may be renewed for a period generally not longer than three years when the funding source is non-state. Appointments beyond one year (if state funded) or three years (if non-state funded) imply permanent status. If these individuals are to continue, their appointments should be converted to permanent appointments in accordance with established campus policies. The use of visiting as a prefix to faculty ranks excludes eligibility for tenure. Visiting faculty who will receive salary at 50 percent time or**

greater for more than a semester must be appointed as the result of a search and hired through the procedures established for visiting faculty.

7. Instructor and Lecturer positions. All other individuals asked to teach at UIC-SPH should be given lecturer or instructor titles. Lecturers and instructors are appointed on a fixed-term basis for teaching duties.

- a. The **Instructor titles** are reserved for those individuals with a doctorate degree and professional experience or expertise in the area of instruction.
- b. The **Lecturer titles** are reserved for those individuals for whom typical faculty ranks are not appropriate due to the lack of doctorate degree, but whose distinct practice or professional experiences are suited to advancing the curriculum.

Both instructor and lecturer titles are fixed term appointments which are renewable.

It is incumbent on the divisions to maintain a list of adjunct faculty, departmental affiliates, lecturers, and instructors. The division directors will validate this list annually.

Part II. Appointment and Promotion Criteria for Tenure Track/Tenured Faculty and Clinical and Research Faculty at UIC-School of Public Health

This document provides an update from the 2004 University of Illinois School of Public Health (UIC-SPH) Promotion Guidelines. While the 2004 document was a significant achievement for the UIC School of Public Health, it has become evident that the 2004 document does not provide sufficient clarity to match the current reality related to hiring and promotion at UIC-SPH. In our current reality with diminishing state funding from general revenue funds, fewer faculty are hired on a 100% tenure track line, there are increased teaching demands on the faculty as a whole, and as the number of students has grown (both face to face and distance), recruitment of faculty to meet the teaching needs of the school is often short-changed due to the need to bring in external funds for promotion. In addition, there are divisional differences as to which individuals are appointed with clinical and research titles. To that end, this new document recognizes some of the contradictions inherent in our current appointment and promotion system and as such seeks to clarify the path to promotion for all faculty.

Tenure-Track and Tenured Faculty

The UIC-School of Public Health uses the ranks of assistant, associate and professor for tenure-track and tenured faculty. Promotion between ranks is based on excellence in teaching (scholarship of learning), excellence in research (scholarship of discovery, creation, practice, dissemination and translation) or excellence in scholarly public health practice, **and** excellence in service, with outstanding effort expected in at least either teaching or research or scholarly public health practice. In other words, tenure track faculty can be promoted on the basis of outstanding performance in **primarily Teaching (Scholarship of Learning)** or **primarily Research or primarily Scholarly Public Health Practice** with the understanding that as a tenure track faculty member there needs to be significant contributions in the other areas (Teaching or Research/Scholarly Public Health Practice) and **service** in order to be promoted. Individuals do not need to select a primary focus; however, if a primary focus is selected, tenure track and tenured faculty are expected to contribute to the **entire** academic enterprise. In addition, the primary emphasis can change at different levels of promotion.

Tenure track or tenure titles should be reserved for faculty who are expected to engage in all three aspects of the academic enterprise: teaching, research or scholarly public health practice, and service. If an individual is expected to serve as a teacher with no research or service expectations, or as a researcher with no teaching or service expectations, these individuals should be given *Clinical, Research, Instructor or Lecturer* titles (see above to describe when individuals should receive *Instructor or Lecturer* titles).

Movement from assistant to associate and movement from associate to full with tenure are described within each category: **Teaching, Research, or Scholarly Public Health Practice**. Service expectations for promotion at every level are also provided.

While in public health, many academics focus their research on practice (e.g., the development, implementation and evaluation of interventions including programs and policies in communities and other geographic entities); we maintain a separate category for **Scholarly Public Health Practice**. We do so to acknowledge that some faculty in schools of public health

engage in scholarship so completely entwined with public health practice such that the development of high impact reports, policy briefs, and/or the development of standards, regulations and laws are the most typical outputs of this work, not to the exclusion of peer reviewed publications. We also acknowledge that for many individuals, there may be investments in more traditional “research” as well as “scholarly public health practice”. **These individuals can be promoted based on this dual investment.** In all cases, individuals must demonstrate sufficient impact on the field of public health appropriate to their level of promotion.

Expectations for Excellence

The next several sections describe the expectations for excellence in Teaching (Scholarship of Learning), Research (Scholarship of discovery, creation, practice, translation and dissemination), Scholarly Public Health Practice, and Service. In all cases, excellent performance is based on quality, innovation, and impact. Each section provides examples of activities and/or products that demonstrate excellence. These are offered as examples and are not all inclusive lists, i.e., faculty are not expected to meet each of these examples (it is not a checklist) and conversely, faculty may demonstrate excellence in ways that are not on these lists through examples that demonstrate high quality, innovation, or impact scholarship in each area.

Expectations for Excellence in Teaching (Scholarship of Learning)

Outstanding performance in teaching is based on: process, content and outcomes. Process is how one teaches (i.e., the use of a variety of appropriate and up-to-date teaching methods); content is what one teaches; and, outcomes are the results or the impact of teaching on the student (i.e., what the student learns or can do as a result of teaching). For appointments and promotion in the School of Public Health, all three components of teaching (i.e., process, content, and impact) should be evaluated and documented. **Importantly, if one’s primary emphasis for promotion is excellence in teaching, there must be evidence of scholarship related to teaching and/or training.**

Evidence of high quality teaching can be demonstrated by evidence of the following:

Process/Quality of Teaching

1. Scope of teaching activities such as size and level of teaching load, and any exceptional responsibilities undertaken, (e.g., teaching more than the "usual" or standard load for the academic unit).
2. Evaluation by students of courses taught including a summary statement indicating how these evaluations generally compare to others in the academic unit.
3. Evidence that student advising is effective including, but not necessarily limited to, academic advising and supervision of student research and field training experiences.
4. Contributions to the academic unit’s and School’s teaching missions.
5. New developments in the discipline are reflected in course content.
6. Evidence that teaching has a significant impact on students beyond what is considered usual or normal.
7. Awards received in recognition of outstanding teaching.

8. Publication and adoption of textbooks.
9. Peer-reviewed publications about teaching or training methods. Peer-reviewed publications are those that undergo a competitive review process for publication in an academic journal or comparable scholarly outlet. They do not include invited or similar publications even if these appear in an outlet in which articles typically do undergo peer review.
10. Invitations from other institutions to serve as lecturer, trainer, or visiting professor.
11. Invitations to serve as consultant in educational programs and methods.
12. Evidence that teaching methods and course content are positively peer-reviewed.
13. Grants to support instructional activities (where these can be construed as an individual faculty member's accomplishments).
14. Grants to support research activities which also have some impact on teaching (e.g., research grants which involve students, or where new laboratory equipment is also used for teaching purposes.)

Content/Innovation in Teaching

Evidence of innovation in teaching methods, course content, other learning experiences, curriculum development or revision, and use of appropriate technology.
 Evidence of capacity to sustain and build relationships and teams for teaching.
 Engagement in collaborative interdisciplinary teaching.

Outcomes/Impact of Teaching

Evidence that contributions to teaching are being adopted or are affecting teaching programs at other institutions.
 Evidence of leadership in the design, delivery and evaluation of teaching programs that catalyze others to achieve their maximum potential.
 Development of content or synthesis of existing content that affects how the discipline is taught at other schools of public health.
 Participation in programs (certificate programs, workshops) directed to enhancing skills of practitioners.

Teaching Criteria for Appointment/ Promotion to:

Senior Lecturer/Instructor: It is expected that the faculty member teaches effectively and has taken responsibility for the design, organization, coordination and evaluation of one or more courses over multiple semesters/years and contributed to curriculum enrichment. Examples of teaching excellence include recognition through teaching awards, scholarship in teaching and learning, clinical or practice activities that include students and provide an outstanding role model for students, developing and presenting effective continuing education or other professional programs, demonstrated innovation in teaching methods, and production of texts, educational software, or courseware.

Assistant: potential for competency in delivering course content, in curriculum development, and mentoring students.

Associate: demonstrated competency in delivering course content and mentoring students. Demonstrated impact on teaching through innovative design of course content or course curriculum is valued.

It is expected that the faculty member teaches effectively and has taken responsibility for the design, organization, coordination and evaluation of one or more courses over multiple semesters/years and contributed to curriculum enrichment. In addition, faculty are expected to be successfully engaged in out-of the classroom educational activities. Such activities include chairing doctoral dissertation committees (or making a significant contribution in a doctoral dissertation committee) and supervision of master's theses or MPH capstone projects. Other examples of teaching excellence include recognition through teaching awards, scholarship in teaching and learning, clinical or practice activities that include students and provide an outstanding role model for students, developing and presenting effective continuing education or other professional programs, demonstrated innovation in teaching methods, and production of texts, educational software, or courseware.

Faculty who choose teaching as their emphasis must significantly exceed the above expectations with evidence of scholarship related to teaching/training such that their contribution to pedagogical methods achieves a clear path to national recognition.

Full: a leadership role in the development and implementation of curriculum and teaching within UIC-SPH and/or the discipline and/or the field of public health is expected.

It is expected that the faculty member has been successfully and significantly involved in direct classroom or online instruction for numerous semesters, including the development of new courses, curricula, or other educational activities, after achieving the rank of Associate Professor. In addition, faculty are expected to be successfully and significantly engaged in out-of the classroom educational activities. Such activities include chairing doctoral dissertation committees and supervision of master's theses or MPH capstone projects, after achieving the rank of Associate Professor. Other examples of teaching excellence include recognition through teaching awards, scholarship in teaching and learning, clinical or practice activities that include students and provide an outstanding role model for students, developing and presenting effective continuing education or other professional programs, demonstrated innovation in teaching methods and production of texts, educational software, or courseware.

Faculty who choose teaching as their primary emphasis for promotion must significantly exceed the above expectations, with evidence of scholarship related to teaching/training such that their contribution to pedagogical methods achieves national or international recognition.

Expectations for Excellence in Research (Scholarship of discovery, creation, practice, translation and dissemination)

Research is defined to include the systematic collection, analysis, and dissemination of information for the generation of new knowledge or for solving important public health

problems. Over time, outstanding performance in research means that the faculty member should emerge as a leading researcher in a defined area of emphasis. Included under research are studies that involve laboratory, field, clinic, library and other sources of information. An individual should not expect to be promoted within the School of Public Health based on research that does not have an impact on public health.

Outstanding performance in research is based on the **discovery/creation/ implementation/ translation/dissemination of new knowledge** and is assessed primarily in terms of quality, innovation, and impact by evidence of the following:

Quality of Research

The research area is important relative to the faculty member's discipline or the health of the public.

Research attributable to the faculty member represents a contribution moving a discipline or the field of public health forward.

Engagement in collaborative research. If engaged in collaborative research, the collaboration is expected to be critical to the overall success of the research. Successful collaborative research not only provides support to the overall project but should be such that it enables the co-investigator to use the collaboration to contribute to their own unique research agenda.

Peer-reviewed publications in high quality, high impact journals with documentation that publications have impact by reference to a citation index. To be considered peer-reviewed, a publication must have undergone a competitive review process rather than having been invited, even if the journal itself is generally refereed.

Awards received in recognition of outstanding research.

Election or appointment to leadership positions of national and international scientific organizations in recognition of outstanding research accomplishments.

Selection as editor or reviewer for scientific publications and grant evaluations.

Appointments to serve on scientific review or advisory committees which are based on research accomplishments.

Ability to procure funding, especially peer reviewed funding.

Innovation in Research

Identification of new areas or application of new methods or approaches in research that address the health of the public.

Ability to incorporate new developments in the discipline and transfer knowledge and techniques to current problems influencing the health of the public.

Evidence of capacity to sustain and build relationships and teams.

Advancement of a research enterprise through service on panels, mentoring, etc.

Leadership in the design delivery and evaluation of research that catalyzes others to achieve their maximum potential.

Impact of Research

Presentations and peer-reviewed publications with high impact. Peer-reviewed publications are those that undergo a competitive review process for publication in an

academic journal or comparable scholarly outlet. They do not include invited or similar publications even if these appear in an outlet in which articles typically do undergo peer review.

Contributions to policy and program design.

Evidence that the research has stimulated the work of other researchers or provided new breakthroughs in the field.

Independent judgment of recognized experts concerning the quality and impact of the research.

Research Criteria for Appointment/Promotion to:

Assistant: demonstrated ability to conduct independent scholarly activities consistent with their appointment, usually demonstrated through peer review publications. Promise of high impact in the field.

Associate: A continuous progression of research activities of high quality with promise of a high impact in the discipline. Publications should reflect a developing expertise in an area or areas and the contribution must be recognized by peers in the discipline. A funding track record with a promise of a continued scholarly trajectory must be evident.

It is expected that the faculty member has made a demonstrated contribution to her/his field of study within public health and has begun to develop a national reputation.

Regarding peer-reviewed publications, quality is preferred over quantity. Generally, publications must be in highly regarded journals and while there is no definitive threshold, it is typically expected that the candidate have a consistent track record of publication. The faculty member is expected to be the senior (or leading) author in at least half of these publications. If the number of publications is low (e.g., fewer than two to three per year), this may be counterbalanced by extraordinarily high impact publications, an extensive number of high impact sole-authored peer-reviewed articles, and sole-authored peer-reviewed books. Promotion typically requires that the faculty member has demonstrated success in competing for extramural funding for her/his research. This includes being a principal investigator in a major research grant or having such a role in multiple smaller extramural research grants or contracts.

Faculty who choose research as their emphasis must significantly exceed the above expectations, such that their achievements demonstrate a clear path to national recognition for their contributions to their field.

Full: A continuation of scholarly activities of such caliber that the work is widely recognized for its high quality and impact.

The faculty member must demonstrate continued and meaningful contributions to her/his field of study within public health, a well-established scholarly agenda, and hold a national and/or international reputation. Regarding peer-reviewed publications, quality is preferred over quantity. Generally, publications must be in highly regarded journals and the candidate must

show continued consistency in publication. If the rate of publication is low, this may be counterbalanced by extraordinarily high impact publications, an extensive number of high impact sole-authored peer-reviewed articles, and sole-authored peer-reviewed books. The faculty member is expected to be the senior (or leading) author in a significant number of these publications. Promotion typically requires that the faculty member has demonstrated success in competing for extramural funding for her/his research. This includes being a principal investigator in one or more major research grants or having an ongoing role in multiple smaller extramural research grants or contracts. Most important is demonstrating a pattern of sustained and continued funding while in the position of Associate Professor.

Faculty who choose research as their emphasis must significantly exceed the above expectations, either by producing a large body of scholarly work with high impact and national or international recognition for their contributions to their field.

Expectations for Excellence in Scholarly Public Health Practice

While research in Schools of Public Health is almost always linked to the practice of public health, **scholarly public health practice** is distinct in that the faculty member is directly involved in solving public health problems as a collaborator or intervener rather than as a principal investigator, with the work carried out not in response to “research” funding but rather in response to agency or organizational funding or in response to a pressing public health need. Sometimes it is difficult to distinguish scholarly public health practice from typical public health research endeavors such as evaluations or assessments. The purpose here is not to draw a fine line but rather to make clear that public health practice with a scholarly component is a legitimate area for promotion. Some individuals will be both involved in scholarly public health practice and more traditional research carried out as part of a research rather than a practice agenda.

To be considered for promotion in this area, public health practice must be linked to scholarly activity. That is, the practice must be shown to have affected not only a given policy, community, agency or program, but it must also be shown that the practice has in some way contributed to advancing the state-of-the-art of public health practice itself. As rank increases, it is expected that both the quantity and quality of scholarly practice will also increase. An individual should not expect to be promoted within the School of Public Health based on public health practice in the absence of scholarly activity.

Outstanding performance in scholarly practice is assessed in terms of quality, innovation, and impact as follows:

Quality of Practice

The area of emphasis improves the public health system, the public health workforce and/or directly impacts the health of the public.

The public health practice scholar is able to incorporate new developments in the field and apply knowledge to current problems influencing the health of the public.

For collaborations - the portion of the work attributable to the faculty member represents a major contribution moving public health practice forward.

Evidence that new practice ideas, policies, programs, methods, etc. have been disseminated through presentations and publications. In addition to refereed articles in journals (i.e., publications in academic journals that have gone through a competitive review process), "publication" can mean producing technical reports that are used by public health agencies and/or communities to help assess public health problems, assure the delivery of public health services, or develop public health policies.

The equivalent of peer review of such technical reports is evidence of their impact e.g., letters indicating that a technical report was used to help assess public health problems, assure the delivery of public health services, or develop public health policies). The impact of technical reports should also be documented by independent reviewers.

Participation in task forces, panels, and joint ventures with public health practice partners. Receiving honors or awards in recognition of outstanding contributions to public health practice.

Invitations by other institutions or health agencies to help plan, organize or review public health practice activities.

Appointments to national commissions, committees, boards, etc. related to public health practice.

Grants and contracts received to fund public health practice activities.

Innovation in Practice

Identifies new areas or applies new methods or approaches in practice that address the health of the public.

Identifies/develops/participates in new academic-practice partnerships.

Develops new conceptual models and approaches for collaboration between public health academe and public health practice.

Has demonstrated the ability to leverage funds for practice projects and develop a scholarly aspect to the practice opportunity.

Impact of Practice

The public health practice scholar is involved in the development, implementation or evaluation of programs, policies and/or systems that directly impact the health of the public.

Scholarly efforts attributable to the faculty member represent a contribution moving public health practice forward.

Evidence that new knowledge, methods, or policies derived from the scholar's public health practice have been diffused to other communities or health agencies.

Documentation that scholar's contributions have had important effects on policy, and/or on a community, agency or program.

Scholarly Practice Criteria for Appointment/ Promotion to:

Assistant: demonstrated ability to conduct independent scholarly practice activities consistent with their appointment, usually demonstrated through production of reports or other outputs including peer review publications with potential for high impact.

Associate: The quality of scholarly outputs including publications is preferred over their quantity. Outputs including publications must have high impact and dissemination and may include technical reports, peer-reviewed articles, policy briefs, and books. While there is no definitive threshold, it is typically expected that the candidate have a consistent track record of outputs including but not limited to peer reviewed publications. The faculty member is expected to be the senior (or leading) author in at least a half of these outputs/publications. If the number of reports, policy briefs and/or publications is low (e.g., fewer than two to three per year), this may be counterbalanced by extraordinarily high impact outputs, an extensive number of high impact sole-authored reports or peer-reviewed articles, and sole-authored peer-reviewed manuals or books. Promotion typically requires that the faculty member has demonstrated success in competing for extramural funding for her/his scholarly public health practice efforts. This includes being a principal investigator in a major grant/contract or having such a role in multiple smaller extramural research grants or contracts

Faculty who choose scholarly public health practice as their emphasis must significantly exceed the above expectations, such that their achievements demonstrate a clear path to national recognition for their contributions to their field.

Full: A continuous progression of research activities of high quality with promise of a high impact in the discipline. Reports, briefs and publications should reflect a developing expertise and the contribution must be recognized by peers in the discipline. Typically, a funding track record with a promise of a continued scholarly trajectory must be evident.

Regarding outputs and peer-reviewed publications, quality is preferred over quantity; demonstration of direct impact on the community/health of the public should be evident. The faculty member must be the senior or leading author in at least half of these reports or publications. Faculty are also generally expected to demonstrate success in competing for extramural support to undertake public health practice. Faculty members must be the principal (or leading) investigators in on major contract (or grant) or in multiple smaller contracts (or grants).

Faculty who choose scholarly public health practice as their emphasis must significantly exceed the above expectations, either by producing a large body of scholarly work with high impact and national or international recognition for their contributions to their field.

Expectations for Excellence in Service

All faculty members are required to have outstanding performance in service in order to be promoted. However, promotion cannot only be based on excellence in service. Outstanding performance in service is based on service to the school, university, and/or the profession which demonstrates outstanding leadership in the field.

Examples of service activities related to the University, the profession, and the broader community include:

1. Membership on committees of the academic unit, School, University, or within the profession.
2. Mentoring junior faculty and post-doctoral fellows and participation in campus mentoring programs.
3. Other contributions to faculty governance (e.g., conducting special studies for the academic unit, School, or University).
4. Serving in an administrative capacity for the academic unit, School, center, or University (e.g., Academic unit Chair, Deputy Chair, Dean, Associate Dean, Center Director).
5. Membership in, or leadership of, a professional organization.
6. Serving as an editor or on the editorial board of a professional journal.
7. Reviewing manuscripts for professional journals.
8. Participation or consultation to an accreditation or other educational review board (e.g., membership in a CEPH site visit team).
9. Membership on boards and committees in the community-at-large in a professional capacity (e.g., serving as a member of a county health academic unit board).
10. Membership on national or international committees, boards, review panels, NIH Council, foundation boards, etc.

Service Criteria for Appointment/ Promotion to:

Assistant: demonstrated service to the profession and/or to the institution where individual was located prior to their appointment to the UIC-SPH.

Associate: Ongoing service to the division and school is expected as well as service to the faculty member's specific professional field. Faculty must demonstrate continued meaningful participation in divisional and school level committees and/or administrative service, and at least two continuing professional activities, such as serving as a reviewer for peer-reviewed journals, serving on study panels for review of research proposals, organizing conferences, and attaining leadership roles in professional associations.

Full: Ongoing meaningful service to the division, school, and university is expected as well as significant service to the faculty member's specific professional field. Faculty must demonstrate continued participation in UIC committees/task forces/administration, demonstrating leadership in a role in one or more activity (either divisional, school or university level) since appointed to the rank of Associate Professor. In addition, faculty must demonstrate participation at a significant level in professional activities, such as serving as a journal editor or editorial board member. It is also expected that candidates for promotion to full professor serve on study panels for review of research proposals, organize conferences, and attain leadership roles in professional associations since appointed to the rank of Associate Professor.

Clinical and Research Faculty

Clinical and Research faculty titles are reserved for individuals who are not expected to have responsibilities in all three areas of responsibility of tenure track faculty: teaching, research/scholarly public health practice, and service. Rather, these individuals are expected to be primarily teachers or primarily scholarly practitioners, or primarily researchers. To develop a culture of service within the UIC-SPH, service activities by clinical or research faculty should always be encouraged. However, to protect the rights of clinical and research faculty, service obligations to the unit, the school, and the university should be compensated and not automatically expected (e.g., serving on school or university committees). On the other hand, for promotion to Associate or Full, service to the profession would be expected.

The UIC-School of Public Health uses the ranks of assistant, associate and professor for Clinical and Research faculty. Promotion between ranks is based on excellence in teaching or research, or scholarly public health practice. Individuals in Clinical or Research faculty lines must negotiate their primary emphasis (Teaching, Research or Scholarly Public Health Practice) with their Division Director. Whichever primary emphasis is selected, the criteria for teaching, research, or scholarly practice described above also apply for promotion from assistant to associate and from associate to full for individuals on the Clinical or Research tracks.