



**Proposal to the Senate Educational Policy Committee  
for the Formation of New Units (including Permanent Centers and Institutes)**

1. **SPONSOR NAME AND EMAIL:** Deborah Virant-Young; [DLVYoung@illinois.edu](mailto:DLVYoung@illinois.edu)
2. **COLLEGE CONTACT NAME AND EMAIL** (for units housed within a College):  
Mark Cohen; [meddean@illinois.edu](mailto:meddean@illinois.edu)
3. **TITLE OF PROPOSAL**  
*Establish the Carle Illinois Department of Neurology and Neurosurgery*
4. **BRIEF DESCRIPTION AND JUSTIFICATION** (include in a description of the governance processes and documentation of acknowledgement by faculty and staff as outlined in Article VIII, Section 3 of the [Statutes](#). If this is a for a change in status from Temporary to Permanent, include an explanation as to why the funding, staffing, mission, etc. are stabilized such that the move to permanent make sense at this time):

As defined by its bylaws, the Carle Illinois College of Medicine (the College) seeks to establish twelve (12) new departments of the college, each formed in accordance with the University Statutes and to more effectively meet the LCME Accreditation Standard 4: Faculty Preparation, Productivity, Participation, and Policies. This will be done over the next five (5) to seven (7) years. We are starting with four (4) of the specialty sections under the Clinical Sciences Department. There will be a proposal submitted for each new department. This proposal is specific to the *Department of Neurology and Neurosurgery*.

The four (4) new departments being proposed are:

- The **Department of Oncology**, composed of medical oncology, surgical oncology, radiation oncology, and thoracic surgery faculty that are currently under the umbrella of Carle Illinois College of Medicine Clinical Sciences Department. The department shall be responsible for academic, research and clinical aspects pertaining to Oncology; and,
- The **Department of Cardiovascular Medicine and Surgery**, composed of Heart & Vascular Health Faculty that are currently under the umbrella of Carle Illinois College of Medicine Clinical Sciences Department. The department shall be responsible for academic, research and clinical aspects pertaining to Cardiovascular Health; and,
- The **Department of Neurology and Neurosurgery**, composed of Neurology and Neurosurgery Faculty that are currently under the umbrella of Carle Illinois College of Medicine Clinical Sciences Department. The department shall be responsible for academic, research and clinical aspects pertaining to Neurological Health; and,

- The **Department of Surgery & Digestive Health**, composed of Surgery and Digestive Health Faculty currently under the umbrella of Carle Illinois College of Medicine Clinical Sciences Department. The department shall be responsible for academic, research and clinical aspects pertaining to Surgical and Digestive Health.

Each department shall be governed in its internal administration and procedures according to its bylaws, which the department's faculty shall establish, provided that the department bylaws do not conflict with the College and University Statutes or Bylaws.

Each department shall be organized with a head, appointed with a 5-year term, which can be renewed following appropriate review as outlined by the university and approved by the University Board of Trustees on the recommendation of the Chancellor/Vice President and the President after consultation with the Dean of the College and the members of the Department Faculty (once established).

As required in Article VIII, Section 3 of the University Statutes, the formation of these departments is done with the advice of college faculty; a vote by secret, written ballot was opened to the Carle Illinois College of Medicine Clinical Sciences Department faculty on January 21, 2024 and finalized on January 29, 2024 and recorded in accordance with college bylaws (please see Appendices A, A.1, and A.2).

5. **JUSTIFICATION:** (Please provide a brief but complete rationale for your request.)

The University of Illinois at Urbana-Champaign is at the forefront of integrating engineering and medicine to address the evolving needs of healthcare and medical education. With the national shift towards interdisciplinary physician training, as emphasized by the Association of American Medical Colleges, our university is committed to equipping future physicians with the skills to leverage emerging technologies and adapt to the dynamic medical field. Our institution aligns with these priorities, preparing healthcare professionals to drive significant improvements in patient care.

There are currently two departments in the college: the Biomedical and Translational Sciences (BMTS) Department and the Clinical Sciences Department. BMTS has approximately 187 faculty, with 14 faculty with 51-100% FTE to the college, 25 with 25-50% FTE, 2 with 5-49% FTE, and 146 with 0% FTE affiliated appointments. Those with some FTE carve out contribute to the majority of the preclinical curriculum delivery. The Clinical Sciences Department manages approximately 600 faculty members from diverse specialties within a single department. Most of the faculty have 0% FTE affiliated appointments yet play a vital role in delivering the clinical education portion of our curriculum, which has posed significant administrative challenges and challenges to recruitment of new faculty which stem directly from a lack of having more specialty-specific departmental identity that clinical departments nationally maintain, and are compared against for academic metrics, rankings, and performance.

We propose reorganizing the Clinical Sciences Department into more distinct and more specialty-specific clinical academic departments to address these. This restructuring will allow us to better focus on specific areas, initially on oncology, cardiology, neurology, and surgery, while maintaining and even enhancing interdisciplinary collaboration.

Separation into individual departments will actually increase collaboration by creating focused, specialized units that can more effectively engage in cross-disciplinary initiatives. With clear departmental identities, faculty members will have a stronger sense of ownership in their field and connection to the college, making them more effective collaborators when working across specialties. Structured interdepartmental initiatives and shared goals will ensure that collaboration is not just maintained but actively encouraged. By having well-defined departments, we can create targeted collaborative programs that draw on the strengths of each specialty, fostering a richer environment for innovation and interdisciplinary work.

These specialized departments will engage more effectively with other faculties, leading to innovative, interdisciplinary solutions. This collaboration will foster joint research projects and specialized clinical educational experiences for our students, integrating diverse expertise to tackle complex challenges.

Our leadership is committed to supporting an interdisciplinary culture by recognizing collaborative efforts and providing spaces for idea-sharing. This transformation is not just about reorganization; it's about redefining our approach to clinical science, combining specialized expertise with interdisciplinary innovation to propel our institution forward.

This restructuring decision mirrors the organizational models of leading medical schools and healthcare systems, emphasizing specialization and interdisciplinary collaboration. Faculty (both existing and those undergoing recruitment) have expressed concerns about the loss of professional identity being all included in one clinical academic department and the difficulty of showcasing cross-disciplinary work within a large, unified department. This restructuring addresses these concerns by fostering collaboration while preserving specialization, meeting contemporary standards of medical education, and preparing us for future healthcare challenges.

Understanding the divergent methodologies, compensation frameworks, and cultural nuances between an independent clinical institution (Carle Health) and a public university (Illinois), this strategic decision aligns with the clinical services structure at Carle. Establishing separate clinical academic departments will embrace each entity's distinctive qualities and capitalize on their inherent strengths.

CI MED initiated this restructuring by piloting specialty sections under the Department of Clinical Sciences, effective August 15, 2023. This pilot approach allowed for a strategic alignment of academic and clinical leadership roles, as Section Heads were identified in collaboration with Carle Health. Clinical Medical Directors from Carle Foundation Hospital were selected to serve as academic section heads, ensuring continuity and alignment between clinical practice and academic responsibilities.

Under the direction of the Clinical Sciences Department Head, the academic section heads effectively combined their clinical roles with academic leadership, showcasing the potential of this model. This pilot approach has facilitated better coordination between clinical practice and academic functions, enhancing communication and collaboration across specialties.

Given the success of this initial pilot, we are now proposing the establishment of the first four new departments splitting out of the current Clinical Sciences Department. This phased approach allows us to strategically expand and enhance our academic structure in alignment with clinical operations. As we continue to monitor and assess the effectiveness of these new departments, we

will propose additional departments in the future when they align with our strategic goals and institutional needs.

With our current provisional accreditation in place, these changes align with our existing Bylaws, addressing the unique characteristics of private clinical institutions and public land-grant universities. This strategic transformation enhances our joint faculty recruitment efforts, attracting individuals with exemplary academic and research credentials who align with our institution's values and vision.

Creating specialized departments provides a tailored academic environment that appeals to prospective faculty members seeking opportunities in specific medical areas. This alignment fosters targeted recruitment and cultivates a collaborative and innovative culture within these departments.

The Dean's dual role as the Chief Academic Officer for Carle Health ensures seamless coordination between the clinical and academic facets of the program, promoting efficient collaboration and integration.

The remaining Clinical Sciences Department (after removing the four new departmental faculty into these four departments) will continue to operate as a unified entity, incorporating specialty sections that remain integral components of specialty-specific groups, despite not being designated as fully independent departments yet. The Department of Biomedical and Translational Sciences will also continue to integrate faculty from various disciplines, promoting interdisciplinary research and education.

Each new department will establish a department-specific Appointment, Promotion, and Tenure (APT) Committee, reporting to the overarching College APT Committee. This structure ensures fairness and transparency across all clinical departments while allowing for specialty-specific influence within the APT Committees.

By adopting this approach, the university underscores its commitment to efficient governance while actively pursuing transformative medical education and research. This structural adjustment promotes fairness, transparency, and consistency while accommodating the unique characteristics of each clinical specialty.

Ultimately, this restructuring aims to better align with the evolving landscape of academic and professional requirements, promoting personalized growth opportunities and contributing to the advancement of education and excellence within each specialized field. The proposal seeks to establish a more tailored and responsive academic environment, optimizing teaching and learning practices to enhance the overall learner experience.

The functions and activities of the departments will seamlessly integrate with the offices of the Dean, Academic Affairs, Faculty Affairs, and Student Affairs, ensuring that faculty fulfill their essential roles while contributing to the broader mission of enhancing the health and well-being of the state's population—core elements of the University of Illinois at Urbana-Champaign's mission.

## 6. BYLAWS

- Appendix B: Department of Oncology Bylaws
- Appendix C: Department of Cardiovascular Medicine and Surgery Bylaws
- Appendix D: Department of Neurology and Neurosurgery Bylaws

- Appendix E: Department of Surgery & Digestive Health Bylaws

**7. LETTERS OF SUPPORT**

- Appendix F: Dean, Carle Illinois College of Medicine
- Appendix G: Assistant Dean, Student Affairs, Carle Illinois College of Medicine
- Appendix H: Chief Medical Officer, Carle Foundation Hospital
- Appendix I: President and CEO, Carle Foundation Hospital
- Appendix J: Dean, Illinois Grainger College of Engineering
- Appendix K: Dean, Illinois Graduate College

**Other Appendices**

- Appendix L: CI MED Strategic Plan
- Appendix M: Letter from the Council of Deans (DocuSign)
- Appendix N: CI MED Faculty List (as of October 1, 2024)
- Appendix O: CI MED Organizational Chart
- Appendix P: University of Illinois, Neuroscience Institute

8. **DESIRED EFFECTIVE DATE:** August 15, 2025

9. **STATEMENT FOR THE ACADEMIC CATALOG** (if there is text in the Academic Catalog, <http://catalog.illinois.edu/>, that will need to be added or updated as a result of this request, please list the URL(s) of the page(s) and the text to update):

The catalog was reviewed, and no changes are needed.

**CAMPUS CLEARANCES**

*Deborah Vrant-Joung*

**10/18/2024**

Sponsor Name and Signature

Date

*Mark & Cohen*

**10/18/2024**

College Contact Name and Signature (if applicable)

Date

Graduate College Representative (if applicable)

Date



Brooke Newell

10/21/2024

Provost Representative

Date

Educational Policy Committee Representative

Date

### **1. Unit Objectives and Contributions**

Describe specific objectives and measurable contributions the unit will make to the university's mission, paying particular attention to the unit's consistency with the university's focus statement and priorities. Is the unit to be involved in instruction and, if so, to what extent?

The Carle Illinois College of Medicine (CI MED) seeks to create four administrative departments, separating faculty from the Clinical Sciences Department into new departments:

- Department of Oncology
- Department of Cardiovascular Medicine and Surgery
- Department of Neurology and Neurosurgery
- Department of Surgery & Digestive Health

The focus of this application is the **Department of Neurology and Neurosurgery**. The others will be addressed in separate applications.

The **Department of Neurology and Neurosurgery** will be composed primarily of **neurology and neurosurgery** faculty who will deliver the clinical, academic, and research components of the CI MED educational experience specific to their area of expertise. This structure is established in accordance with CI MED's approved bylaws and under the guidance of the Illinois Board of Higher Education (IBHE), which approved the creation of CI MED on March 1, 2016, and its MD degree on March 14, 2017.

The **Department of Neurology and Neurosurgery** will be integral to advancing the clinical, academic, and research components of CI MED, specifically in neurologic medicine. This new department will be composed primarily of neurology faculty, who will deliver specialized education, clinical care, and research initiatives in alignment with the University of Illinois at Urbana-Champaign's mission.

#### **Key Objectives:**

- **Enhance Educational Quality:** The department aims to provide a focused and high-quality educational experience for students, tailored to the complexities of **neurologic medicine**. This involves specialized instruction that meets the unique needs of learners in this field.
- **Streamline Administrative Processes:** By transitioning **neurology** from a section within the broader Clinical Sciences Department to a dedicated department, we seek to reduce administrative challenges and create a more efficient, supportive environment for faculty development and student education.
- **Foster Collaboration:** The restructuring will promote interdisciplinary collaboration within CI MED, ensuring that the various specialties work together to enhance healthcare delivery and advance medical research.
- **Support Faculty Excellence:** The department will oversee the recruitment, development, and retention of highly qualified faculty, ensuring consistency in tenure-track and non-tenure-track promotions across CI MED, while allowing flexibility to address the specific needs of **neurology** faculty.

#### **Measurable Contributions:**

- **Educational Impact:** The department will directly contribute to CI MED's educational mission by delivering specialized **neurology** education and ensuring that students receive a rigorous,

relevant, and cutting-edge curriculum.

- **Faculty Development:** By reducing the number of faculty in the Clinical Sciences Department and having a more manageable number of faculty in the Department of Neurology and Neurosurgery, faculty members will be offered more targeted professional support and enhance faculty satisfaction and retention, ultimately benefiting student learning outcomes.
- **Research Advancements:** The department will drive forward research initiatives in neurology, contributing to the university's reputation as a leader in medical research.

**Instructional Role:**

The **Department of Neurology and Neurosurgery** will play a central role in instruction, with faculty delivering both didactic and clinical education to medical students, residents, and fellows. The department's involvement in teaching is critical, as it ensures that neurology-specific knowledge and skills are effectively imparted to the next generation of healthcare providers.

**Alignment with University Mission:**

The creation of the **Department of Neurology and Neurosurgery** directly supports the university's mission by enhancing educational quality, fostering faculty development, and advancing medical research—all while improving healthcare outcomes for the state's population. The department's objectives are consistent with the university's focus on excellence in education, research, and public service, particularly in areas that address critical societal needs like neurologic treatment and prevention.

In summary, the establishment of the **Department of Neurology and Neurosurgery** is a strategic initiative that will significantly contribute to the university's mission by enhancing specialized education, supporting faculty development, and advancing research in Neurology.

<b>2. Need</b>
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Explain how the unit will meet regional and state needs and priorities. What is the demand for the unit's services? What clients or population will the unit serve? Identify similar units of administration, research, or public service in the state, at both public and private colleges and universities. Compare the proposed unit with these units and discuss potential impact upon them.
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The proposed **Department of Neurology and Neurosurgery** at the Carle Illinois College of Medicine (CI MED) represents a strategic initiative to address critical regional and state healthcare needs while aligning closely with the already thriving clinical Neurology department at Carle Health. This alignment is designed to enhance the recruitment of clinician faculty and to strengthen the connection between academic research and clinical practice, ultimately improving healthcare outcomes in Illinois.

**Meeting Regional and State Needs**

Illinois faces significant challenges in healthcare, particularly in Neurology, where there is a growing demand for specialized services and a shortage of medical professionals in Central Illinois. The clinical neurology department at Carle Foundation Hospital is already a leader in providing high-quality care, and creating a corresponding academic department at CI MED is intended to build on this success. By aligning the medical school's academic efforts with Carle's clinical strengths, the **Department of Neurology and Neurosurgery** will help bridge the gap between cutting-edge research and practical, patient-centered care. This alignment directly supports the Illinois Board of Higher Education (IBHE) Public Agenda goals, particularly in enhancing educational attainment and healthcare access throughout the state.

The University of Illinois at Urbana-Champaign, as the state's flagship public research institution and the only Illinois university affiliated with the American Association of Universities (AAU), is uniquely

positioned to drive this initiative. The new **Department of Neurology and Neurosurgery** will facilitate the recruitment of top clinician faculty, leveraging the university's research capabilities to support and expand the clinical services offered at Carle. This synergy between research and clinical practice is expected to attract significant federal funding and other resources, further solidifying Illinois' position as a leader in medical innovation and patient care.

#### **Demand for the Unit's Services**

The demand for neurology services is rapidly increasing, particularly in rural and geographically dispersed areas like Central Illinois, where an aging population and rising rates of neurologic conditions are increasing the need for innovative care. The enhanced collaboration between CI MED and Carle Foundation Hospital is poised to benefit greatly from the enhanced collaboration between CI MED and Carle Health, with the Department of Neurology and Neurosurgery playing a crucial role in training the next generation of physician-innovators. These physicians will be equipped not only in clinical care but also in leveraging the latest research and technological advances, ultimately improving care delivery across the rural communities of Central Illinois.

This integration of academic and clinical expertise will enable the development of innovative care models that can be applied both within Illinois and beyond, improving patient outcomes and reducing healthcare costs. The department's focus on recruiting clinician faculty will ensure that these innovations are grounded in real-world clinical experience, making them more effective and relevant to the population's needs.

#### **Comparison with Similar Units**

While other institutions in Illinois offer Neurology programs, the proposed **Department of Neurology and Neurosurgery** at CI MED is uniquely positioned due to its close alignment with an already thriving clinical department at Carle Foundation Hospital and the Neuroscience Program at Illinois. This collaboration between a leading academic institution and a top-tier clinical provider is unmatched in the state, providing a model for how academic and clinical entities can work together to improve healthcare outcomes.

Other medical schools, such as Northwestern University's Feinberg School of Medicine or the University of Chicago's Pritzker School of Medicine, have strong neurology programs, but they do not have the same level of integration with a regional health system like Carle. This makes the proposed department at CI MED distinct in its ability to translate academic research directly into clinical practice, enhancing the care provided to patients in Central Illinois and beyond.

#### **Potential Impact on Similar Units**

The establishment of the **Department of Neurology and Neurosurgery** at CI MED, in close collaboration with Carle Health, is expected to complement rather than compete with existing neurology programs in the state. By filling a unique niche that combines academic research with clinical practice, the department will enhance the overall landscape of neurology education and care in Illinois. The department's innovative approach will likely serve as a model for other institutions, encouraging similar collaborations that can improve healthcare outcomes across the state.

#### **Economic and Social Impact**

Beyond its educational and healthcare contributions, **Department of Neurology and Neurosurgery** is expected to have a significant economic impact on the state. The collaboration between CI MED and Carle Health will not only create new opportunities for faculty and staff but also stimulate broader economic growth through increased healthcare services, research funding, and community development. Projections indicate that CI MED's initiatives, could contribute over \$1 billion annually to the Illinois economy by 2035, supporting more than 7,600 jobs statewide.



This economic impact extends beyond direct employment to include the development of new businesses and communities centered around the healthcare sector. The alignment between CI MED and Carle Health will ensure that the benefits of this growth are felt throughout Central Illinois, improving the quality of life for all residents.

In conclusion, the proposed **Department of Neurology and Neurosurgery** at the Carle Illinois College of Medicine is a critical initiative that builds on the strengths of an already thriving clinical department at Carle Foundation Hospital. By aligning academic and clinical efforts, the department will meet regional and state healthcare needs, continue to serve a diverse and underserved population, and set a new standard for Neurology education and research in Illinois. Through innovation, collaboration, and a commitment to excellence, the department will contribute to the state's economic development, improve healthcare outcomes, and enhance the quality of life for all Illinois residents.

### **3. Organization**

Describe the proposed unit's organizational structure. Explain how the unit is organized to meet its stated objectives. Attach the unit's bylaws (or equivalent governing document) and briefly outline the process used to establish them.

The Carle Illinois College of Medicine (CI MED) is embarking on a significant initiative to establish twelve new clinical departments as well as up to three new non-clinical departments over the next five to seven years. This process is aligned with University Statutes and driven by a commitment to excellence in medical education, research, and patient care. The initial phase of this ambitious endeavor focused on creating specialty sections within the existing Clinical Sciences Department, which was completed in August 2023. The establishment of four new departments, with the **Department of Neurology and Neurosurgery** being one of them, is a critical milestone.

In crafting the organizational structure for the **Department of Neurology and Neurosurgery**, CI MED has carefully considered the unique dynamics between its independent clinical partner, Carle Health, and the public, mission-driven University of Illinois at Urbana-Champaign. Recognizing the distinct research methods, compensation structures, and cultural nuances of these two entities, the decision was made to mirror the successful organizational framework previously employed in the initial creation of the Clinical Sciences and Biomedical and Translational Sciences Departments. This approach is about maintaining consistency and celebrating the strengths of each current department while fostering an environment that encourages collaboration and respects the needs of different specialties.

At the core of this organizational strategy is the role of the Dean of the College, who serves as the Chief Academic Officer for Carle Health. The Dean's oversight is crucial, acting as the bridge between Carle and the university, ensuring that the curriculum and administrative structures are aligned with the goals of both institutions. This dual role underscores the importance of integrated leadership in achieving a cohesive and collaborative academic environment.

The **Department of Neurology and Neurosurgery** will be fully integrated within CI MED, adopting the standard academic structure of other departments at the university. The Department Head, who will report directly to the Dean, will oversee the department's operations, ensuring alignment with the college's and the university's strategic goals. The Dean, in turn, reports to the Provost of the University of Illinois at Urbana-Champaign and, in their role as Chief Academic Officer, to the Executive Vice President and System Chief Medical Officer of the Carle Health.

To promote a collaborative culture and facilitate faculty development, CI MED is committed to

dismantling barriers that traditionally hinder university-based and clinical faculty cooperation. The strategic creation of twelve additional clinical departments is a deliberate effort to foster more targeted initiatives that address the specific needs of each specialty. This initiative is particularly significant given the diverse and growing faculty, which now exceeds 600 members. By breaking down traditional silos, CI MED aims to create an academic environment where interdisciplinary collaboration is not only possible but encouraged.

The governance of the **Department of Neurology and Neurosurgery** will be anchored in its bylaws and policies, which the department's faculty will establish once it is created. The department will be led by a Head, appointed through a consultative process involving the Dean and department faculty, with final approval by the University Board of Trustees. This leadership role is critical, as the Department Head will be responsible for the administration of departmental activities, ensuring that policies and programs related to education, research, service, and public outreach are effectively implemented.

An executive Committee composed of faculty representatives will support the department head and play a vital role in departmental governance. This committee will serve as a conduit between the faculty and the Department Head, advising on policies, budget preparation, and other key areas of departmental management. An Associate Head may also be appointed to assist the Department Head and ensure continuity of leadership in their absence.

As the **Department of Neurology and Neurosurgery** takes shape, one of its initial tasks will be developing departmental bylaws. These bylaws will outline the structure of the Executive Committee, the creation of standing committees, and the procedures for faculty meetings and performance evaluations. Additionally, the department will establish guidelines for appointments, promotions, and tenure, ensuring that the highest standards of academic excellence are maintained.

Through this carefully considered organizational structure, CI MED is not only building a new department but also laying the foundation for a more integrated and collaborative approach to healthcare education and delivery. By aligning the strengths of its academic and clinical partners, the Department of Neurology and Neurosurgery is poised to make significant contributions to the advancement of medicine and the training of the next generation of healthcare professionals.

Please see **Appendix D** for the draft Bylaws for the **Department of Neurology and Neurosurgery**.

<b>4. Unit Outcomes</b>
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Identify what targets have been set to assess the proposed unit's success in achieving its objectives. Among others, specific performance measures might include: expected research and/or public service products; ratio of external to internal funding for unit; impact of this unit on national, state, regional, and local area organizations, businesses, or communities; and collaborative research product that promotes the Illinois economy.
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The **Department of Neurology and Neurosurgery** is poised to provide the essential operational infrastructure necessary to support and advance the missions of both the College and the MD degree program. Through innovative approaches in neurologic care and research, the department will also play a pivotal role in addressing the unique healthcare challenges faced by rural communities, improving access to cutting-edge treatments, and fostering partnerships that enhance rural health outcomes. By working in close collaboration with the Dean's Office, senior leadership, the Office of Student Affairs, and the Office of Academic Affairs, the department and its faculty will play a pivotal role in contributing to the College's overall performance on key academic and strategic matters. These contributions will be assessed through various targeted metrics, including the number of students admitted, graduation rates, scholarly and

research outputs, and the diversity of students, staff, and faculty.

A significant focus will be placed on research activity, which will be measured through research awards, publications, presentations, expenditures, and interdisciplinary initiatives, particularly those that involve multi-unit collaborations. To further drive innovation and discovery, the department will set specific targets for the expected research outputs, such as the number of publications, patents, and other public service products. This approach ensures that the department not only meets but exceeds expectations in fostering scholarship and innovation.

In alignment with these efforts, the department will also establish specific goals for securing funding, with a clear emphasis on increasing the ratio of external to internal funding. This focus on external funding sources is essential for sustaining the department's long-term growth and impact, ensuring that it remains competitive on a national and international scale.

Moreover, the department is committed to making a substantial impact on national, state, regional, and local organizations, businesses, and communities. This will be achieved through strategic partnerships and initiatives demonstrating the department's influence beyond the academic sphere. For example, collaborative research efforts will be closely aligned with the goals of promoting the Illinois economy. Specific projects will be designed to address state-wide challenges, contributing to economic development and benefiting the broader community.

The department's success in these areas will be systematically captured, monitored, and made accessible through the Campus Profile managed by the Division of Management Information for the university. This data will be regularly reviewed against initial targets established by the Dean, in consultation with the provost's office, to ensure alignment with or surpassing of national norms. The use of Strategic Planning Dashboards will enable the department to track performance, identify trends, and make informed decisions that support continuous improvement.

Additionally, the department's contributions will be evaluated within the broader framework of CI MED's strategic plan, which aligns with the University of Illinois at Urbana-Champaign's strategic goals. These include fostering scholarship, discovery, and innovation; providing transformative learning experiences; making a significant societal impact; and stewarding resources for strategic investment.

The department will focus on specific measures outlined in CI MED's strategic plan as part of this comprehensive assessment. These include creating and implementing a faculty engagement support infrastructure, growing support for student-led healthcare research, developing innovative curricular tracks, and enhancing diversity, equity, and inclusion efforts through targeted recruitment and retention strategies.

In conclusion, the Department of Neurology and Neurosurgery's success will be measured through a combination of research outputs, funding ratios, community impact, and collaborative initiatives that align with the strategic goals of both CI MED and the University of Illinois. By setting clear targets and systematically tracking progress, the department will ensure its contributions are significant and far-reaching, both within the academic community and beyond.

A copy of the CI MED Strategic Plan is available in Appendix L.

### **5. Quality Assurance Processes**

Briefly describe the processes that will yield evidence to demonstrate the quality of the unit. Address the following elements: evidence that the unit supports the university's mission and statewide goals; evidence that the unit's product or outcomes achieve stated objectives; determination of organizational effectiveness; faculty and staff qualifications and reward structures; determination of adequate support staff, equipment, and other resources; and use of results from evaluations to improve the unit's effectiveness.

The University of Illinois at Urbana-Champaign employs various tools and processes to ensure the quality and performance of its colleges. Regular reviews of numerous metrics, measuring different parameters of excellence, are conducted through a strategic planning and evaluation process. This includes gathering student assessments of individual faculty, as well as student and stakeholder assessments of the programs and program elements delivered by faculty.

The University is strongly committed to faculty development through annual evaluations and active discussions between faculty members and departmental leadership. The campus's annual faculty review is detailed in Provost Communication Number 21: Annual Faculty Review. This evaluation process considers teaching, scholarly activity, and service, and may include a broader review for faculty engaged in interdisciplinary activity, team teaching, or cross-campus service. At CI MED, a three-tiered approach determines the frequency of evaluations: faculty with direct involvement in the curriculum and student interactions receive annual reviews, those with limited involvement are reviewed every three years, and those with minimal or no engagement may be exempt from review. The department chair or head is responsible for providing a written evaluation to the faculty member, which serves as the basis for discussing accomplishments and progress toward promotion.

The LCME accreditation process mandates that medical school faculty members receive regularly scheduled and timely formal feedback from departmental and/or other programmatic or institutional leaders on their academic performance and progress toward promotion and, when applicable, tenure.

Formal feedback to the faculty is a part of the annual faculty evaluation process, led by the Department Head. Faculty members receive feedback based on their academic performance, track performance, and teaching activities. This formal evaluation and feedback process takes place between April and July and sets goals for the following performance year. The evaluation form includes:

- Assessment of performance towards goals and metrics set in the appointment letter
- Success in teaching, clinical, and research activities, as applicable
- Quality and impact of service to the university
- Quality and impact of service to the community
- Other criteria as set by institutional or departmental policy

Faculty members are required to provide their department head with:

- A written statement of accomplishments and professional activities during the past year
- Plans for the future
- A brief explanation of the connection between their activities and the mission and expectations of the unit and university

The LCME accreditation process involves a thorough examination of extensive documentation to validate the College's readiness and capabilities against clearly defined standards. This includes on-site visits by medical education experts and leaders. Preliminary accreditation was secured before recruiting the inaugural class at CI MED. Currently, the College maintains provisional accreditation status as it

diligently works to demonstrate compliance with the necessary standards, validate its educational program, and ultimately attain full accreditation. The LCME will conduct a comprehensive review of the College every seven years for reaccreditation.

Additionally, the College's and Department's effectiveness is monitored by other external accrediting agencies and internal University of Illinois at Urbana-Champaign processes, reflecting the norms of the university's shared governance. These internal oversight points include the University of Illinois at Urbana-Champaign Academic Senate, the provost's regular program review, and the university's human resources system.

**Evidence the Unit Supports the University's Mission and Statewide Goals**

The University of Illinois at Urbana-Champaign and CI MED are deeply committed to advancing the university's mission and statewide educational goals. The unit aligns its strategic initiatives with the university's overarching objectives, focusing on key areas such as fostering scholarship, discovery, innovation, and societal impact. These efforts are measured through a comprehensive performance management system, which includes indicators like research expenditures, student outcomes, and community engagement initiatives. By tracking these metrics, the unit provides clear evidence of its contributions to the university's mission and statewide priorities.

**Evidence the Unit's Product or Outcomes Achieve Stated Objectives**

The primary outcomes of the **Department of Neurology and Neurosurgery** focus on the recruitment and retention of high-caliber faculty and the successful performance of CI MED graduates. To measure the achievement of these objectives, the university and Carle Health have implemented robust data collection processes, including tracking faculty recruitment and retention rates and assessing graduate success in securing residencies and employment. These outcomes are analyzed regularly to ensure alignment with the unit's stated objectives and to maintain high standards of educational and professional excellence.

To achieve these objectives, the university and Carle Health have implemented mechanisms to capture faculty recruitment and retention data. Additionally, the university employs well-established practices to gather student placement data, including the number of employment offers received, the residencies secured, and the positions obtained by graduates. This comprehensive approach ensures that both faculty and student success are meticulously tracked and assessed, aligning with the Department's commitment to excellence.

**Determination of Organizational Effectiveness**

The organizational effectiveness of the department is assessed through multiple layers of review, including the provost's annual review of the college's performance and strategic plans. The department's leadership structure, comprising the Department Head, Associate Head, and Executive Committee, is modeled on successful frameworks within the university. The effectiveness of this structure is further evaluated by a Joint Liaison Committee (JLC), which includes representatives from both Carle and the University of Illinois at Urbana-Champaign. This collaborative review process ensures that the department's organization remains effective and aligned with institutional goals.

**Faculty and Staff Qualifications and Reward Structures**

CI MED benefits from a highly qualified faculty with extensive experience in medical education, supported by the expertise of faculty from other colleges and research units within the university. Faculty qualifications are continuously enhanced through ongoing professional development, annual evaluations, and a clear promotion pathway. Reward structures are designed to be competitive with those of peer institutions, with specific recognition for clinical faculty who contribute significantly to the college's mission. The university's promotion and tenure policies ensure that faculty are recognized and rewarded

for their contributions to teaching, research, and service.

**Determination of Adequate Support Staff, Equipment, and Other Resources**

The LCME accreditation process requires that the unit maintains sufficient support staff, equipment, and resources to fulfill its mission. CI MED’s staffing plan, developed in consultation with Tripp-Umbach, ensures that the necessary resources are in place to deliver a high-quality medical education. As the college expands, staffing needs are continually reassessed to ensure compliance with LCME standards and to support the growing student body. The adequacy of resources is further validated through internal reviews and external accreditation processes, ensuring that the unit is well-equipped to achieve its objectives.

The number of students, faculty FTE, and student to faculty ratio are summarized in the table below.

	2024	2025	2026	2027	2028
Students in Year 1	64	64	64	64	64
Total Students in College	<b>244*</b>	<b>266</b>	<b>272</b>	256	256
Faculty FTE	37	37.5	37.5	37.5	37.5
Student: Faculty FTE Ratio	<b>6.6:1</b>	<b>7.1:1</b>	<b>7.25:1</b>	6.8:1	6.8:1

**Use of Results from Evaluations to Improve the Unit’s Effectiveness**

The unit employs a data-driven approach to evaluate its effectiveness, with regular assessments conducted through internal reviews, student feedback, and external accreditation processes such as the LCME. The results of these evaluations are used to inform strategic decisions, adjust educational programs, and implement necessary improvements. By systematically using evaluation outcomes to enhance its operations, the unit ensures continuous improvement and sustained alignment with the university’s mission and statewide goals.

**6. Facilities (space, equipment, instructional materials)**

Describe the available facilities and equipment to develop and maintain high quality in this unit of administration, research, or public service including buildings, classrooms, office space, laboratories and equipment, and other instructional technologies. Summarize information about library resources including a list of key academic journals and other publications that will support this unit and be used by faculty, students, and staff.

With respect to resources, the LCME requires library resources and services to support medical education be provided. The Provost Office and the Carle Illinois College of Medicine partnered with the University Library for two librarian position with dedicated time to support CI MED, a Bioengineering and Engineering Medical Innovation Librarian at .5 FTE and a Medical & Biomedicine Librarian at 1 FTE. In addition to financial support for dedicated staff there has been recurring funding provided for library acquisitions specifically for CI MED. The availability of these resources ensures that necessary library materials and support services are available for CI MED students. The creation of the Department of Neurology and Neurosurgery will not change the library resources needs for the college as the department is not degree-granting and will not enroll any additional students.

As to facilities, the College has three main points of operation for its students:

- **Medical Sciences Building (MSB).** MSB underwent a renovation which was completed in June 2021. The MSB is the college's primary instructional, administrative, and student facility. The first floor includes problem-based learning rooms, a learning resource center, the Student Affairs suite, and the Dean's suite. The second floor houses an auditorium, student designated spaces for studying and interaction, standardized patient rooms, and the faculty office suite. The third floor houses the anatomy labs and larger classroom spaces. The basement houses student innovation labs.
- **Everitt Laboratory.** The Jump Simulation Center was launched by a generous \$10 million gift from Jump Trading with the mission of training a new type of doctor, uniquely equipped to transform health care. The center provides all the simulation training needs for the Carle Illinois College of Medicine and is located in the lower level of the newly renovated Everitt Laboratory. The space includes a simulated intensive care unit, operating room, virtual reality stations, skills lab, patient clinical rooms, and debriefing and control rooms.
- **Carle Health.** Carle Health's clinical network (7 hospitals and regional clinics) serve as the key portal to the clinical world and is where most clinical rotations occur. Additional partnerships with local and regional healthcare systems have been formed and more are anticipated that will enhance the depth and breadth of the College and the clinical expertise for the betterment of students. CI MED has dedicated space on the Carle Foundation Hospital campus. This space includes two student lounges and office space for Academic Affairs and Student Affairs.

#### 7. Resources

Indicate the number of students, businesses, industries, and/or other clients to be served by this unit. Include a description of faculty participation and student involvement in the unit if applicable. Provide a narrative budget statement explaining the data in the associated Budget Table. Include detail describing revenues from governmental grants and contracts private gifts and grants, endowment/investment income, sales and services, and other sources; and expenditures including salaries of faculty, administrative staff, benefits, and other personnel related expenses for the proposed unit; library resources, services, equipment, and facilities.

*Number of students, businesses, industries, and/or other clients to be served by this unit*

The proposed **Department of Neurology and Neurosurgery**, an administrative unit within the Carle Illinois College of Medicine (CI MED), will follow the structural model of other academic departments at the University of Illinois at Urbana-Champaign. The Department Head will report to the Dean of the College, who in turn reports to the Provost of the University. Additionally, the Dean, serving as the Chief Academic Officer, reports to the Executive Vice President and System Chief Medical Officer of Carle Health. This dual reporting structure is designed to enhance collaboration between the university and the health system, particularly in faculty-related activities and the functioning of academic departments.

The department will collaborate closely with CI MED leadership, including the Dean and various Associate Deans, to focus on recruiting, hiring, retaining, training, and evaluating faculty members responsible for developing and delivering the curriculum. Currently, CI MED has over 770 faculty members, 80 percent of whom are physician faculty, with the remaining 20 percent being university-based faculty. In addition to the existing faculty, approximately 120 new faculty members are in the approval process for our continued growth and partnership with our community partner. These faculty

members, along with their home departments, clinical sections, and business units, will be served by the proposed department. The student intake has doubled from 32 students in the inaugural class to 64 students per class, leading to a total student cohort of 256 students at full capacity.

See Appendix N for the faculty list. The faculty roster also includes information on each faculty member's home department, clinical section, or business unit, all of which will be served by the proposed department.

*Description of faculty participation and student involvement in the unit*

Under the direction of the Department Head, the proposed department, as an administrative unit, will provide general structure and administrative oversight to departmental activities. Faculty involvement is crucial for the department's effectiveness in its teaching, research, and scholarly activities. Faculty members are expected to participate in various departmental activities, including:

- **Providing Suggestions:** Faculty are encouraged to recommend policies and procedures to improve the Department and the College, particularly when a need has been identified.
- **Policy Development:** Faculty may be tasked with developing policies, procedures, and other written materials or performing other tasks as assigned by departmental leadership.
- **Community Service:** Faculty members serve the academic community by participating in committees or task forces at the Department, College, University of Illinois at Urbana-Champaign, or Health System levels.
- **Meeting Attendance:** Regular attendance at departmental meetings is expected to ensure active participation and collaboration.

Although their role may not be as direct as that of faculty, CI MED students will play an equally impactful role within the departments. Student involvement includes:

- **Feedback Integration:** Student feedback is essential for the ongoing assessment of the school's overall function, specific curricular elements, and individual faculty performance. This feedback will be communicated to the department for appropriate action.
- **Committee Participation:** Students will have seats on college-level committees, which can influence departmental functions and decision-making processes.

*Budget Narrative Statement*

The college is sustained through the integral support of Carle Health, serving as a key partner, supplemented by campus resources, and philanthropic contributions. In addition to these sources, research and tuition revenues will play a vital role in sustaining CI MED's operations, with the proposed departments providing essential infrastructure. Notably, the college is steadfast in aligning with the expectations of the Liaison Committee on Medical Education (LCME), ensuring that student tuition constitutes less than 30% of all revenues. The financial resources required for the **Department of Neurology and Neurosurgery** do not substantially change the financial resources needs for the college as the department is not degree-granting and will not enroll any additional students.

Moreover, the college budget demonstrates a proactive approach to accessibility by providing scholarships. These initiatives aim to make the degree program financially attainable for deserving yet financially challenged students and their families. Importantly, the budget anticipates that a significant portion—30 percent—of potential tuition is given to students through scholarships, further underscoring the institution's commitment to fostering an inclusive and accessible educational environment.



Establishment of the **Department of Neurology and Neurosurgery** will not require any additional resources beyond those needed to employ a .5 FTE for administrative support. The funding currently allocated to the Clinical Sciences department in CI MED including the funding required for staffing, space, equipment and operating activities are included as part of the College's overall operating budget. A portion of this funding will be dispersed to the four new departments that are being created in a prorated method. Since this is a restructuring of existing faculty and activities and not the addition of new faculty and activities then it is expected that the existing resources will be adequate for operations.

The budget consists of a department head at .1 FTE, a .05 FTE tenured faculty line, and administrative support personnel at .5 FTE as well as \$1,200 for supplies, services, and equipment. There are an additional .8 FTE with compensation expenses totaling \$320,300 for The **Department of Neurology and Neurosurgery** faculty members that are not represented in the budget as those expenses are attributed to the Office of Academic Affairs and the Office of Research and Innovation. In addition, the college has recurring funding allocated for library resources that are not shown in the budget table as those expenditures are attributed to the Office of Academic Affairs and the Department of Neurology and Neurosurgery will not be enrolling any additional students

The revenues necessary to support the departments are revenues identified as part of the overall college budget and consist of three primary sources: annual operating support from Carle Health, revenue from student tuition, annual operating support from the University of Illinois at Urbana-Champaign campus, and support from philanthropic sources. No new state resources will be needed to establish the Department.

Additional information regarding College resources, personnel and physical infrastructure are provided below:

- Administrative staff, college-level faculty leadership (Dean's, Associate Deans, etc.), and the faculty needed to develop and deliver the curriculum are in place and will not expand due to the creation of the new departments. No additional resources are needed for this.
- Fundraising efforts for the College continue to increase for a variety of areas in the college including operations, scholarship, named faculty appointments, and research.
- The CI MED collaborates with faculty and colleges from across the entire University of Illinois at Urbana-Champaign campus for shared faculty for the development and delivery of the curriculum, research, administrative, and leadership roles in the College. CI MED also collaborates with colleges and institutes on campus for research space.

Estimated Costs and Sources of Funds for Proposed Unit						
Illinois Higher Education						
			Year of Operation			
			1st Year	2nd Year	3rd Year	4th Year
<b>Expenditure</b>						
Personnel						
Faculty Count	by # of FTE		0.15	0.15	0.15	0.15
	Personal Services in \$		\$ 81,113	\$ 81,113	\$ 81,113	\$ 81,113
	Other Personnel Costs in \$		\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000
	Supplies, Services, Equipment <sup>1</sup> in \$		\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
	Facilities in \$					
	<b>Total</b>		<b>\$117,613</b>	<b>\$117,613</b>	<b>\$117,613</b>	<b>\$117,613</b>
<b>Resources</b>						
Current Unit						
	Other Internal Sources <sup>2</sup>		\$ 117,613	\$ 117,613	\$ 117,613	\$ 117,613
	Federal Funds		0	0	0	0
	Fees, Sales, Other Income		0	0	0	0
	New State Appropriation <sup>3</sup>		0	0	0	0
	<b>Total</b>		<b>\$117,613</b>	<b>\$117,613</b>	<b>\$117,613</b>	<b>\$117,613</b>

<sup>1</sup> Includes expenditures for library resources.

<sup>2</sup> Reallocation within institution from other budgetary unit.

<sup>3</sup> Complete table 2 if greater than zero.

Note: Do not estimate inflationary factor. Narrative must accompany this table

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The following chart does not apply. Carle Illinois College of Medicine does not receive state appropriations

Estimated Expenditures of New State Appropriations for Proposed Unit						
Illinois Higher Education						
		Year of Operation				
		1st Year	2nd Year	3rd Year	4th Year	
<b>Expenditures tied to New State Appropriation</b>						
Personnel						
Faculty Count		by # of FTE				
		Personal Services in \$				
Other Personnel Expenditures in \$						
Supplies, Services, Equipment <sup>1</sup> in \$						
Facilities in \$						
		<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<sup>1</sup> Includes expenditures for library resources. Note: Narrative must accompany this table

**8. A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth**

IBHE is charged to develop a strategic plan to address the present and future aims and needs and requirements of higher education in Illinois (110 ILCS 205/6) (from Ch. 144, par. 186) Sec. 6).

Illinois Administrative Code: 1050.30(a)(6): A) *The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois*

Respond to the following questions about how the proposed unit will support the three goals of *A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth Strategic Plan*.

- Equity: Close the equity gaps for students who have historically been left behind
- Sustainability: Build a stronger financial future for individuals and institutions
- Growth: Increase talent and innovation to drive economic growth

**Responses to each question in this section should be separate and reference the question number to which the response pertains.**

Equity

1. Describe plans to implement systemic solutions that will increase access and opportunities for service to underserved communities and the implications for the proposed unit of administration.

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Explain how progress will be monitored. [See Equity Strategy #1 and #2]

2. Explain institutional strategies being implemented to increase and retain faculty, staff, and administrators of color and the implications for the proposed unit. Explain how progress will be monitored. [See Equity Strategy #3]

### **Sustainability**

3. For this new unit of administration, describe how the institution plans to maximize effectiveness and efficiencies in its administrative structure and operations while avoiding unnecessary or existing duplication.
4. Explain further how the new unit will capitalize and build collaborative synergies on campus and within and outside of the state; support future-ready learning, research, or public service approaches; and ensure that the unit is a good steward of its financial resources.

### **Growth**

5. As one of the Core Principles, demonstrate how the proposed unit will reinforce and promote public good in the state (e.g., civic engagement, exposure to arts and humanities, and solutions to society's challenges).
6. Describe how the unit plans to contribute to research, innovation, and economic development by leveraging the Illinois Innovation Network. [See Growth Strategy #1]
7. Explain how the new unit engaged with business and industry in its development and how it will spur the state's economy by leveraging partnerships with local, regional, and state industry, business leaders and employers. [See Growth Strategy #3]
8. Describe how the proposed unit will expand access and opportunities for students regarding high-impact practices including research opportunities, internships, apprenticeships, career pathways, and other field experiences. [See Growth Strategy #6]
9. Explain how the proposed unit of administration will expand its models of teaching and learning, research, and/or public service and outreach that provide opportunity for students to succeed in the work of the future. [See Growth Strategy #6]

(For more information about each of the three goals of the A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth Strategic Plan, go to the IBHE website: <https://ibhestrategicplan.ibhe.org/>).

### Equity

1. Describe plans to implement systemic solutions that will increase access and opportunities for service to underserved communities and the implications for the proposed unit of administration. Explain how progress will be monitored. [See Equity Strategy #1 and #2]

### Institution-level high-impact and wraparound support services

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**Access 2030** demonstrates the University of Illinois' commitment to supporting "the ongoing learning renewal of students and systemic implementation of evidence-informed student support practices." This equity-focused plan includes emphasis on the three universities' summer bridge programs, proactive advising, and high-impact practices to support retention and to ensure equitable access and success.

In addition to Access 2030, the System supports students through the [President's Research in Diversity Travel Assistance award](#). This competitive program, primarily for graduate students, has been established for the purpose of promoting diversity and the understanding of diversity within the University. Recipients are provided a certificate and funding up to \$600 to travel to a professional conference related to diversity or identity (such as those conferences involving race, gender, ethnicity, sexual orientation, disability, and national origin) to present papers, posters, or creative work in service to the University's interest in a diverse learning community.

At the institution level, the University of Illinois Urbana-Champaign prides itself on the array of high-impact practices and services offered to students. These student support practices support the ongoing learning renewal of students and systemic implementation of evidence-informed student practices, which align with [Equity Strategy 1 of A Thriving Illinois](#). The [Counseling Center](#), [Office of the Dean of Students](#), [McKinley Health Center](#), and [Student Assistance Center](#) are accessible to all students via in-person or remote options to facilitate student wellness and retention. All students are encouraged to participate in workshops hosted by the university's [Writer's Workshop](#) and are eligible to receive assistance on writing projects through their writing assistants. For students with disabilities, [Disability Resources & Educational Services \(DRES\)](#) has helped thousands of students earn college degrees and Urbana-Champaign has been recognized as a national leader in the area of post-secondary education for persons with disabilities. Indeed, as the oldest post-secondary disability support program in the world, DRES has been associated with many programmatic innovations including:

- The seminal research which led to the development of the first architectural accessibility standards that would become the American National Standards Institute Standards;
- The first wheelchair-accessible fixed route bus system;
- The first accessible university residence halls;
- The first university service fraternity and advocacy group comprised of students with disabilities, Delta Sigma Omicron; and
- The first university to receive the Barrier-Free America Award from the Paralyzed Veterans of America (2012).

Additionally, poised at the crossroads of academic and student affairs, the [Office of Minority Student Affairs \(OMSA\)](#) is one of the oldest and most comprehensive student support programs in the nation. The OMSA has embodied the University of Illinois Urbana-Champaign's land-grant mission by championing access for all students and providing a comprehensive array of college preparatory and support services to bolster students' success since its inception. Programs such as AMPS (**Academic Mentoring, Programs, and Services**) through OMSA also align with [A Thriving Illinois Equity Strategy 8](#) with the use of near-peer mentoring and staff as mentors/coaches. Graduate students serve as program assistants/mentors

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in the office. OMSA currently houses six departments. A more comprehensive list of OMSA programs is provided in Appendix Q.

The Office of Student Affairs, particularly **Student Success, Inclusion and Belonging (SSIB)**, supports numerous programs aimed at supporting diverse groups of students including working adults, students of color, and transfer and low-income students (just a sampling of which are provided in this document. SSIB houses UIUC's cultural and resource centers (see Appendix R) and a variety of high-impact programs; to name just three examples: **100 STRONG Program, I-Connect Diversity & Inclusion Workshops**, and **Housing Division Social Justice and Leadership Education**. A more comprehensive list of programs is detailed in Appendix C and more specifically programming, support, and services geared toward African American students, Latino/a students. Veteran support is provided through the **Chez Veterans Center** out of our College of Applied Health Sciences, which includes individualized academic and career coaching to support progress and address barriers, peer and professional mentoring to foster community and networking, and health and wellness services to promote psychosocial adjustments and well-being.

Other support services for graduate students include the Sloan University Center of Exemplary Mentoring and the Summer Predoctoral Institute. The [Sloan University Center of Exemplary Mentoring](#) at Illinois, funded by the Alfred P. Sloan Foundation, is designed to broaden participation of Black, Latinx and Indigenous doctoral students in STEM while catalyzing institutional change for student success. In addition to studying in highly-ranked, world class programs, the program emphasizes mentoring, professional development, and social activities to help build a community of successful scholars who are well-prepared to become leaders in the workforce and in academia.

The [Summer Predoctoral Institute](#) is a nine-week program for incoming graduate students who have accepted their offer of admission to an Illinois graduate program. The Institute provides an advanced opportunity for graduate students to become quickly prepared for the rigors, culture and expectations of graduate school during the summer prior to the start of their graduate studies. The Institute offers an orientation, a series of seminars, and time to work with a research adviser in the student's academic unit.

Finally, the university has a robust [Career Center](#), which offers coaching and support students and connects them to opportunities, as they make career decisions and learns lifelong career management skills. They serve as leaders of the UIUC career services community.

### College, department, and program-level high-impact and wraparound support services

*Reflect on the institution-level efforts described above. Note those with which the proposed program intersects. Describe that intersection.*

CI MED is dedicated to advancing equity and access to educational opportunities, with a particular focus on supporting students from underrepresented backgrounds. In alignment with the University, the college has devised a comprehensive plan to implement systemic solutions that will enhance access and create meaningful opportunities for service to underserved communities. These initiatives are designed to

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provide ongoing support for students throughout their academic journey, ensuring they are well-prepared, well-supported, and empowered to succeed.

One of the key strategies being explored is the implementation of Summer Bridge Programs. These programs are designed to ease the transition into medical school for underrepresented students by offering foundational courses, study skills workshops, and orientations to the demands of medical school life. For example, the proposal for a School of Medicine's Summer Pre-Matriculation Program would provide a six-week intensive preparation course covering anatomy, biochemistry, and effective study strategies. The success of these programs will be closely monitored through pre- and post-program assessments, student feedback surveys, and the academic performance of participants in their first semester.

To further support student success, the college will offer Extended Learning Opportunities, including supplemental instruction sessions, peer tutoring, and review workshops. These initiatives are aimed at mitigating learning loss and ensuring that students remain on track to graduate on time. An example of this approach is the peer mentor/tutor program, which pairs upper-class students with first-year students for weekly review sessions in challenging courses such as physiology and pharmacology. The impact of these programs will be assessed using academic performance data and attendance records, allowing for a clear understanding of their effectiveness on student grades and retention rates.

Recognizing the importance of personalized support, the college is also implementing Proactive, Comprehensive, and Tailored Advising Programs. Advisors will be assigned to underrepresented students to provide personalized academic and career guidance, addressing specific challenges they may face. The Personalized Advising for Success in Medicine program is an example of this approach, offering individualized advising sessions that focus on academic planning, career development, and personal well-being. Regular check-ins, progress reports, and student satisfaction surveys will be used to measure the effectiveness of these advising programs.

In addition to academic support, the unit is committed to fostering a sense of social responsibility and community engagement through Service-Learning initiatives. These programs will integrate community service projects with academic coursework, allowing students to develop a deeper connection to the communities they serve. For instance, the Community Health Initiative enables students to work with local clinics in underserved areas, providing health education and basic medical services. The impact of these service-learning experiences will be measured through community feedback, student reflections, and faculty evaluations.

To cultivate a supportive environment, the unit will establish Learning Communities—cohort-based groups that provide academic support and foster a sense of belonging among underrepresented students. The Health Equity Scholars Learning Community is an example of this approach, offering a seminar series, mentorship, and collaborative projects focused on addressing health disparities. Attendance, participation, and academic outcomes will be tracked to ensure these learning communities are effective, with regular feedback from participants guiding ongoing improvements.

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Encouraging underrepresented students to engage in research is another priority. The unit will promote Research Opportunities with Faculty, providing students with hands-on experience and fostering academic curiosity. The Research Scholars Program, for example, offers stipends for summer research projects and pairs students with faculty mentors in fields such as public health and clinical research. Success in these programs will be tracked through research presentations, publications, and the career trajectories of participating students.

Internships and Field Experiences will also play a critical role in providing practical experience and professional networking opportunities. The Clinical Internship Program, which partners with hospitals and clinics in diverse communities, offers students hands-on experience in various medical specialties. Performance in these internships will be assessed through supervisor evaluations, student reflections, and career placement data, ensuring that students gain valuable experience and connections in their chosen fields.

Understanding that students cannot succeed academically without their basic needs being met, the unit will provide Support for Meeting Students' Basic Needs. Resources such as housing assistance, food security programs, and mental health services will be made available to ensure that students can focus on their studies. For example, the Student Wellness and Support Center offers emergency grants, counseling services, and a food pantry for students in need. The effectiveness of these support services will be evaluated using utilization rates, student satisfaction surveys, and retention data.

To ensure that faculty and staff are equipped to support students from underrepresented and under-resourced communities, the unit will implement Professional Development Programs. These programs, such as the Inclusive Teaching and Advising Workshop Series, will cover topics like cultural competency, implicit bias, and supporting students with disabilities. The effectiveness of these workshops will be assessed through participant feedback, changes in advising and teaching practices, and improvements in student outcomes.

To guarantee the success of these initiatives, the unit will establish a robust Monitoring and Evaluation framework. This will involve collecting comprehensive data on academic performance, retention rates, student satisfaction, and program participation. Regular reviews will be conducted to assess the impact of each program and identify areas for improvement. Additionally, feedback from students, faculty, and staff will be gathered through surveys and focus groups, ensuring that the programs remain responsive to the needs of the community.

Through these systemic solutions, the proposed unit of administration will not only increase access and opportunities for underserved communities but will also ensure that progress toward equity and inclusion is tangible, measurable, and continuously advancing.



2. Explain institutional strategies being implemented to increase and retain faculty, staff, and administrators of color and the implications for the proposed unit. Explain how progress will be monitored. [See Equity Strategy #3]

Institution-level efforts to recruit and retain faculty, staff, and administrators of color

**Aligned with Equity Strategy 3** (Implement equitable talent management to increase and retain faculty, staff, administrators, and trustees of color), the UI System and the UIUC Campus support efforts in this area, particularly in supporting underrepresented minority faculty. The **Distinguished Faculty Recruitment Program** has a stated goal of increasing underrepresented minority faculty. Since 2017, the System has committed \$31.4 million to this program, the recruitment of tenured, star, or rising faculty from a range of disciplines who can transform our universities by their exceptional scholarship and teaching. One criterion is that the faculty member “will enhance diversity in the unit and in the college.” The **Public Voices Fellowship** is a year-long program open to tenured faculty to join a cohort of leaders, the majority of whom will be underrepresented (including women) and provide them with extraordinary support, leadership skills, and knowledge to ensure their ideas shape not only their fields, but also the greater public conversations of our age. The **Leadership Initiative for Women Faculty** brings together women faculty from across the UI System who are leaders and/or potential leaders to identify barriers to and facilitators for advancement of women. Finally, the System will also be providing funding in support of each university’s faculty recruitment plans which will also emphasize the recruitment of underrepresented minority faculty. The **President’s Executive Leadership Program** is a professional development opportunity and experience for senior-level faculty and administrators from across the UI System. Consisting of seminars held during the academic year, the objective of the leadership program is to broaden participants’ understanding of higher education issues and strengthen their skill sets in leading and managing a public institution at the university or system level. The Board of Trustees supports the program as a mechanism for identifying and developing a diverse group of potential future university and system leaders.

As a campus, UIUC is committed to investing in strategic hiring of faculty to maintain our academic strengths, respond to student demand, and capture opportunities. Investments from the **Office of the Provost** in faculty hiring, retention, and development are critical to maintaining and enhancing the academic excellence of our campus, especially at a time when the competition for top talent is intense. The Next 150 strategic plan identified a major hiring initiative to expand faculty hiring in key areas over the next five years, with the goal of expanding the overall size of the faculty. While the COVID-19 pandemic slowed that initiative, the University remains committed to hiring with the goals of enhancing faculty diversity and meeting student demand.

Though all faculty hiring is a department and college-level decision, the campus has devoted significant resources to incentivize hiring activities that support diversity, recruitment, and retention goals. Prominent among those programs are the **Targets of Opportunity Program (TOP)** and the **Dual Career Program (DCP)**. The TOP program provides recurring funds for salary support for hires that enhance campus diversity, including faculty from underrepresented groups and women in STEM fields. Nearly all

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of these hires are identified through a traditional search process. The Provost invests ~\$1 million per year in this recurring salary support for TOP. The Office of the Provost, in conjunction with the [Office of the Vice Chancellor for Diversity, Equity, and Inclusion](#) also announced a second year extension of the temporary modification to the TOP program to recruit more faculty of color. This initiative made an additional ~\$1 million available to units to support hiring in this area. For the DCP, the Provost provides recurring matching funds (i.e., 1/3 of the initial salary) if the partner is hired into a tenure track position through the DCP. Several years ago, the Provost modified the DCP to provide only non-recurring funding (1-3 years) for non-tenure track partner hires which has helped to reduce the overall cost of the program.

The campus also continues to fund postdoctoral fellowships targeted to underrepresented scholars in ethnic studies programs (e.g., Latina/Latino Studies, American Indian Studies, etc.) and through the **DRIVE program**. These programs are intended to help provide postdocs with an opportunity to build a foundation of scholarship that will prepare them for tenure track positions. While the ethnic studies postdocs are selected through a specific advertisement, the DRIVE program identifies candidates through a search process for open faculty positions.

Finally, through a partnership with the University System Office and departments, the Provost's Office also supports the [Underrepresented Faculty Recruitment Program](#) in making available non-recurring funds for research to enhance offers of employment. Awards up to \$20,000 per year for each of the first three years of employment are available for those hired in the 2022-2023 academic year. The Provost's Office funds the additional search expenses incurred by bringing an additional candidate to campus if that person is from an underrepresented group.

Additional retention efforts include programming and development activities for executive officers and faculty members across ranks. Programming and resources for unit executive officers (EOs) equip them with the knowledge and skills necessary for leadership including ways to enhance their ability to support and mentor faculty within their units, particularly faculty members of color. The [Office of the Provost](#) also coordinates several leadership development programs to increase the pool of potential academic leaders on campus with intentional focus on supporting faculty members from underrepresented groups to explore campus leadership and administrative roles. UIUC continues to be a strong partner in the Big Ten Academic Alliance's Academic Leadership Development Programs, with numerous faculty and staff from the university participating as fellows.

The [Office of the Provost](#) also invests in faculty development. From recruitment to onboarding, through promotion, and retirement, faculty members have access to programming and resources designed to meet them and address their careers needs. The office also supports several institutional memberships that provide external resources to our faculty, such as the [National Center for Faculty Development and Diversity](#) to ensure faculty members' continued access to NCFDD's resources.

To monitor progress of campus efforts to recruit and retain faculty members of color, the Provost's office collects, manages, and reports annual data through the Division of Management Information and Office for Access and Equity. Additionally, a yearly report on hiring and retention of faculty on campus is produced that includes women and faculty of color through the [Faculty at Illinois report](#).

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### College, department, and program-level efforts to recruit and retain faculty, staff, and administrators of color

*Reflect on the institution-level efforts described above. Note those with which the proposed program intersects. Describe that intersection.*

*Describe college-specific and any department- or program-level efforts to increase and retain faculty, staff, and administrators of color. Include training on faculty hiring practices to avoid issues of microaggression, faculty diversity recruitment liaison usage in search communities, cluster hiring programs, and pipeline programs. Note how progress will be monitored wherever applicable.*

The Carle Illinois College of Medicine (CI MED) has implemented a range of initiatives to increase and retain faculty, staff, and administrators of color, ensuring that diversity, equity, and inclusion (DEI) are integral to the institution's culture and practices. These efforts span community-building activities, targeted recruitment programs, comprehensive assessments, and rigorous hiring processes designed to foster an inclusive environment.

#### Building Community and Sense of Belonging

The Office of DEI at CI MED has actively fostered a sense of community among faculty, staff, and students of color by organizing several social events. These events aim to create a welcoming and inclusive atmosphere where individuals from diverse backgrounds can connect, share experiences, and build supportive networks. Such gatherings are crucial for enhancing the sense of belonging within the college, which is essential for the retention of underrepresented groups.

#### Targeted Recruitment and Retention Programs

In collaboration with Carle Health, CI MED has established the Ambassadors Program, which introduces CI MED medical students to the Carle Health system. This program is specifically designed to encourage these students to consider returning to Carle Health as employees and faculty members at CI MED after completing their residency. The program has already shown success, with several recent graduates expressing their intent to join Carle Health and CI MED faculty, demonstrating its effectiveness in fostering a pipeline of diverse talent.

#### Institutional Assessment and Strategic Planning

In Spring 2024, CI MED completed the AAMC Diversity, Inclusion, Culture, and Equity (DICE) Inventory. This comprehensive assessment has provided valuable insights into the college's DEI efforts, identifying areas that require improvement. Following this assessment, a task force has been established to develop strategies and recommendations to address these areas of growth. This ongoing process will ensure that CI MED continues to evolve and enhance its DEI initiatives, with progress being closely monitored and adjustments made as necessary.

#### Anti-Racism Initiatives

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An anti-racism task force is set to convene in Fall 2024, with a focus on developing strategies and recommendations in four key areas, including the retention of faculty, staff, and students and the overall environment and culture at CI MED. The task force will also address recruitment strategies, ensuring that CI MED attracts a diverse pool of candidates. The recommendations from this group will be critical in shaping the college's approach to creating a more inclusive and equitable environment.

### Comprehensive and Inclusive Hiring Practices

CI MED's hiring practices are aligned with rigorous campus-wide standards, ensuring fairness and equity throughout the selection process. All academic hiring requires participants in the search process to complete unconscious bias training, which is supplemented by training materials that cover Equal Employment Opportunity (EEO) principles. These resources provide guidance on ensuring fairness and equity during the selection process.

To further embed DEI principles into hiring, each academic search committee includes a Diversity Advocate. This individual is responsible for monitoring and advocating for diversity as a core component of the selection process, ensuring that all stages—from the development of job descriptions to the final selection—are conducted with a focus on inclusivity.

### Monitoring and Evaluation

CI MED's commitment to DEI is reflected in its systematic approach to monitoring and evaluating progress. This includes reviewing position descriptions and advertisements to eliminate exclusionary language, assessing recruitment and outreach plans for their effectiveness in reaching underrepresented groups, and closely monitoring the development of candidate pools based on objective criteria. Final hiring decisions are also scrutinized to ensure they align with the college's commitment to diversity and inclusion.

These comprehensive efforts underscore CI MED's dedication to fostering an inclusive and supportive environment for all faculty, staff, and administrators, particularly those from underrepresented groups. By combining community-building, targeted recruitment, rigorous assessment, and equitable hiring practices, CI MED is actively working to create a diverse and thriving academic community.

### Sustainability

3. For this new unit of administration, describe how the institution plans to maximize effectiveness and efficiencies in its administrative structure and operations while avoiding unnecessary or existing duplication.

The institution plans to maximize the effectiveness and efficiencies of the new administrative unit by implementing a strategic and streamlined approach that focuses on clear delineation of roles while fostering collaboration across departments. This approach ensures that university administrative functions will remain with the college while clinical administrative functions will stay with Carle, thereby avoiding unnecessary duplication and enhancing overall operational effectiveness.

### **Clear Delineation of Roles and Responsibilities**

Transitioning sections into distinct clinical academic departments allows for focused management of each specialty. Each department will have clearly defined roles and responsibilities, reducing overlap and ensuring that faculty and administrative staff are dedicated to specific tasks and goals.

- **University vs. Clinical Functions:** University administrative functions, such as curriculum development, faculty affairs, and student services, will remain under the college's purview. Clinical administrative functions, including patient care management, clinical staffing, and healthcare operations, will be managed by Carle Health. This clear division ensures that each entity focuses on its core competencies.
- **Administrative Backbone:** Each department will serve as the administrative backbone for its faculty, overseeing recruitment, development, and adherence to consistent policies. This structure ensures that administrative functions are centralized within each department, preventing duplication of efforts across different specialties.
- **Consistent Policies and Procedures:** Adopting similar bylaws and policies across departments promotes consistency. Tailoring procedures to the specific needs of each department ensures that operations are efficient and effective without redundant processes.
- **Communication Channels:** Establishing clear and open communication channels within and between departments ensures that information flows seamlessly. Regular updates, feedback mechanisms, and collaborative platforms will keep all stakeholders informed and engaged.
- **Shared Resources:** Pooling resources, such as administrative staff, office space, and equipment, across departments will maximize efficiency. Shared services reduce the need for duplicate resources and ensure optimal use of available assets.

### **Continuous Improvement and Evaluation**

- **Regular Audits and Assessments:** Conducting regular audits and assessments of administrative processes will help identify inefficiencies and areas for improvement. Continuous evaluation ensures that the administrative structure remains effective and adapts to changing needs.
- **Feedback Mechanisms:** Implementing feedback mechanisms that solicit input from faculty, staff, and students will provide valuable insights into the effectiveness of administrative operations. Feedback will guide adjustments and enhancements to processes and structures.
- **Professional Development:** CI MED, through the Office of Faculty Affairs and Development, college HR and offerings from central university professional development, will provide professional development for administrative staff to ensure that they are equipped with the latest skills and knowledge. Continuous training and development promote a high level of competence and adaptability within the administrative unit.

In conclusion, the institution's plan to maximize effectiveness and efficiencies in the new administrative unit focuses on clear role delineation, advanced technology integration, fostering collaboration, and continuous improvement. By ensuring that university administrative functions remain with the college

## Administrative, Research or Public Service Unit Application

and clinical administrative functions stay with Carle Health, the institution can create a streamlined and efficient administrative structure that supports its mission and avoids unnecessary duplication.

4. Explain further how the new unit will capitalize and build collaborative synergies on campus and within and outside of the state; support future-ready learning, research, or public service approaches; and ensure that the unit is a good steward of its financial resources.

The new unit will strategically capitalize on collaborative synergies both on campus and beyond, fostering a culture of innovation, inclusivity, and community impact. On campus, the unit will actively partner with other departments and colleges within the University of Illinois System, creating interdisciplinary projects that enhance student learning experiences, drive research excellence, and extend the university's public service mission. By bridging disciplines and fostering a collaborative academic environment, the unit will empower students and faculty to engage in cross-disciplinary initiatives that address complex challenges and advance knowledge.

Extending its reach beyond the university, the new unit will build and strengthen partnerships with statewide networks like the Illinois Innovation Network, as well as with community organizations, government agencies, and industry leaders. These collaborations will enable the unit to drive impactful initiatives that address critical societal needs, ensuring that research and educational efforts have tangible, real-world applications. By engaging with external stakeholders, the unit will not only enhance its influence but also attract new resources and opportunities that reinforce its position as a leader in education, research, and public service.

The new unit is committed to supporting future-ready learning, research, and public service approaches. This commitment is reflected in its focus on integrating cutting-edge technology and innovative pedagogical practices into the curriculum, preparing students for the evolving demands of the workforce. By emphasizing experiential learning opportunities, such as internships and research projects, the unit will provide students with the practical skills and experiences they need to succeed in a rapidly changing world.

In research, the unit will prioritize projects that address pressing societal challenges, with a particular focus on issues affecting underserved communities. Through interdisciplinary research collaborations, the unit will generate innovative solutions that contribute to the public good, advancing knowledge in areas such as healthcare, sustainability, and social equity. This research focus not only aligns with the university's mission but also ensures that the unit's work has a lasting impact on society.

Public service is at the core of the new unit's mission. By engaging in initiatives that align with the university's commitment to societal well-being, the unit will provide valuable services to communities while offering students and faculty opportunities for real-world engagement. These public service efforts will not only benefit those served but also enrich the academic and professional development of those involved.

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The clinical care provided by the new unit will be managed by Carle Health, ensuring that the academic administration remains streamlined and financially sustainable for the college. Since the majority of the faculty are Carle Health employees and not UIUC faculty, the unit's operations will not impose a financial burden on the college. For those faculty members who do have a carved-out Full-Time Equivalent (FTI) percentage, it is specifically allocated for a defined service role, ensuring that their contributions are targeted and efficiently managed. This arrangement allows the college to focus on its core academic responsibilities while benefiting from the expertise and resources provided by Carle.

Financial stewardship is a critical priority for the new unit, which will ensure the efficient and effective use of resources. Strategic resource allocation will be guided by a focus on maximizing impact, with investments prioritized in programs and initiatives that enhance learning outcomes, research productivity, and public service impact. The unit will participate in the University of Illinois System's institution-level affordability strategies, such as the Graduate College Fellowship program, which supports students from historically underrepresented groups. By contributing to these affordability initiatives, the unit will promote diversity and inclusion, ensuring that financial barriers do not hinder access to education and opportunity.

To further ensure financial stewardship, the unit will implement cost-efficiency measures that optimize operations and reduce unnecessary expenditures. This may include pooling resources across departments, utilizing shared services, and adopting innovative administrative practices that streamline processes and reduce costs.

The new unit's commitment to financial stewardship is also reflected in its alignment with the goals of A Thriving Illinois. For example, the University of Illinois Urbana-Champaign's proactive approach to adjusting the threshold for past-due balances that prevent course registration is a model for how the unit will support students facing financial constraints. By ensuring that students have the opportunity to complete their education without unnecessary financial barriers, the unit will contribute to the long-term sustainability and success of the institution.

In summary, the new unit will build collaborative synergies, support future-ready learning and research, and ensure that it is a good steward of its financial resources. Through strategic partnerships, innovative approaches to education and research, and a commitment to financial stewardship, the unit will play a vital role in advancing the mission of the University of Illinois while contributing to the broader public good.

### **Implement a long-term fundraising plan to realize our vision of affordable transformative undergraduate medical education, research and innovation.**

- Hire dedicated Director of Advancement.
- Refine fundraising priorities and goals.

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- Work with University of Illinois Foundation research staff to develop comprehensive prospect list and build pipeline.
- Finalize Gift Policy and Procedures Agreement/MOU with Carle.
- Develop and finalize fundraising strategy plan.
- Successfully complete fundraising for charter class scholarships to allow each successive year of charter class tuition to be funded.
- Ongoing fundraising and major gift solicitation.

### **Develop and leverage relationships with individuals and organizations, whose ongoing support will provide access to mission-critical resources.**

- Generate list of relationship prospects and evaluate viability; to be updated annually, coordinating with the advancement team as appropriate.
- Develop and implement engagement strategy.
- Establish an advisory board comprised of external stakeholders, including community leaders, corporate executives and philanthropists.
- Develop programs leveraging University of Illinois resources that optimize the monetization of innovations.
- Refine intellectual property policies and agreements as they relate to Carle, the university and the college.

### **Establish operational policies and procedures that promote and support the adoption of institutional best practices in fiscal responsibility, accounting practices and efficiency identification that support our mission.**

- Develop fiscal operational policies and procedures for the college.
- Develop and generate monthly financial reports, including trend analysis, to effectively track and monitor revenues and expenses.
- Learn best practices among peer medical schools and review data available from AAMC and other sources to perform benchmarking.

### Growth

1. As one of the Core Principles, demonstrate how the proposed unit will reinforce and promote public good in the state (e.g., civic engagement, exposure to arts and humanities, and solutions to society's challenges).

The proposed unit is deeply committed to reinforcing and promoting the public good throughout the state by focusing on several core areas that address pressing societal needs, particularly in the realm of healthcare and community well-being.



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One of the keyways the unit will advance the public good is through **Civic Engagement**. By establishing strong partnerships with local organizations, government agencies, and non-profits, the unit will actively participate in community service projects that have a tangible impact on the lives of residents. These initiatives will include health awareness campaigns designed to educate and empower communities, improving public health outcomes across diverse populations. Additionally, the unit will integrate service-learning into its curriculum, providing students with opportunities to apply their academic knowledge to real-world challenges. Through projects that focus on enhancing urban access to healthcare, promoting public health, and fostering environmental sustainability, students will not only gain practical experience but also contribute meaningfully to the communities they serve.

Addressing societal challenges requires innovative and interdisciplinary approaches, and this unit is dedicated to fostering **Solutions to Society's Challenges** through collaborative efforts. The unit will encourage interdisciplinary research initiatives that bring together faculty, students, and external partners to tackle critical issues such as healthcare disparities, environmental sustainability, and economic inequality. By leveraging the expertise and resources across various disciplines, the unit aims to develop innovative solutions that can be implemented at the local, state, and even national levels.

Moreover, the unit will support **entrepreneurship and innovation** as key drivers of societal change. Through targeted programs that encourage the development of startups and social enterprises, students and faculty will be empowered to create businesses and initiatives that address societal challenges head-on. These efforts will be supported by incubators, pitch competitions, and partnerships with industry leaders, ensuring that the most promising ideas have the resources and support needed to succeed.

In fulfilling its mission to address societal needs, the unit will prioritize the **Training of Future Healthcare Leaders**. The program will prepare students to become informed and engaged citizens, equipped with the critical thinking, ethical reasoning, and leadership skills necessary to navigate and address the complexities of modern society. These future leaders will be instrumental in advancing public health, reducing healthcare disparities, and promoting social justice within their communities.

Furthermore, the unit will **Enhance Community Well-being** by directly contributing to the health and prosperity of local populations. Through outreach, service, and collaborative projects, the unit will tackle local issues such as poverty, health disparities, and educational inequities. These efforts will not only improve the quality of life for community members but also foster a sense of solidarity and shared purpose between the unit and the communities it serves.

Lastly, by **Driving Economic and Social Innovation**, the unit will play a critical role in shaping a more equitable and sustainable future. By fostering a culture of creativity, entrepreneurship, and interdisciplinary collaboration, the unit will promote innovative solutions to societal challenges that

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are both economically viable and socially impactful. This commitment to innovation will ensure that the unit's contributions to the public good are lasting and far-reaching.

In summary, the proposed unit's dedication to civic engagement, interdisciplinary research, and social innovation will not only serve the educational needs of its students but will also make a significant and positive impact on the broader community. Through these efforts, the unit will reinforce the public good in tangible and meaningful ways, helping to build a healthier, more just, and more sustainable society for all.

2. Describe how the unit plans to contribute to research, innovation, and economic development by leveraging the Illinois Innovation Network. [See Growth Strategy #1]

The proposed unit is strategically positioned to contribute significantly to research, innovation, and economic development by leveraging the Illinois Innovation Network. With established healthcare institutes and ongoing research collaborations with the university, the unit is already deeply embedded in the state's research ecosystem, providing a solid foundation for expanding its impact through the Illinois Innovation Network.

### **Existing Healthcare Institutes and Research Collaborations:**

The unit is home to a well-established healthcare institute that is actively engaged in cutting-edge research. These institutes have a proven track record of successful collaborations with various departments and faculties across the university, leading to significant advancements in healthcare innovation and public health. By building on these existing strengths, the unit is well-positioned to scale its research efforts and contribute more broadly to the state's innovation landscape.

The ongoing research collaborations with the university have already resulted in numerous interdisciplinary projects that address critical healthcare challenges. These projects have not only advanced scientific knowledge but have also led to the development of innovative solutions that are being implemented in healthcare settings across the state. By integrating these efforts into the broader Illinois Innovation Network, the unit will be able to amplify its impact, driving further advancements in healthcare and beyond.

### **Research Collaboration and Innovation through Illinois Innovation Network:**

The unit will leverage its existing healthcare institutes and research collaborations to engage deeply with the Illinois Innovation Network. By participating in the network, the unit will foster new and expanded interdisciplinary research projects that address some of the most pressing societal challenges, particularly in healthcare. The unit will collaborate with other Illinois Innovation Network members, tapping into the network's collective expertise and resources to drive innovation and develop solutions that can be scaled across Illinois and beyond.

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In particular, the unit will focus on advancing healthcare innovation, environmental sustainability, and technological advancements. The Illinois Innovation Network provides access to state-of-the-art facilities, funding opportunities, and a vast network of academic and industry partners, enabling the unit to conduct high-impact research that can lead to real-world applications benefiting the public.

### **Economic Development through Healthcare Innovation:**

The unit's focus on healthcare innovation will play a crucial role in driving economic development within the state. By leveraging the Illinois Innovation Network, the unit will facilitate the commercialization of research findings, support the establishment of start-up companies, and develop partnerships with industry leaders. These efforts will lead to the creation of new technologies, products, and services that stimulate economic growth and enhance the state's reputation as a leader in healthcare innovation.

Furthermore, the unit will contribute to workforce development by providing students with hands-on experiences in healthcare research and innovation. Through internships, collaborative projects, and entrepreneurship programs, students will gain the skills necessary to contribute to the state's economic development. This will ensure that they are well-prepared to lead in industries critical to the future of Illinois' economy.

### **Strategic Growth through the Illinois Innovation Network:**

The unit plans to strategically leverage the Illinois Innovation Network to expand its research reach and economic impact. By participating in Illinois Innovation Network -sponsored events, workshops, and conferences, the unit will showcase its healthcare innovations and establish connections with potential collaborators and investors. These efforts will be supported by the unit's ongoing research collaborations, allowing for the pooling of resources and expertise to tackle large-scale projects with significant economic and social implications.

Additionally, the unit will align its research agenda with the state's economic development priorities, ensuring that its efforts contribute directly to areas where the unit's expertise in healthcare can have the most significant impact. By focusing on healthcare innovation, the unit will help position Illinois as a leader in both innovation and economic growth.

In conclusion, the proposed unit's existing healthcare institutes and research collaborations, coupled with its active participation in the Illinois Innovation Network, will be key drivers of research, innovation, and economic development in the state. By leveraging the resources and opportunities provided by the IIN, the unit will enhance its contributions to the public good, solidifying its role as a leader in healthcare innovation and economic growth.

3. Explain how the new unit engaged with business and industry in its development and how it will spur the state's economy by leveraging partnerships with local, regional, and state industry, business leaders and employers. [See Growth Strategy #3]

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NOTE: Please only include the information below if there are aspects that apply specifically to the proposed program.

### Institutional engagement

The University of Illinois Urbana-Champaign has strong partnerships with business and industry through the statewide initiatives like the Discovery Partners Institute (DPI) and the Illinois Innovation Network (IIN), which closely align with A Thriving Illinois' Growth Strategies. As a key gubernatorial initiative, DPI's Tech Talent Lab and immersion programs engage with Chicago's technology workforce, allowing students to interact with Chicagoland technology and innovation culture. Students make meaningful connections to regional employers and industries, university research teams, civic and nonprofit organizations, and startups that will lead to employment and talent retention in the region. IIN works to enrich the student experience through short-term boot camps around topics such as artificial intelligence, data science, entrepreneurship, and more. These intensive programs will encourage students' interest in topics that are key to the 21st century economy and give them a foundation for continued study.

Partnerships with the Research Park, the work of the Campus Community Compact, and PK-12 programming overseen by the Associate Chancellor for PK-12 Initiatives align with A Thriving Illinois' Growth Strategies.

As a crucial hub that provides meaningful and industry-focused research and internship opportunities, the Research Park employs 800 interns year-round in part-time employment, allowing University of Illinois Urbana-Champaign undergraduate and graduate students to work on campus and be enrolled as full-time students. There are more students working at the UIUC Research Park than at any other peer American university research/tech park. Students are paid highly competitive wages (\$22.05 average for undergraduates and \$27.47 per hour for graduate students) for their specialized skillsets in areas like computer science, data analytics, UX/UI design, engineering, business development, and market research. Research Park internships increase students' employment prospects by expanding their professional networks, building their professional portfolios, and developing their leadership skills. The top students working in the Research Park are typically hired as conversions to full-time roles within the companies that employ them, many of which then remain in tech roles in Illinois (i.e. John Deere, State Farm, Caterpillar, Motorola Solutions, AbbVie, Abbott, etc.). Many of the corporate sites focus on DEI outreach and participate as sponsors to various student groups and campus units. Examples include Synchrony's sponsorship of FOCUS Scholars, Motorola Solutions' partnership with the Society of Hispanic Professional Engineers, and Brunswick's volunteer work with Booker T. Washington STEM Academy. Building on the well-established relationships of the affinity and community groups both on campus, the Research Park campus office has ongoing partnerships with units such as Cultural Centers, The Career Center, and Registered Student Organizations (RSOs) to educate Illinois' diverse population of students on the opportunities available within the Park. In the 2022-2023 academic year, the Research Park host 33 exclusive recruiting events for its employers and attended 11 careers fairs on campus to promote the Research

Park internships to students. The Illinois Reboot tech training program provides a free course in data science literacy to Central Illinois professionals who are underrepresented in technology and looking to upskill their careers. Since its inception in 2020, Reboot has completed 6 cohorts and trained 175 community members, 63 percent from underrepresented populations. Reboot also provides career coaching and access to Research Park data science professionals.

Another local program, We CU, supports long-term partnerships between local organizations, instructors, and students at the University of Illinois Urbana-Champaign. These mutually beneficial partnerships create impactful learning experiences for students and promote positive change in the Champaign-Urbana community. In the first three years of the program (2020-2023), 2,652 UIUC students from 12 colleges worked to complete 48,300 hours of training and service on 652 service projects.

The Campus-Community Compact (Compact) is one of the major initiatives of the Community Action and Public Engagement (CAPE) Committee of Illinois' Chancellor's Call to Action to Address Racism and Social Injustice. Comprised of a co-equal partnership between Illinois and the broader Champaign County community, the Compact is an ambitious and visionary initiative to accelerate social justice by addressing structural racism, bias, and social injustice over the next 5-10 years in six interrelated grand challenge areas: inclusive education; accessible technology; economic development; health, wellness, and resilience; workforce development; and community relations. The Compact also includes several crosscut areas; namely, accessible campus/transportation, accessible information, community safety, and language (e.g., multilingualism, communications, and messaging).

Three priorities have been identified for the Inclusive Education focus area: restoring opportunity; providing a community-based information delivery service; and professional development. Restoring Opportunity addresses the need for greatly improved access to quality health care, access to a rich array of courses taught by culturally responsive and affirming educators, and access to well designed and well-resourced schools. The development, implementation, and sustainability of a community-based information delivery service requires a community that partners with the university to invest in professional development strategies and training opportunities to continuously strengthen the capabilities of our teacher workforce in order to address the needs of an increasingly diverse student population. Illinois, through its College of Education, will work with the local schools' districts to create targeted initiatives to recruit and hire teachers of color at a level proportionate to the population of students of color taught or that increase the total population of teachers of color by 100% of their current numbers. Professional development involves continuous professional development for teachers and administrators. An example of a professional development activity is the 2023 TEACH Academy, a three-day interactive experience designed to strengthen instructional practices using a lens that focuses on educational justice, equity, and inclusion. The TEACH Academy consists of three keynote presentations that are open to all Champaign County educators and TEACH Scholars. In the afternoon, over 100 TEACH Scholars will have the opportunity to further engage with keynotes and other participants in a series of workshops and informational sessions.

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College, department, and program engagement

Reflect on the institution-level efforts described above. Note those with which your college, department, and/or program intersect. Describe that intersection.

Describe any college-specific and department- or program-level new and existing regional partnerships with business and industry and the P-20 system to meet economic and societal needs and how the college contributes to the state economy.

Our college has made significant strides in establishing and enhancing regional partnerships with business and industry, as well as aligning with the P-20 educational system, to address pressing economic and societal needs. These efforts are rooted in a deep commitment to fostering workforce development, driving innovation, and expanding educational opportunities, all of which contribute to the economic vitality of our state.

Central to our approach has been the integration of student support into program development, particularly in the realm of research and innovation. Recognizing the critical role that mentorship and resources play in student success, we have forged strong partnerships with organizations such as Carle Health and the Illinois Innovation Network. These collaborations have given rise to initiatives like the Carle Clinical Research Mentor Program and the Research, Entrepreneurship, Design, and Innovation (REDI) mentor program. Through these programs, students receive guidance and mentorship from experienced professionals, enabling them to engage in cutting-edge research and development. These partnerships not only enrich the educational experience for our students but also contribute to the local economy by fostering innovation and generating new ideas that have real-world applications.

Looking ahead, the launch of the MORE3 program in June 2025 represents a pivotal step in our efforts to provide students with early and structured research experiences. This program is designed to connect students with clinical and research opportunities that are directly aligned with the needs of our region. By working closely with businesses and healthcare institutions, MORE3 ensures that our students are not only well-prepared for their future careers but also equipped to make meaningful contributions to the workforce immediately upon graduation. The program's emphasis on global exchange and regional partnerships further strengthens our ties with industry, enriching the educational experience and enhancing our ability to address economic and societal challenges on a broader scale.

Our strategic recruitment and mentorship initiatives are another key element of our approach. We have implemented a strategic plan to recruit additional physician-scientists, each with dedicated time for scholarly activity. These new hires bring with them a wealth of expertise and are actively involved in mentoring students on research projects that address critical healthcare challenges, such as social

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determinants of health and virtual reality preoperative modeling. By aligning our academic and research efforts with the needs of industry, we are able to drive innovation and contribute to the state's economic growth through the development of new technologies and approaches to healthcare.

In addition to our work with industry partners, our college is deeply engaged with the P-20 educational pipeline, ensuring that students are well-prepared for the transition from education to the workforce. We work closely with local schools and community colleges to create a seamless educational experience, offering programs such as the introduction to research elective and the MORE3 initiative. These programs provide students with early exposure to research and innovation, helping to prepare them for careers in STEM fields. By aligning our efforts with the P-20 system, we are not only addressing current educational needs but also contributing to the state's long-term economic prosperity by producing a skilled and innovative workforce.

Finally, our commitment to economic impact is evident in the integration of programs like the Carle Illinois Maker Coin funding and the Research and Travel funding initiatives. These programs encourage both students and faculty to engage in entrepreneurial activities, leading to the development of new products, services, and technologies that have the potential to be commercialized. The economic impact of these initiatives is substantial, as they not only create job opportunities but also position our state as a leader in healthcare innovation.

In summary, our college is actively engaged in building and sustaining regional partnerships that address economic and societal needs through a combination of innovative programs and strategic initiatives. By fostering collaboration with business and industry, as well as aligning our efforts with the P-20 system, we are making significant contributions to the state's economy and helping to meet the evolving demands of a dynamic workforce.

4. Describe how the proposed unit will expand access and opportunities for students regarding high-impact practices including research opportunities, internships, apprenticeships, career pathways, and other field experiences. [See Growth Strategy #6]

NOTE: Please only include the information below if there are aspects that apply specifically to the proposed program.

### Institution-level high-impact practices

As noted in the previous response, the Research Park expands access and opportunities for students by employing 800 interns year-round in part-time research opportunities and career-relevant internships, allowing University of Illinois Urbana-Champaign undergraduate and graduate students to work on campus and be enrolled as full-time students.

The unit has several Neurology faculty that currently mentor medical students on research, innovation capstones, and educational projects. Currently, over 100 students (undergraduate and graduate) participate in these programs with the Neurology faculty.

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The campus Career Services Council, which includes the campus-wide Career Center in partnership with the college and departmental career offices and professionals, offers Handshake@Illinois, a platform for students to connect with employers, internship opportunities and job postings. Handshake@Illinois was used by more than 23,000 students and 8,500 employers last year. In an effort to establish or enhance sustainable outreach and partnerships with PreK-12 schools, the Chancellor at the University of Illinois Urbana-Champaign established the position of Associate Chancellor for PreK-12 Initiatives in August 2021. This new position creates partnerships with superintendents statewide as well as identifies and partners with key education stakeholders to attract and retain underserved and underrepresented students. It allows us to rethink and enhance the high school to college pipeline in Illinois by partnering with organizations such as the Discovery Partners Institute (DPI), Illinois Innovation Network (IIN), and the Jackie Joyner-Kersey Foundation. This initiative reconceptualizes the important role higher education must play in ensuring Illinois learners gain the confidence and comprehension for college. The ultimate goal of this initiative is to ensure that the University of Illinois Urbana-Champaign has developed structural outreach and partnerships to systemically close persisting opportunity gaps in our state's school systems. Graduate students serve an important role within the Office of Undergraduate Research (OUR) as mentors for many undergraduate researchers. The OUR is guided by the philosophy that all Illinois undergraduate students should learn about current disciplinary research, take part in research discussions, and be exposed to research experiences in their regular coursework. Furthermore, where practical, an advanced research experience should be among the capstone options in all major programs of study. To achieve its mission, OUR seeks to: 1) inspire students and faculty to collaborate on research projects driven by mutual interests by fostering a research mentoring environment that encourages and rewards collaboration; 2) disseminate best practices and models for undergraduate research to campus stakeholders; 3) assist in the development and evaluation of curricular and co-curricular structures that support undergraduate research; 4) encourage the creation of new opportunities for undergraduate research on campus and 5) coordinate and nurture undergraduate research efforts across academic units on campus.

College, department, and program level high-impact practices

(If applicable): Reflect on the institution-level efforts described above. Note those with which your college, department, and/or program intersect. Describe that intersection.

Describe how the college, department, and/or program expands opportunities for students through high-impact practices. Include college-level use of effective online, hybrid, adaptive, and self-paced learning models instructional supports, high-quality experiential and work-based learning opportunities, internships, and apprenticeships, stackability of the program into other credentials, support for faculty, staff and administrators that targets effective and culturally competent teaching and advising strategies.

Our college is dedicated to expanding opportunities for students through a comprehensive approach that integrates high-impact practices, continuous curriculum improvement, and student engagement.



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These efforts are designed to ensure that our students receive a top-quality education that prepares them for successful careers and meaningful contributions to society.

### Commitment to Continuous Curriculum Improvement

A key component of our approach is the systematic review and enhancement of the curriculum. In response to the need for ongoing quality assurance, the college established the Element 8.3 Tiger Team, tasked with coordinating action items related to curriculum review and improvement. This team, comprised of leaders from the Office of Academic Affairs, has been instrumental in advocating for necessary resources and implementing changes to ensure that the curriculum meets the highest standards. One of the Tiger Team's notable achievements was the creation of the Director of Curriculum Operations position, which plays a crucial role in overseeing the quality of curriculum implementation. Additionally, the team has developed and revised standard operating procedures to streamline curricular operations, ensuring that both students and faculty are well-supported throughout the academic process.

The Curriculum Evaluation Subcommittee (CES) was also reconvened to provide a systematic process for reviewing courses, curricular components, and the curriculum as a whole. This subcommittee has been essential in maintaining a curriculum that is not only current but also aligned with educational objectives. Their work includes mapping out a detailed schedule for curriculum review and making recommendations to the Curriculum Oversight Committee (COC) to ensure that the curriculum continues to evolve in response to emerging needs and best practices.

### Innovative Learning Models and Experiential Opportunities

Our college employs a variety of innovative learning models, including online, hybrid, adaptive, and self-paced formats, to meet the diverse needs of our student body. These models offer flexibility, allowing students to learn in ways that best suit their individual preferences and schedules. Adaptive learning technologies, in particular, personalize instruction, enabling students to focus on areas where they need the most support. This personalized approach to learning is a hallmark of high-impact educational practices, ensuring that each student can achieve their full potential.

In addition to these learning models, we emphasize high-quality experiential and work-based learning opportunities. Our programs include internships, apprenticeships, and hands-on experiences that allow students to apply their classroom knowledge in real-world settings. Partnerships with industry leaders and local organizations ensure that these experiences are relevant and valuable, helping students build the skills they need to succeed in their future careers. The Medical Observations, Research Engagements, Experiences, and Education (MORE3) program, for example, offers structured research and clinical experiences early in students' education, further enhancing their practical skills and professional readiness.

Moreover, we are working on a joint effort with other colleges across campus on the Health Innovation Design and Entrepreneurship (HIDE) certificate program exemplifies our strategic

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approach to expanding educational opportunities. The HIDE program, funded by an Investment for Growth (IFG) grant from the Provost's office, consists of three graduate courses focusing on Healthcare Ecosystem and Need Identification, Healthcare Innovation and Exploration, and Business Strategy and Implementation/New Venture Design. These courses are supplemented by required online courses offered through the Coursera platform, which provide an additional revenue stream and cater to learners interested in health-related topics. The flexibility of offering stand-alone courses and/or a full certificate program through both university and Coursera platforms enhances the program's accessibility and impact, allowing a diverse group of learners to engage with the material. The first Coursera course is scheduled to be released in late 2024, with additional courses following in early 2025. This initiative not only supports our students but also aligns with our mission of excellence in medical education and sustainable program development.

### Student Engagement and Feedback Mechanisms

We place a strong emphasis on student engagement and the continuous incorporation of student feedback into our curriculum. The college has developed multiple mechanisms for students to provide feedback, including end-of-course and end-of-clerkship evaluations, anonymous Qualtrics links for real-time feedback, and regular debrief sessions. These feedback channels ensure that students have multiple opportunities to voice their concerns and suggestions, which are then used to make meaningful improvements to the curriculum. For instance, student feedback led to the reorganization of the family medicine clerkship, which was moved from a longitudinal format to an immersion format to better align with students' needs and schedules.

Communication of changes based on student feedback is also a priority. The college employs various methods to keep students informed, such as monthly town halls, bimonthly "LCME Response Effort" emails, class-specific meetings, and the "You Said... We Did!" webpages. These efforts ensure transparency and demonstrate to students that their input is valued and acted upon.

### Supporting Faculty, Staff, and Administrators

Equally important is our commitment to supporting faculty, staff, and administrators in their roles as educators and advisors. We provide extensive professional development opportunities focused on effective and culturally competent teaching and advising strategies. These initiatives help our educators stay current with best practices in pedagogy and student engagement, ensuring that they are well-equipped to support our diverse student body. The emphasis on diversity, equity, and inclusion in our professional development programs further ensures that all students feel supported and valued in their educational journey.

### Stackable Credentials and Continued Learning

Our programs are designed with stackability in mind, allowing students to build upon their education through additional credentials and certifications. This approach not only enhances their qualifications but also provides them with the flexibility to pursue specialized areas of interest that can further distinguish them in the job market. The MORE3 program and the HIDE certificate program are

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examples of how students can stack credits toward advanced degrees or other professional certifications, providing clear pathways for continued education and career advancement.

### Conclusion

In summary, our college is deeply committed to expanding opportunities for students through a multifaceted approach that integrates high-impact practices, continuous curriculum improvement, innovative learning models, and robust support for faculty, staff, and administrators. By fostering a dynamic and responsive educational environment, we ensure that our students are well-prepared for their future careers and are equipped to make meaningful contributions to society. These efforts not only enhance the educational experience but also contribute to the long-term success and well-being of our students.

5. Explain how the proposed unit of administration will expand its models of teaching and learning, research, and/or public service and outreach that provide opportunity for students to succeed in the work of the future. [See Growth Strategy #6]

*NOTE: Please only include the information below if there are aspects that apply specifically to the proposed program.*

### Institution level expansion of models

*(If an online program):* The University of Illinois is a leader in the state in its cutting-edge teaching/learning, research, public service and outreach.

Based in the College of Agricultural, Consumer and Environmental Sciences, **U of I Extension** works with all colleges and units of the University of Illinois Urbana-Champaign. Extension's [core program areas](#) are Agriculture and Natural Resources, Family and Consumer Sciences, Youth Development, Community and Economic Development, and Outreach and Innovation Initiatives. More than 1.5 million Illinois residents take part in University of Illinois Extension programs each year, including nearly 200,000 who participate in 4-H youth programs. Communities are directly served by Extension staff in 27 units located throughout Illinois. Extension educators in local offices and specialists located at the university develop and deliver in-depth programming locally, at regional venues, and through distance-learning technologies.

### College, department, and program expansion of models

*(If applicable): Reflect on the institution-level efforts described above. Note those with which your college, department, and/or program intersect. Describe that intersection.*

*Describe how the college, department, and/or program will expand models of teaching and learning, research, and/or public service. Include use of effective online, hybrid, adaptive, and self-paced learning models, instructional supports, high-quality experiential and work-based learning*

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*opportunities, internships, and apprenticeships, stackability of the program into other credentials, support for faculty, staff and administrators that targets effective and culturally competent teaching and advising strategies.*

Our college is dedicated to evolving its educational, research, and public service models to better serve the diverse needs of our students and the broader community. This commitment is demonstrated through strategic initiatives that expand and enhance teaching practices, foster cutting-edge research, and strengthen our public service engagements.

### **Advancement of Teaching and Learning Models**

We are at the forefront of adopting diverse teaching and learning models that cater to a wide range of student needs. By expanding our use of online, hybrid, adaptive, and self-paced learning formats, we offer greater accessibility and flexibility for our students. These models are designed to accommodate various learning styles, ensuring every student can engage meaningfully with the curriculum. The integration of adaptive learning technologies allows for a more personalized educational experience, helping students master key concepts at their own pace. Additionally, through platforms such as Coursera, we are extending our educational offerings, including specialized certificate programs like the Health Innovation Design and Entrepreneurship (HIDE) certificate, to a global audience.

### **Strengthening Instructional Supports**

To complement these evolving learning models, we are significantly enhancing instructional support for our faculty, staff, and administrators. This includes comprehensive professional development opportunities focused on the latest pedagogical strategies and culturally responsive teaching and advising techniques. These efforts ensure that our educators are well-equipped to deliver inclusive and high-quality education, addressing the unique needs of our diverse student population.

### **Expanding Experiential and Work-Based Learning Opportunities**

Experiential learning remains a cornerstone of our educational approach. We are expanding partnerships with industry leaders and community organizations to offer an increased number of internships, apprenticeships, and hands-on learning experiences. Our flagship initiative, the Medical Observations, Research Engagements, Experiences, and Education (MORE3) program, continues to grow, providing students with early and meaningful exposure to clinical and research settings. Furthermore, we have significantly enhanced our service-learning framework, nearly tripling the available service-learning hours to 731 by 2023, thanks to the efforts of our dedicated Service-Learning Coordinator. This expansion enables students to participate in a broader range of service-learning activities that align with their career aspirations and personal interests.

### **Development of Stackable Credentials and Lifelong Learning Pathways**

In response to the evolving needs of the workforce, we are expanding our stackable credential offerings. These programs allow students to acquire additional qualifications that can be applied toward advanced degrees or specialized career paths. The HIDE certificate program, supported by an

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Investment for Growth (IFG) grant, exemplifies this approach, offering flexible learning options through both traditional university channels and online platforms like Coursera. The stackability of these credentials provides students with continuous opportunities to advance their knowledge and careers in a flexible, adaptable manner.

### **Commitment to Culturally Competent Teaching and Advising**

Central to our mission is the commitment to culturally competent teaching and advising. We provide ongoing professional development for our faculty, staff, and administrators to ensure they are equipped to support our diverse student body. This includes targeted training in diversity, equity, and inclusion (DEI) practices, essential for fostering an inclusive learning environment where all students feel valued and supported.

### **Expansion of Public Service and Research Initiatives**

Our college is also intensifying its focus on public service and research. The expansion of service-learning opportunities not only enhances students' educational experiences but also strengthens our connections with the community. The establishment of a dedicated Service-Learning Coordinator within the Office of Student Affairs has been instrumental in integrating these opportunities into the curriculum, thereby reinforcing our commitment to public service.

In the realm of research, we are expanding interdisciplinary collaborations and offering more opportunities for students to engage in research that addresses pressing societal challenges. These initiatives are designed to ensure that our research contributes meaningfully to the public good and that our students graduate equipped to make significant impacts in their respective fields.

In summary, our college is proactively expanding its models of teaching and learning, research, and public service through innovative and inclusive approaches. By advancing our educational practices, increasing experiential learning opportunities, and deepening our commitment to public service, we are preparing our students not only to succeed in their careers but also to contribute positively to society. These initiatives reflect our unwavering dedication to providing a transformative educational experience that meets the evolving needs of our students and the communities we serve.

# Faculty Bylaws of the Carle Illinois College of Medicine

Ratified April 18, 2017

Amended May 23, 2023

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## **PREAMBLE**

The Carle Illinois College of Medicine ("*College*") shall be governed in its internal administration by its Faculty and will serve Carle Illinois College of Medicine Students ("*student*").

These *Bylaws* are intended to supplement the *University Statutes*. Where there are conflicts with the *University Statutes*, the *University Statutes*, as interpreted by the Provost, shall prevail.

## **ARTICLE I. NAME AND PURPOSE**

### A. Name

The name of this assembly shall be the *Faculty of the Carle Illinois College of Medicine*.

### B. Purpose

The purpose of this assembly shall be to assume and discharge the responsibilities ascribed to it by the *University Statutes* and to engage in such other activities as it may take unto itself that are not in conflict with the *University Statutes* or with other established policies and procedures of the University of Illinois at Urbana-Champaign.

## **ARTICLE II. COLLEGE HISTORY, MISSION, VISION AND VALUES**

### A. History

The Carle Illinois College of Medicine was established as a result of the *Affiliation Agreement by and between The Carle Foundation and the Board of Trustees of the University of Illinois for the Carle Illinois College of Medicine* dated August 1, 2015 ("*Affiliation Agreement*"), which sets forth the terms of the parties' partnership in teaching, research, clinical education and technological innovation.

### B. Mission

We educate exceptional physician-innovators to deliver high-value, compassionate health care through transformative solutions developed at the intersection of engineering, science and medicine.

### C. Vision

We will be global leaders in transformative medical education, research and clinical care innovation, designed to improve the health and well-being of patients and communities around the world.

### D. Values

- Compassion
- Competence
- Curiosity
- Creativity
- Collaboration
- Diversity

## **ARTICLE III. DEPARTMENTAL ORGANIZATION**

A. Departments

The department is the primary organizational unit of education and administration in the College. Departments shall be formed in accordance with the *University Statutes*.

B. Governance

Each department shall be governed in its internal administration and procedure by its bylaws, which shall be established by the Faculty of the department, provided that the department bylaws do not conflict with the *University Statutes* or these *Bylaws*.

C. Heads

Each department shall be organized with a head appointed without specified term by the University Board of Trustees on recommendation of the Chancellor/Vice President and the President after consultation with the Dean of the College and the members of the department Faculty.

**ARTICLE IV. FACULTY**

A. Powers and Duties

The Faculty shall have such powers and duties as may be lawfully delegated to it and which the Faculty has been accustomed to exercise. Among the powers and duties of the Faculty are to:

1. Establish rules for the conduct of its business;
2. Establish policies for the governance of the College in its internal administration;
3. Elect the Secretary of the Faculty;
4. Determine the composition of committees, except as otherwise specified in these *Bylaws*, for the conduct of Faculty business and assign functions and responsibilities to them;
5. Exercise the fullest measure of autonomy consistent with the maintenance of general college policy and correct academic administrative relations with other units of the University;
6. Establish the academic policy of the College, exercising jurisdiction in all educational matters falling within the scope of its education program, including the determination of the curriculum, and making recommendations on matters of educational policy relevant to the College but which fall under the jurisdiction of other bodies; and
7. Undertake teaching, research, service and engagement, or a combination of each, commensurate with the nature of each Faculty member's appointment.

B. Membership

1. The Faculty of the College shall consist of the Dean of the College, and all those individuals with academic rank or title in the College who are either tenured or receiving probationary credit toward tenure, as well as all academic staff of the units of the College who hold the rank or title of professor, associate professor, assistant professor, lecturer or instructor, modified by the terms clinical, research, teaching, and adjunct, who are neither tenured nor receiving probationary credit toward tenure.
2. Appointments to the Faculty of the College are made through regular faculty appointment channels.

C. Voting Rights

1. All members of the Faculty described in Section B above shall be entitled to participate in meetings of the Faculty by voice. Only Faculty who are considered Full Time or Part Time are eligible to vote on college business, including amendments to the bylaws.
2. Emeritus Faculty and Visiting Faculty shall be accorded voice but not vote at Faculty meetings.
3. All voting members shall have one full vote.
4. There shall be no proxy votes.

**ARTICLE V. OFFICERS**

A. The Dean

The Dean is the Chief Executive Officer of the College of Medicine, responsible to the Provost for administration of the College and agent of the Faculty for the execution of College policy. The Dean also serves as Chief Academic Officer of The Carle Foundation, as set forth in the *Affiliation Agreement*. Specifically, the Dean shall have the final responsibility for the conduct and quality of the medical education program, including the authority and responsibility to:

1. Oversee the design, implement and ensure quality of the College's education program;
2. Develop the College budget and business operations;
3. Develop a research portfolio that will foster development of productive research collaborations;
4. Formulate and present policies to the Faculty for consideration;
5. Report to the Faculty on the work of the College at least one time per semester;
6. Represent the College at conferences or designate representatives;
7. Serve as the medium of communication for official business of the College with other campus authorities, students and the public;

8. On advice of the Executive Committee and in consultation with department executive officers and other appropriate bodies and parties, recommend the appointment, reappointment, non-reappointment, and promotion of Faculty and other academic staff in a manner consistent with University policies, including those of the College and its departments;
9. Hold Faculty accountable to both academic and clinical performance standards; and
10. Perform such other duties prescribed in the *University Statutes*.

B. The Secretary

1. The Secretary of the Faculty shall be nominated annually by the Executive Committee from among the Faculty and may serve successive terms. In the call for a regular meeting in each academic year, the name of the candidate shall be announced and additional nominations may be received from the floor. The Secretary shall serve until a successor is elected by the Faculty.
2. The duties of the Secretary shall be to:
  - (a) Distribute to members of the Faculty and others as the Executive Committee may direct all notices, calls, agenda and minutes of Faculty meetings;
  - (b) Record and preserve minutes of all meetings of the Faculty, including the votes and all other official actions taken and special reports delivered; and
  - (c) Conduct balloting and report the results to the Faculty of all nominating procedures and elections.
3. In executing the assigned duties, the Secretary shall use staff support of the Office of the Dean.

C. Special Officers

The Dean may appoint special officers on an *ad hoc* basis when the Dean deems the assistance of special officers either necessary or helpful.

**ARTICLE VI. MEETINGS**

A. Regular Meetings

1. Presiding Officer  
The Presiding Officer at meetings of the Faculty shall be the Dean. In the Dean's absence, the Vice-Chair of the Executive Committee or the Dean's designate shall preside at Faculty meetings.
2. Frequency of Meetings  
At least two regular meetings of the College Faculty shall be held during the academic year when classes are in session. The date, time and place shall be set by the Dean and announced at the beginning of the academic year.
3. Notice and Agenda

- (a) At least 15 calendar days in advance of any meeting, the Secretary shall notify all members of the Faculty entitled to vote at the meeting. Notices shall be accompanied by the agenda and by all items, actions and resolutions to be presented to the Faculty.
- (b) Items for action at any Faculty meeting shall be limited to those that are identified for action on the published agenda. No items listed for discussion or introduced as new business at a meeting shall become an action item or be subject to a vote at the meeting.
- (c) Items may be placed on the agenda in any of the following ways:
  - (i) By the Dean;
  - (ii) By the Executive Committee;
  - (iii) By a member of the Faculty who wishes to petition that an item be included on the agenda. The Faculty member must submit such item to the Dean at least 30 calendar days before the scheduled meeting date. The Dean, in consultation with the Secretary, shall consider and may include such item on the agenda or may refer such item to the appropriate committee. This provision shall not abridge the right of any member of the Faculty to present any matter to the Faculty at any regular meeting under the appropriate heading of "old" or "new" business.
- (d) The order of business for a regular meeting shall be determined by the Dean in consultation with the Secretary.
- (e) At both regular and special meetings, matters evolve which a faculty member deems to warrant a closed session, the faculty member may move for a closed session. The faculty member must cite the specific exemption of the Open Meetings Act [5 ILCS 120/2(c)] that permits the closure of the meeting. Unless the Faculty rule otherwise, the approval of such a motion will postpone further debate on the matter to the conclusion of the regular agenda, at which time the meeting will be closed. No such motion shall be deemed approved without a two-thirds vote of the Faculty present and voting. Only voting members shall be present in closed session.

#### 4. Quorum

At regular meetings of the Faculty, the quorum shall consist of those members present and entitled to vote.

#### 5. Voting

- (a) Passage of any measure, with the exception of amendments to these *Bylaws*, or as specified in Robert's Rules of Order, shall require a simple majority of the voting members present.
- (b) Voting may be by voice, by roll call, or electronic response when either ordered by the Presiding Officer or requested by a member who is present and entitled to vote.
- (c) Elections in which a contest exists shall be conducted by paper or electronic ballot.

(d) On a specific question, the Presiding Officer may conduct a faculty vote via mail or electronic ballot.

6. Minutes

The Secretary shall record the minutes of all Faculty meetings. In the absence of the Secretary, the Presiding Officer at the meeting shall appoint a member of the Executive Committee to serve as Secretary for the meeting.

7. Parliamentary Authority

Meetings of the Faculty shall be conducted in accordance with the most recent edition of *Robert's Rules of Order*, unless otherwise suspended or in conflict with these *Bylaws* or *University Statutes*.

B. Special Meetings

1. Call and Notice

(a) Special meetings may be called by the Dean on the Dean's prerogative and shall be called by the Dean when requested by the Executive Committee or upon receipt of a petition of the Faculty.

(b) Upon receipt of a petition signed by no fewer than 10 percent of the Faculty members entitled to vote, the Dean shall call a special meeting of the Faculty within 20 calendar days. The petition shall include the proposed agenda or resolutions to be proposed, together with supporting documentation, if any. One Faculty member among the signatories shall be designated as the lead party for consultations with the Dean concerning scheduling and other arrangements.

(c) Should a situation require immediate action, the Dean, with the consent of a majority of the Executive Committee, may designate a special meeting as an emergency meeting. Notice of an emergency meeting must be delivered to department offices within 48 hours before the hours set for such meeting and must be plainly marked "Emergency Meeting."

2. Agenda

The agenda items for special meetings shall be confined to the items listed on the call for the meeting and the discussions and actions at such meetings limited to the scope of the meeting.

3. Quorum and Voting

Provisions for voting shall be the same as for regular meetings.

## ARTICLE VII. EXECUTIVE COMMITTEE

### A. Composition

The Executive Committee shall consist of at least seven members of the Faculty, including: the Dean, who shall serve as the chair, and an equal number of members from the Biomedical and Translational Sciences and Clinical areas within the College. A Vice-Chair, to preside in the Dean's absence, shall be elected annually by the Executive Committee from among its members. There may be one Carle Illinois College of Medicine student observer, who shall have the privilege of the floor but who may not vote. During discussions of Faculty appointments and promotions and during consideration of the appointment or reappointment of the Dean, the student observer shall be excluded from the meeting. The annually elected Vice-Chair shall preside over the Executive Committee while in session to prepare its advice on the appointment of the Dean or to review the Dean's performance.

### B. Terms of Office

Terms shall be for three years. A Faculty member may serve no more than two consecutive, full terms. After a period of at least one year of absence from the Executive Committee, a Faculty member may be elected again to the Executive Committee. A Faculty member may serve for up to one year beyond the expiration of his or her term if necessary to meet the requirements of the *Bylaws*.

### C. Functions and Responsibilities

The Executive Committee shall:

1. Advise the Dean in the conduct of College business;
2. Advise the Dean and the standing committees on the formulation and execution of College policies and on the preparation of the budget of the College;
3. Transact such business as may be delegated to it by the Faculty;
4. Act on academic issues that transcend the responsibility of education program with special reference to student admissions, appraisal, and promotion; Faculty appointment and promotion; and research policy;
5. Receive reports from and act as necessary or appropriate on recommendations from standing committees;
6. Assure that effective policies and practices, including ongoing activities and reviews, are in place to achieve appropriate diversity outcomes among students, Faculty and staff; and
7. Create the slate of candidates of Faculty members who have self-nominated or nominated by other Faculty within the College and hold elections for the standing committees.

## ARTICLE VIII. STANDING COMMITTEES

### A. Composition

1. Unless otherwise prescribed in these Bylaws, the membership of each standing committee shall include Faculty representatives from both the Biomedical and Translational Sciences Department and the Clinical Sciences Department, initially, and from other departments in the College that later may be created. A committee typically should include a minimum of three members from each department and one or more students within the College. Student members shall have the right to vote.
2. The majority of members of all standing committees shall be elected from and by the Faculty. Candidates for elections to standing committees may be nominated by other Faculty within the College or can self-nominate.
3. A minority of members of some standing committees may be appointed by the Dean for the purposes of balance of representation or diversity, as described for each standing committee.
4. Unless otherwise specified with these *Bylaws*, a Chair/Vice Chair of each standing committee shall be elected annually by its members. This is for a two-year term. The first year serving as Vice Chair and second year as Chair.
5. Vacancies on standing committees may be filled by the Dean on advice of the committee Chair. A member whose committee term has expired shall serve, if possible, until a replacement is named.
6. The Carle Illinois College of Medicine student committee members must be in good standing and making normal progress as determined by the Student Progress and Promotions Committee. Potential student committee members shall be recommended by the medical students and appointed by the Dean. Student members serve terms of one year and may serve no more than four consecutive terms.
7. Faculty member terms shall be three years. Members of committees may serve no more than two consecutive full terms and must be absent from a committee for a period of one year prior to serving again, unless otherwise provided by these *Bylaws*. Initial terms may be shorter; such terms are used to establish staggered term expiration. A faculty member may serve up to one year past the end of their term, as described in these *Bylaws*.
8. A standing committee may, after consultation with the member concerned, recommend to the Dean the replacement of that member if the record demonstrates a consistent lack of attendance at meetings of the committee or engagement with committee business. Replacement will occur through the same procedure as used when a vacancy occurs.
9. The Chair or Vice Chair of a standing committee shall be a current voting member of the committee they are serving.



B. Subcommittees

Standing committees may create subcommittees with membership from the general voting Faculty or non-voting membership of non-Faculty for the purpose of providing expertise or other support.

C. Meetings

1. Meetings of each standing committee are not subject to the Illinois Open Meetings Act (OMA).
2. Each standing committee may establish its own rules of procedure for the conduct of meetings consistent with these *Bylaws* and the *University Statutes*. In the absence of such rules, a standing committee shall conduct its meetings in accordance with the most recent edition of *Robert's Rules of Order* to the extent not in conflict with these *Bylaws* or the *University Statutes*.
3. Standing committees will meet regularly and report their actions and recommendations to the Executive Committee and to the Faculty at their regular meetings.
4. A quorum at any regularly scheduled meeting of a standing committee for which written notice has been provided at least two weeks in advance shall consist of three voting members at the scheduled time of the meeting, unless otherwise specified.
5. A quorum for meetings of standing committees other than the regularly scheduled meetings shall consist of a simple majority of the present, voting committee members, unless otherwise specified.
6. The Secretary shall maintain the records of committee reports and recommendations.

D. Voting

1. Voting may be by voice, by roll call, or electronic response when either ordered by the Presiding Officer or requested by a member who is present and entitled to vote.
2. Elections in which a contest exists shall be conducted by paper or electronic ballot.
3. On a specific question, the Presiding Officer may conduct a faculty vote via mail or electronic ballot.

E. Standing Committees

The following standing committees are established:

1. Admissions Committee
2. Curriculum Oversight Committee
3. Student Progress and Promotions Committee
4. Appointments, Promotions, and Tenure Committee
5. Faculty Grievance and Appeals Committee

6. Diversity, Equity, and Inclusion Committee

**ARTICLE IX. ADMISSIONS COMMITTEE**

A. Composition

The Admissions Committee will consist of twenty-four voting members, twenty of whom will be Faculty members. Sixteen elected Faculty members shall be equally represented among the departments of the College. Four elected Faculty members will be at-large and may be appointed by the Dean of the College if they deem it necessary to provide diversity or otherwise to balance representation. Should the Dean determine that balancing is not necessary, these seats will be filled by those Faculty members who received the most votes but were not yet granted a seat.

In addition to the Faculty members, four students will serve on the Admissions Committee. These student members will be phased in as students become available.

The Director of Admissions shall be an *ex-officio*, non-voting member of the Admissions Committee.

A quorum shall be one-third of voting members, with the exception of final approval to admit students, which shall be 50 percent of voting members plus one voting member.

B. Functions and Responsibilities

The Admissions Committee shall:

1. Formulate and approve the policies for student admissions to the College.
2. Retain final approval authority to admit all students to the College through processes based upon approved policies, such policies to relate to the establishment of:
  - (a) Criteria and standards for the evaluation of candidates;
  - (b) Procedures for application;
  - (c) Procedures for the review of applications;
  - (d) Procedures for the acceptance of candidates; and
  - (e) Procedures for wait listing candidates and admitting candidates from the waiting list.
3. Formulate and approve policy regarding recruitment of students.
4. Maintain records that permit continuing evaluation of policy and process regarding admissions.
5. Develop the means of facilitating and understanding of College policies and procedures among premedical advisors.

C. Recusal Requirement

No member of the Admissions Committee who has a potential conflict related to an applicant to the College, as determined by one or more members of the committee, shall participate in the evaluation, deliberations, or decision about the admission of that applicant.

## **ARTICLE X. CURRICULUM OVERSIGHT COMMITTEE**

### **A. Composition**

The Curriculum Oversight Committee will consist of twelve elected Faculty members with a minimum of two from each of the disciplines within basic science, engineering, and clinical science. Four Carle Illinois College of Medicine students will be appointed members, one from each class.

The committee will elect a Chair, who will serve a term of three years with the opportunity for a second term if re-elected. In the event the Chair's term as a committee member does not align with their elected Chair term, the Dean may extend their current term as a committee member an additional one to three years. A Vice Chair will also be selected by the committee annually; the Vice Chair will serve when the Chair is not present.

The Dean of the College, or his/her designee, will serve as an *ex-officio*, non-voting member. The Dean or his/her designee may also appoint other individuals to serve in an *ex-officio*, non-voting capacity, including non-faculty members.

### **B. Functions and Responsibilities**

The Curriculum Oversight Committee, in association with its subcommittees, has full and centralized responsibility and authority in the design, management and oversight of the M.D. program curriculum. Specifically, the Curriculum Oversight Committee shall:

1. Oversee the quality, design, development, integration, management, delivery, evaluation and enhancement of the medical education program of the College;
2. Determine expectations for all graduates of the M.D. program and requirements for advancing through each phase of the curriculum;
3. Define, review, and approve the College's student assessment systems for each component of the curriculum;
4. Oversee and monitor the learning environment of the College, including the resources available to students, and the physical, social, and psychological factors that may impact the students;
5. Monitor comparability of medical educational experiences across instructional sites;
6. Annually review and approve the Carle Illinois College of Medicine academic calendar;
8. Develop and implement innovations in clinical and academic education;
9. Approve new and amended course educational objectives, assessment methods and syllabi;

10. Approve policies relating to the educational mission.
11. Review Carle Illinois admissions competencies for the M.D. program with the Admissions Committee.
12. Appoint additional ad hoc working groups/task forces to address specific curricular issues.

## **ARTICLE XI. STUDENT PROGRESS AND PROMOTIONS COMMITTEE**

### **A. Composition**

The Student Progress and Promotions Committee shall consist of nine faculty members. A majority of committee members are elected by the voting members of the Faculty and serve for a three-year term. Members can serve for a maximum of two consecutive terms (six years). Committee members serve for staggered terms to allow for continuity and consistency.

The four student representatives will be chosen from across the curricular years – one MS1, one MS2, one from MS3, and one from MS4. Student members are nominated by the student body and appointed by the Dean. MS1 and MS2 representatives have one combined vote and MS3 and MS4 representatives have one combined vote.

The Student Progress and Promotions Committee Chair shall be elected by the committee to serve a three- to five-year term, set at the time of election. This is to allow for continuity for students during the four-year medical program. A Vice Chair shall be elected to serve with the Chair during this time. The Vice Chair will become the Chair at the end of the Chair's term. In the event the Chair or Vice Chair's term as a committee member does not align with their elected Chair term, the Dean may extend their term an additional one to three years.

The Dean may appoint a minority of members if he/she deems it necessary to provide diversity or otherwise to balance representation. Should the Dean determine that balancing is not necessary, these seats will be filled by those Faculty members who received the most votes but were not yet granted a seat.

The Dean of the College, or his/her designee, will serve as an *ex-officio*, non-voting member. The Dean or his/her designee may also appoint other individuals to serve in an *ex-officio*, non-voting capacity, including non-faculty members.

### **B. Functions and Responsibilities**

The Student Progress and Promotions Committee shall:

1. Have authority to approve policies regarding student progress, promotion, dismissal, related appeals, and graduation, in coordination with the Curriculum Oversight Committee's established minimum competencies expected for all graduates of the M.D. program and requirements for advancing through the curriculum;
2. Conducts a yearly review of student progress at the end of each academic year, and; verifies students in each M.D. class have met promotion requirements for Phase 1, 2 & 3, and graduation requirements based on established policies and, review of evaluation data;

3. Have the authority to issue disciplinary sanctions based on approved policies, Student Code, and evidence presented including academic and professionalism data;
4. Report to the Executive Committee all dismissals and reinstatements of students; and
5. Identify and make known to the Executive Committee those students who have achieved outstanding records and make specific recommendations regarding student awards.

C. Recusal Requirement

Members of the Student Progress and Promotions (SPPC) should remove themselves from discussion and voting on a student(s) if:

1. They have provided health or psychiatric/psychological services to a medical student
2. They believe they cannot make an unbiased vote
3. They have a direct mentorship relationship with the student
4. They supervise the student in paid employment
5. They are privy to information that has not been presented to the rest of the SPPC due to their involvement in other campus committees
6. SPPC member who is aware of any prejudice, pro or con, that would impair their judgment of the petition
7. They have been involved in either the academic assessment, or decisions about the promotion, of that student (including failing grades)
8. A student member is in the same cohort

Students appearing before the SPPC have the right to request a recusal of any member from the deliberations and discussion if they perceive a conflict of interest. There will be no adverse consequences to any student reporting a conflict of interest.

**ARTICLE XII. APPOINTMENTS, PROMOTIONS, AND TENURE COMMITTEE**

A. Composition

The Appointments, Promotions, and Tenure Committee shall consist of twelve faculty members; six shall be from the area of Biomedical and Translational Sciences and six shall be from the area of Clinical Science. In both cases, representation of the diversity of the department should be sought. The majority of committee members are elected by the voting members of the Faculty and serve for a term of three years. Members can serve for a maximum of two consecutive terms (six years). Committee members serve for staggered terms to allow for continuity and consistency. A minimum of three Faculty members on the committee should be tenured to allow for sufficient discussion of tenure-track Faculty. The Dean may appoint no more than three members if they deem it necessary to provide diversity or otherwise to balance representation (e.g. to provide sufficiently ranked members to deliberate on proposed appointments, promotions or granting of tenure). Should the Dean determine that balancing is not necessary, the three tenured Faculty positions will be filled by those tenured Faculty members who received the most votes but were not yet granted a seat.

B. Functions and Responsibilities

Subject to prevailing university and campus policies and guidelines, including Provost's Communications, the committee shall:

1. Formulate and approve policy of the College regarding appointments, promotions and tenure, including the criteria for appointment to or promotion within the academic ranks;
2. Review and approve the form by which recommendations for appointment or promotion will be received by the committee and forwarded to the Dean;
3. Review and act, on the basis of the prescribed process, criteria, standards and format, on recommendations for appointment and promotion of Faculty and for the awarding of tenure. Such actions shall be reported to the Dean and the Executive Committee.

C. Recusal Requirement

1. No member of the committee shall deliberate or vote on an appointment or promotion to a rank above that which the committee member holds.
2. No member of the committee without tenure shall participate in deliberations on the promotion of a Faculty member who is tenured or on the tenure track. All members may vote on initial appointment at the Assistant Professor level, independent of tenure.
3. No member of the committee shall participate in deliberations on his or her reappointment or promotion.
4. No member of the committee shall deliberate or vote on an appointment or promotion and tenure case if the committee member has a potential conflict, as determined by one or more members of the committee.

**ARTICLE XIII. FACULTY GRIEVANCE AND APPEALS COMMITTEE**

A. Composition

The Faculty Grievance and Appeals Committee shall consist of six members of the Faculty, three of whom are tenured or are receiving probationary credit toward tenure and three of whom are neither tenured nor receiving probationary credit toward tenure.

1. No individual who has an appointment, either full- or part-time, as Dean, associate dean, or assistant dean may serve on the committee. The committee may not include more than one member who is either a chair or head of a University department outside the College. The chair or head of a College department may not participate in hearing the grievance of a member of his or her department.
2. No member of the committee who has a potential conflict related to a grievant, as determined by one or more members of the committee, shall participate in the evaluation, deliberations, or decision about the grievance of that Faculty member.

## B. Functions and Responsibilities

The function of the Faculty Grievance and Appeals Committee is to address complaints from members of the College concerning actions of the department, its officers, committees or faculty.

The committee shall:

1. Consider appeals of personnel decisions related to reappointments, promotions, and tenure;
2. Consider grievances of any member of the College academic staff; and
3. Advise the Dean of its findings.

## C. Procedure

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. The faculty member will call upon the appropriate Department Head to mediate the dispute. The respective Department Head will ensure that appropriate efforts and attempts have been made to resolve the matter.

If efforts to resolve the matter at the departmental level are unsuccessful, the Department Head will submit all documentation to the Dean and Chief Academic Officer for review and referral to the Faculty Grievance and Appeals Committee.

The Faculty Grievance and Appeals Committee should investigate a grievance only after other appropriate avenues of appeal have failed, such as the faculty member's department grievance committee and the Office of Equal Opportunity and Access.

The Faculty Grievance and Appeals Committee Chair will convene the committee as soon as possible so that a hearing can be held within 30 days of receiving documentation. The hearing shall be closed to the public except when both parties and the Faculty Grievance and Appeals Committee agree that it should be open. Witnesses and physical evidence may be presented at the time of the hearing. The hearing should be conducted so that all parties to the dispute have an opportunity to present their views and rebut those of others.

All committee members present at the time of the hearing will vote by written ballot, and a written decision regarding the validity of the alleged grievance, as well as a recommendation of a remedy for the harm done, will be issued to the Dean within 30 days of receiving the documentation from the appellant. The Dean's decision regarding the Grievance Committee recommendation is to be communicated in writing to the appellant and to the respondent(s) within thirty business days of receiving the committee's recommendation. That decision may be appealed to the University of Illinois at Urbana-Champaign Faculty Advisory Committee.

## **ARTICLE XIV. DIVERSITY, EQUITY, AND INCLUSION COMMITTEE**

### **A. Composition**

The Diversity Equity and Inclusion (DEI) Committee shall consist of sixteen voting members including the Chief Diversity, Equity and Inclusion Officer (CDEIO) who shall serve as the chair. The Associate Dean of Diversity and Democratization of Health innovation shall serve as Vice-Chair and will preside when the Chair is not present.

There shall be eight elected Faculty members, equally represented between the departments of the college. There shall be two elected at large Faculty members. These Faculty members may be appointed by the Dean if he/she deems it necessary to provide diversity or otherwise to balance representation. Should the Dean determine that balancing is not necessary, these seats will be filled by those Faculty members who received the most votes but were not yet granted a seat.

In addition to the faculty members, four students will serve on the DEI committee. These student representatives will be elected from across the curricular years. Student members are nominated by the student body and appointed by the Dean of the College.

The Dean of the College may appoint a minority of members if he/she deems it necessary to provide diversity or otherwise balance representation.

The Dean of the College, or his/her designee may also appoint other individuals to serve in an *ex-officio*, non-voting capacity, including non-faculty members.

### **B. Terms of Office**

Faculty member terms shall be three years. Members of the committee may serve no more than two consecutive full terms, and must be absent from a committee for a period of one year prior to serving again.

Student members serve terms of one year and may serve no more than four consecutive terms.

### **C. Functions and Responsibilities**

The Diversity, Equity and Inclusion committee shall:

1. Advise the Dean, Executive leadership team and appropriate faculty and staff on issues concerning the learning and working environment, DEI and anti-racism issues at Carle Illinois College of Medicine.
2. Review, refine and/or reaffirm priorities and strategies related to recruitment, retention and sense of belonging of students, faculty, and staff of diverse backgrounds.
3. Develop, review, refine and approve policies that support DEI and other anti-racism initiatives at Carle Illinois related to faculty, students, and staff.
4. Encourage faculty and staff participation in the development and maintenance of initiatives of diversity, equity and inclusion.



5. Work with all stakeholders to identify the issues/barriers and to design strategies to implement change within the Carle Illinois College of Medicine community.
6. Develop opportunities for the development and evaluation of pathway programs for the specific purpose of increasing enrollment of under-represented groups in medicine.
7. Evaluate opportunities for community engagement to improve the overall health of communities by decreasing health disparities and to promote careers in medicine among under-represented groups.

#### **ARTICLE XV. AMENDMENT AND REVIEW OF BYLAWS**

##### **A. Amendment**

1. Amendment or revision of these *Bylaws* may be made at any meeting of the Faculty upon a two-thirds vote of the Voting Faculty present, provided that a quorum exists and all other requirements of these *Bylaws* concerning meetings, notice and agenda have been met.
2. Each proposed amendment or revision shall be voted on *as it appears* on the agenda of the meeting. If the Faculty present at the meeting agree that a proposed amendment needs modification before a vote can be taken as determined by the majority of attendees by hand vote, then such modifications may be made at the meeting, but the modified amendment shall not be voted on at that meeting of the Faculty, but shall be placed as an action item on the agenda of a future meeting of the Faculty that meets the requirements of these *Bylaws*.
3. Proposals for amendments or revisions to these *Bylaws* may be made by the Executive Committee on its own initiative or by any two or more members of the Voting Faculty by submitting a written request to the Executive Committee. The Executive Committee shall request the Dean to place all such proposals, together with its recommendations on the proposals, as action items on the agenda of the next meeting of the Faculty.

##### **B. Review of Bylaws**

At least every five years, the Dean shall appoint a committee to review the *Bylaws* and propose such revisions as deemed necessary or proper.

Amended October 10, 2019

- Revised language regarding faculty voting rights.

Amended April 7, 2020

- Curriculum Oversight Committee - revised language for composition and functions and responsibilities.
- Student Progress and Promotions Committee - revised language in functions and responsibilities.
- Faculty Grievance and Appeals Committee - revised language for composition and functions and responsibilities. Clarified procedures.

Amended October 13, 2020

- Student Progress and Promotions Committee – revised language in functions and responsibilities and Recusal Requirement.

Amended July 9, 2021

- Student Progress and Promotions Committee – amended student representatives and ex officio members.

Amended November 11, 2021

- Executive Committee – revised language that includes standing committees may advise the executive committee.
- Standing Committees – added language that a Chair/Vice Chair of a standing committee shall be a voting member. Added language to clarify that voting may be done by voice, roll call or electronic ballot.
- Admissions Committee – amended quorum requirement to one-third of voting members except for final approval to admit students, which will be 50 percent of voting members, plus one voting member.
- Curriculum Oversight Committee – added language to ensure a chair’s term is aligned with their committee term.
- Appointments, Promotions, and Tenure Committee – updated language to align with the current practice of creating and recommending policy appointments, promotions and tenure.

Amended March 20, 2023

- Departmental Organization – removed language referring to initial departments.
- Meetings – removed language referring to the Illinois Open Meetings Acts.
- Curriculum Oversight Committee – amended student representative from three to four, one from each class.

Amended May 23, 2023

- Bylaws review by Dean Appointed Committee

**From:** [cimed-clinical-request@lists.illinois.edu](mailto:cimed-clinical-request@lists.illinois.edu) on behalf of [Healy, Bob](#)  
**To:** [cimed-clinical@lists.illinois.edu](mailto:cimed-clinical@lists.illinois.edu)  
**Subject:** [cimed-clinical] Important votes for Clinical Sciences  
**Date:** Sunday, January 21, 2024 5:20:09 PM

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Dear Clinical Sciences Faculty,

As discussed at our Clinical Sciences meeting on Tuesday, January 16<sup>th</sup>, here are the electronic surveys:

1. Creation of New Departments <https://www.surveymonkey.com/r/NewDepartments>
2. Proposed Amendment to Bylaws <https://www.surveymonkey.com/r/ClinSciBylaw>

Voting will end on 01/29/24 @ 7:00 AM

### **Robert Healy, MD**

Associate Chief Medical Officer, Quality, Patient Safety and Experience

Carle Health

Head, Department of Clinical Sciences

Carle Illinois College of Medicine

Pronouns: he, him ([What does this mean?](#))

217-326-1834 Desk

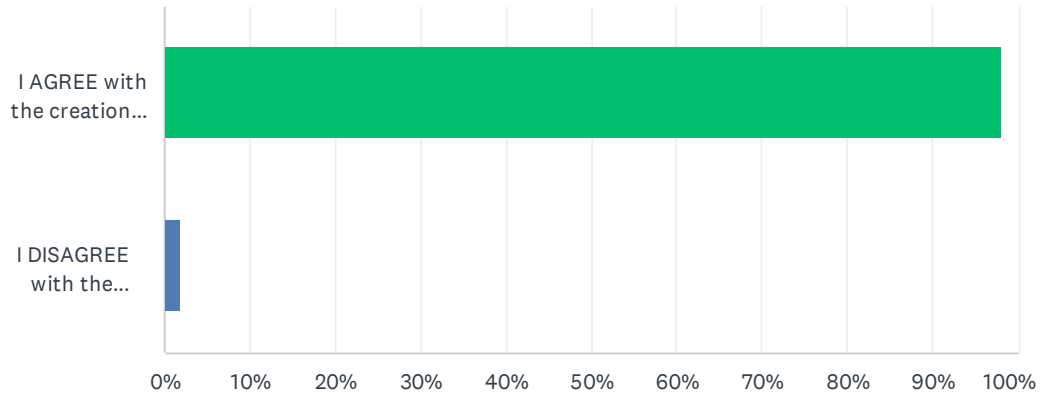
217-979-1531 Mobile



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## Q1 Creation of Departments for Clinical Sciences:

Answered: 51 Skipped: 0



ANSWER CHOICES	RESPONSES	
I AGREE with the creation of departments for Clinical Sciences.	98.04%	50
I DISAGREE with the creation of departments for Clinical Sciences.	1.96%	1
TOTAL		51

**BYLAWS FOR  
THE DEPARTMENT OF ONCOLOGY  
CARLE ILLINOIS COLLEGE OF MEDICINE**

Ratified (Insert Date)

PREAMBLE

These Bylaws are intended to operate within the framework of the University of Illinois Statutes, which state that the college shall be governed in its internal administration by its faculty. They supplement the College Bylaws, official Provost Office Communications, and the University Statutes which take precedence should any conflict arise.

ARTICLE I. ORGANIZATION

Section A. The Department of Oncology shall be organized with a Head who is appointed without a specified term limit by the University Board of Trustees on recommendation of the Chancellor/Vice President and the President after consultation with the Dean of the College and members of the Department Faculty.

The Department of Oncology, composed primarily of clinical Faculty, shall be responsible for the clinical sciences aspects of the curriculum.

Section B. The Department Head

1. The Head is the Chief Executive Officer of the Department and is responsible for its administration.
2. In the discharge of his/her duties, the Head of the Department shall:
  - a. Be responsible for the execution of Departmental, College and University policies and shall provide general direction to Departmental activities.
  - b. Consult with the Departmental Executive Committee (see I.D.) in the formulation and amendment of Departmental policies.
  - c. Hold meetings of the Departmental faculty for explanation and discussion of policies and programs related to the education, research, service, and public outreach missions of the Department, College, and University. The Department Head is responsible to call

at least one annual meeting of the faculty each academic year; see II.B.

- d. Report to the faculty on research/scholarship, teaching, service, and public outreach that is centered in the Department, and in consultation with the Departmental Executive Committee, prepare Departmental budgets, be responsible for the distribution and expenditure of Departmental funds and for management of space and property assigned to the Department.
- e. Be responsible for maintaining high standards of research/scholarship, teaching, and service and public outreach activities in the Department and for efficient progress in all Departmental activities.
- f. In consultation with the Department of Oncology Appointments, Promotion and Tenure Committee, recommend individuals for academic appointment in the Department of Oncology. All appointment actions will adhere to protocols outlined in Provost's Communication No. 3 and 9 for tenure-track faculty or in Communications No. 3, 25 and No. 26 for specialized faculty.
- g. In consultation with the Clinical Sciences Appointments, Promotions, and Tenure Committee, recommend individuals for promotion and/or tenure in the department. All promotion and tenure actions will adhere to protocols outlined in Provost's Communication No. 9 for tenure track faculty or in Communications No. 25 and No. 26 for specialized faculty.

#### Section C. Associate Head(s)

1. The Head, with the advisement of the Executive Committee, may appoint an Associate Head from among the Departmental faculty or two Associate Heads: an Associate Head for Research and an Associate Head for Education.
2. The Associate Head shall act on behalf of the Head during their absence. If two Associate Heads are appointed, each of them will focus on Research and Education respectively. FTE size for Associate Heads will be proposed by the Department Head.

#### Section D. Executive Committee

1. Composition

The Executive Committee shall consist of at least three voting members from the Department, including the Head, who shall serve as the Chair. The

members should represent different medical specialty areas. The membership must also include representation from different faculty ranks, including specialized faculty. A minority of faculty members may be appointed by the Head to balance representation or to ensure other forms of diversity.

The Associate Head shall serve as an *ex-officio voting* member on the Department Executive Committee if an Associate Head has been appointed by the Head.

A Vice Chair, elected annually by members of the committee, shall preside during the Head's absence.

The membership can also include the Head or Associate Head of the Department of Biomedical and Translational Sciences, or a member of the Biomedical and Translational Sciences Departmental Executive Committee, who has been designated by the Head of the Biomedical and Translational Sciences Department. This person would serve to exchange knowledge and information across the departments and shall have the privilege of the floor but may not vote.

The membership of the Executive Committee may also include one student observer who shall have the privilege of the floor, but who may not vote. The students can be asked to recuse themselves during discussions as indicated by the Chair, in consultation with the committee. Other restrictions on participation should follow current departmental and college policies and procedures.

If the Executive Committee is in session to evaluate the Head's performance the Head shall be recused, and the Vice Chair shall preside.

## 2. Terms of Office

Terms of Executive Committee members shall be staggered.

- The terms of the members shall be as follows: each member's term shall be for three years.
- Once the committee has been established for three years, the terms of the Executive Committee shall be for three years and staggered to allow for continuity and consistency.
- A Faculty member may serve no more than two consecutive, full terms or not longer than a period of six continuous years. After at least one year of absence from the Executive Committee, a faculty member may be elected again. A Faculty member may serve for up to one year beyond the expiration of their term, if necessary, to meet the requirements of the *Bylaws*.

3. The Executive Committee shall:
  - a. Provide for the orderly voicing and discussion of suggestions made for the good of the Department and College.
  - b. Recommend procedures and committees that will encourage and enable faculty participation in the formulation of policies and procedures.
  - c. Represent the faculty by advising the Head in regard to Departmental policy, preparation of the Departmental budget, and assignment of space.
  - d. Represent the faculty by advising the Head on the process of faculty evaluation.
  - e. Perform such other tasks as may be assigned to it by the faculty or the Head.
  - f. Be involved, in conjunction with the Dean of the College, in an evaluation of the Head by the entire Departmental faculty every five years.
4. Passage of any measure by the Executive Committee shall require a simple majority of the voting members present. Voting may be by voice, roll call, or electronic response when either ordered by the Presiding Officer, who is either the Head or the elected Vice Chair of the Executive Committee in the absence of the Head, or requested by a member who is present and entitled to vote. On a specific question, the Faculty may elect by majority vote to conduct a mail or secured electronic ballot.
5. The Executive Committee will meet at least once a semester and more frequently as directed by the Head or by the majority of the Executive Committee members.

## ARTICLE II. THE DEPARTMENT

### Section A. Faculty

1. The voting faculty of the Department, are as follows:
  - a. Those who hold an academic appointment within the department, with at least a 0%-time appointment and the rank of instructor, lecturer, assistant professor, associate professor, or professor, including those modified by "research," "teaching," or "clinical" designations. Voting rights for faculty extend to all issues except those pertaining to the



review and/or promotion of specialized faculty, also third-year review and promotion and/or tenure of tenure-track faculty.

- b. Emeritus faculty of the College or University and other faculty members, such as so-called “volunteer” faculty members, of the Department shall be accorded voice, but no vote in faculty meetings. Volunteer faculty include 0% University retirees, or those faculty members so designated as volunteers by their College appointment.
2. The Department shall be governed in its internal administration by the Department faculty who have full voting rights.
3. As the responsible body in the research/scholarship, teaching, service and public outreach activities to the Department, the faculty has inherent interests and rights in academic policy and governance. Accordingly, faculty members are expected to attend Departmental meetings, to serve the Department, and to participate in voting.
4. Faculty who are involved in the administrative, educational, and/or research activities that add value to the College’s mission in those areas, can be considered for dual appointments in their primary CI MED (Carle Illinois College of Medicine) department and a secondary department upon request and approval from the secondary department head, recognizing that those activities may not be associated with FTE in the College. Dual appointments shall be approved by the Department Head of the secondary department in consultation with the Head of the primary Department.
5. The frequency of review of the faculty with 0% or greater appointment will depend on the specific appointment of the faculty member and their role in the college as indicated in the current departmental policies and procedures.
6. Faculty who undergo an Annual Review based on their role must meet the requirements of Provost’s Communication No. 21, Annual Faculty Review, and No. 22, Annual Review of Academic Professional Employees, as appropriate. Provost’s Communications No. 21 and No. 22 provide guidelines on how to structure review procedures and other guidance on the requirements, objectives, and importance of annual performance evaluations.
7. In addition to their academic responsibilities, faculty may have administrative or program responsibilities within the College or teaching hospital system. These operational reporting lines, and in some instances primary reporting lines, must be clearly established and agreed upon by the relevant parties at the time of appointment, with contract renewal, and by

request of relevant parties. Faculty with such appointments will report to and be evaluated by administrators in each respective administrative unit and/or program according to guidelines in place. The review and reappointment process will follow current policies and procedures.

## Section B. Meetings

1. The presiding officer of Departmental faculty meetings shall be the Head of the Department or Associate Head in the Head's absence. If both above individuals will be absent, the Head will appoint a member of the Executive Committee as temporary presiding officer.
2. The Head of the Department or their designee will serve as recorder at Departmental meetings and will provide minutes of the meeting to the Departmental faculty.
3. Emeritus faculty of the College and other faculty members, such as so-called "volunteer" faculty members of the Department shall be accorded voice, but no vote in faculty meetings. Volunteer faculty include 0% University retirees, or those faculty members so designated by their College appointment.
4. Regular faculty meetings shall be called at least once a year but may be held more frequently at the discretion of the Head. At least one meeting each academic year will consider matters of Departmental governance and academic policy.
5. Special meetings may be called by the Head, the Executive Committee, or upon petition by five or more faculty of the Department. The discussion and action at a special meeting shall be confined to the item or items listed in the call.
6. Emergency meetings may be called by the Head of the Department or the Executive Committee without written notice, but an attempt shall be made to notify all Departmental faculty members.
7. A written summary of topics that are discussed and actions taken must be distributed by the Head or their designee within three business days of special or emergency meetings or within seven calendar days of regular meetings.
8. A quorum at meetings of the Department shall consist of those members present and entitled to vote.
9. Passage of any measure, with the exception of amendments to the Bylaws, or as specified in Robert's Rules of Order, shall require a simple majority of the voting members present.

10. Voting and Governance of meetings will follow the college Bylaws and where specified, Roberts Rules of Order, Revised.

#### Section C. Grievance Procedures

Any faculty member has the right to initiate a formal grievance concerning actions or policies of the Department or another individual in the Department. Informal resolution is strongly encouraged before the formal grievance is initiated. Grievances will be adjudicated at the College level Faculty Grievance and Appeals Committee.

### ARTICLE III. STANDING COMMITTEES

#### Section A. Composition unless otherwise prescribed by the bylaws

1. Standing Committees shall consist of at least three faculty members for three-year terms. . A Faculty member may serve no more than two consecutive, full terms. After a period of at least one year of absence, a faculty member may again serve on a Standing Committee.
2. Standing Committee membership should represent different medical specialty areas. Membership should also include representation from different faculty ranks, including specialized faculty. There can be one Carle Illinois College of Medicine student member at the discretion of the Head, who has the right to vote unless otherwise stated for that committee (e.g., the Appointments, Promotions and Tenure Committee, the Executive Committee).
3. The majority of faculty members of all standing committees shall be elected by the Faculty. Candidates for elections to standing committees may be nominated by other faculty within the College, with permission from the nominee, or can self-nominate. A minority of faculty members may be appointed by the Head to balance representation or to ensure other forms of diversity, as described for each standing committee.
4. Except for the Executive Committee, the chair of each standing committee shall be elected by its members every three years.
5. Vacancies on standing committees may be filled by the Head on advice of the Chair of the Committee. A member whose committee term has expired shall serve, if possible, until a replacement is named, up to one year.
6. The Carle Illinois College of Medicine student committee members must be in good academic standing and making normal progress as determined by

the Student Progress and Promotions Committee. Potential student committee members shall be selected by the current process and appointed by the head. Student members serve terms of one year and may serve no more than four consecutive terms.

7. A standing committee may, after consultation with the member concerned, recommend to the Head the replacement of that member if the record demonstrates a consistent lack of attendance at meetings of the committee. Replacement will occur through the same procedure as used when a vacancy occurs.

#### Section B. General Procedures

- a. Voting may be by voice, roll call, or electronic response when either ordered by the Presiding Officer or requested by a member who is present and entitled to vote. Elections in which a contest exists shall be conducted by paper or electronic ballot. On a specific question, Faculty may elect by majority vote to conduct a mail or secured electronic ballot.
- b. Committees shall meet quarterly, or as necessary.
- c. Each committee shall make available records of its activities and meetings held during the previous year as requested.
- d. New standing committees may be created, or old committees terminated by amendment of these Bylaws.
- e. Meetings of each standing committee are not subject to Illinois Open Meetings Act (OMA).

#### Section C. Clinical Sciences Appointments, Promotions and Tenure Committee

##### 1. Composition

- a. The Committee shall consist of at least two voting faculty members of the Department of Oncology at the rank of clinical assistant professor and above. Members shall represent multiple medical specialty areas, whenever possible.
- b. The committee members are elected by the voting faculty and serve for a term of three years. Members are expected to serve staggered terms and can serve for a maximum of two consecutive full terms.
  - The terms of the members of the Appointments, Promotions and Tenure Committee shall be as follows: each member's term shall be for three years.
  - After the inaugural cycle, the Committee members serve for staggered terms to allow for continuity and consistency.

- c. The Chair of the APT Committee, in consultation with the Department Head, may appoint a minority of faculty members for the purpose of balancing representation with faculty in CI MED, or to assure other forms of diversity including to provide sufficiently ranked members to deliberate on proposed appointments, promotions or granting of tenure.

The Chair of the APT Committee, in consultation with the Department Head must appoint at least one specialized faculty member of appropriate rank, if one is not already a committee member, if a specialized faculty member is being evaluated for promotion.

The Chair of the APT Committee, in consultation with the Department Head must appoint at least one tenured faculty member of appropriate rank, if one is not already a committee member, if a tenured faculty member is being evaluated for promotion.

Should the Chair of the APT Committee, in consultation with the Department Head, determine that balancing is not necessary, these seats will be filled by those faculty members who received the most votes but were not yet granted a seat.

- d. The Associate Head of the Department shall serve as a voting *ex-officio* member of the Appointments, Promotions and Tenure Committee, if an Associate Head has been appointed by the Head.

## 2. Functions and Responsibilities

- a. The Committee will review proposed new appointments to the Department and make recommendations to the Head and the College Appointments, Promotions, and Tenure Committee, according to current Department and College policies and procedures,
- b. The Committee will assist the Head in preparing written reviews for those faculty who receive annual or periodic reviews as prescribed by the current department policies and procedures or as requested by the Head.
- c. The Committee will review promotion and tenure cases for specialized and tenure track faculty, whose home department is outside of the College, only in the context of contributions to the mission of the Carle Illinois College of Medicine. The Appointments, Promotions and Tenure Committee will make available to the home department the written, confidential evaluations when requested. Reviews will be carried out in accordance with Provost's Communications No. 9 and No. 26.
- d. The Committee will assist the Head in assessing dossiers for promotion potential. The Committee will evaluate and vote on promotion and tenure

cases, and make recommendations to the Head, for specialized and tenure track faculty and will report recommendations to the College Appointments, Promotions and Tenure Committee.

3. Recusal Requirements

- a. No member of the committee without tenure shall participate in deliberations or vote on promotion of a faculty member who is tenured or on the tenure track.
- b. No committee member shall participate in deliberations on their own (re)appointment or promotion.
- c. No member of the committee shall deliberate or vote on an appointment or promotion or tenure case if the committee member has a potential conflict of interest, as determined by one or more members of the committee.
- d. No member of the committee shall deliberate or vote on an appointment or promotion to a rank above that which the committee member holds.

Section D. *Ad hoc* committees may be appointed and dismissed by the Head, but such committees shall not duplicate or infringe upon the activities of any Standing Committees.

ARTICLE IV. INTERPRETATION AND AMENDMENTS

Section A. Ratification and implementation

These Bylaws shall become effective after adoption by at least two-thirds of the Departmental voting faculty who submit ballots and after review and approval by the Faculty Executive Committee and Dean of the College. Copies shall then be made available electronically on the Carle Illinois Intranet site for inspection by any member of the Department.

Section B. Interpretation

Interpretation shall reside with the Departmental faculty. However, these Bylaws are intended to supplement and be in accord with University Statutes and the College Bylaws, which shall take precedence in conflicts.

Section C. Amendments

1. May be introduced as agenda items of a regular or special meeting by any three Departmental faculty.

2. Shall be distributed to Departmental faculty at least three working days prior to the meeting.
3. Shall be voted upon by voice, roll call, ballot, via email or secured electronic poll, not earlier than seven days or later than twenty-one days after introduction at the faculty meeting.
4. Shall require the approval of at least two-thirds of the voting-eligible members of the Departmental faculty who are allowed to vote who submit ballots in order to be incorporated into these Bylaws.

Section D. Revision

The text of these Bylaws may be re-written. Revision shall require the same presentation and action as for Amendments described in Article IV, Section C.

**Reviewed by Sinisa Stanic, MD, May 27, 2024**

BYLAWS FOR THE DEPARTMENT OF CARDIOVASCULAR MEDICINE CARLE  
ILLINOIS COLLEGE OF MEDICINE

Ratified (Insert Date)

PREAMBLE

These Bylaws are intended to operate within the framework of the University of Illinois Statutes, which state that the college shall be governed in its internal administration by its faculty. They supplement the College Bylaws, official Provost Office Communications, and the University Statutes which take precedence should any conflict arise.

ARTICLE I. ORGANIZATION

Section A. The Department of Cardiovascular Medicine and Surgery shall be organized with a Head who is appointed without a specified term limit by the University Board of Trustees on recommendation of the Chancellor/Vice President and the President after consultation with the Dean of the College and members of the Department Faculty.

The Department of Cardiovascular Medicine, composed primarily of clinical Faculty, shall be responsible for the clinical sciences aspects of the curriculum.

Section B. The Department Head

1. The Head is the Chief Executive Officer of the Department and is responsible for its administration.
2. In the discharge of his/her duties, the Head of the Department shall:
  - a. Be responsible for the execution of Departmental, College and University policies and shall provide general direction to Departmental activities.
  - b. Consult with the Departmental Executive Committee (see I.D.) in the formulation and amendment of Departmental policies.
  - c. Hold meetings of the Departmental faculty for explanation and discussion of policies and programs related to the education, research, service, and public outreach missions of the Department, College, and University. The Department Head is responsible to call at least one annual meeting of the faculty each academic year; see II.B.



- d. Report to the faculty on research/scholarship, teaching, service, and public outreach that is centered in the Department, and in consultation with the Departmental Executive Committee, prepare Departmental budgets, be responsible for the distribution and expenditure of Departmental funds and for management of space and property assigned to the Department.
- e. Be responsible for maintaining high standards of research/scholarship, teaching, and service and public outreach activities in the Department and for efficient progress in all Departmental activities.
- f. In consultation with the Department of Cardiovascular Medicine Appointments, Promotion and Tenure Committee, recommend individuals for academic appointment in the Department of Cardiovascular Medicine. All appointment actions will adhere to protocols outlined in Provost's Communication No. 3 and 9 for tenure-track faculty or in Communications No. 3, 25 and No. 26 for specialized faculty.
- g. In consultation with the Clinical Sciences Appointments, Promotions, and Tenure Committee, recommend individuals for promotion and/or tenure in the department. All promotion and tenure actions will adhere to protocols outlined in Provost's Communication No. 9 for tenure track faculty or in Communications No. 25 and No. 26 for specialized faculty.

#### Section C. Associate Head

1. The Head, with advisement of the Executive Committee, may appoint an Associate Head from among the Departmental faculty.
2. The Associate Head shall act on behalf of the Head during their absence.

#### Section D. Executive Committee

1. Composition

The Executive Committee shall consist of at least five voting members from the Department, including the Head, who shall serve as the Chair. The members should represent different medical specialty areas. The membership must also include representation from different faculty ranks, including specialized faculty. A minority of faculty members may be appointed by the Head to balance representation or to ensure other forms of diversity.

The Associate Head shall serve as *ex-officio voting* member on the Department Executive Committee if an Associate Head has been appointed by the Head.

A Vice Chair-, elected annually by members of the committee, shall preside during the Head's absence.

The membership can also include the Head or Associate Head of the Department of Biomedical and Translational Sciences, or a member of the Biomedical and Translational Sciences Departmental Executive Committee, who has been designated by the Head of the Biomedical and Translational Sciences Department. This person would serve to exchange knowledge and information across the departments and shall have the privilege of the floor but may not vote.

The membership of the Executive Committee may also include one student observer who shall have the privilege of the floor, but who may not vote. The students can be asked to recuse themselves during discussions as indicated by the Chair, in consultation with the committee. Other restrictions on participation should follow current departmental and college policies and procedures.

If the Executive Committee is in session to evaluate the Head's performance the Head shall be recused, and the Vice Chair shall preside.

## 2. Terms of Office

Terms of Executive Committee members shall be staggered.

- The terms of the inaugural members shall be as follows: at least two members shall serve a one-year term; at least another two members shall serve a two-year term; and at least two members shall serve a three-year term. After the expiration of each member's term, subsequent terms shall be for three years.
- Once the committee has been established for three years, the terms of the Executive Committee shall be for three years and staggered to allow for continuity and consistency.
- A Faculty member may serve no more than two consecutive, full terms or not longer than a period of six continuous years. After at least one year of absence from the Executive Committee, a faculty member may be elected again. A Faculty member may serve for up to one year beyond the expiration of their term, if necessary, to meet the requirements of the *Bylaws*.

3. The Executive Committee shall:
  - a. Provide for the orderly voicing and discussion of suggestions made for the good of the Department and College.
  - b. Recommend procedures and committees that will encourage and enable faculty participation in the formulation of policies and procedures.
  - c. Represent the faculty by advising the Head in regard to Departmental policy, preparation of the Departmental budget, and assignment of space.
  - d. Represent the faculty by advising the Head on the process of faculty evaluation.
  - e. Perform such other tasks as may be assigned to it by the faculty or the Head.
  - f. Be involved, in conjunction with the Dean of the College, in an evaluation of the Head by the entire Departmental faculty every five years.
4. Passage of any measure by the Executive Committee shall require a simple majority of the voting members present. Voting may be by voice, roll call, or electronic response when either ordered by the Presiding Officer, who is either the Head or the elected Vice Chair of the Executive Committee in the absence of the Head, or requested by a member who is present and entitled to vote. On a specific question, the Faculty may elect by majority vote to conduct a mail or secured electronic ballot.
5. The Executive Committee will meet at least once a semester and more frequently as directed by the Head or by the majority of the Executive Committee members.

## ARTICLE II. THE DEPARTMENT

### Section A. Faculty

1. The voting faculty of the Department, are as follows:
  - a. Those who hold an academic appointment within the department, with at least a 0%-time appointment and the rank of instructor, lecturer, assistant professor, associate professor, or professor, including those modified by "research," "teaching," or "clinical" designations. Voting rights for faculty extend to all issues except those pertaining to the

review and/or promotion of specialized faculty, also third-year review and promotion and/or tenure of tenure-track faculty.

- b. Emeritus faculty of the College or University and other faculty members, such as so-called “volunteer” faculty members, of the Department shall be accorded voice, but no vote in faculty meetings. Volunteer faculty include 0% University retirees, or those faculty members so designated as volunteers by their College appointment.
2. The Department shall be governed in its internal administration by the Department faculty who have full voting rights.
3. As the responsible body in the research/scholarship, teaching, service and public outreach activities to the Department, the faculty has inherent interests and rights in academic policy and governance. Accordingly, faculty members are expected to attend Departmental meetings, to serve the Department, and to participate in voting.
4. Faculty who are involved in the administrative, educational, and/or research activities that add value to the College’s mission in those areas, can be considered for dual appointments in their primary CI MED (Carle Illinois College of Medicine) department and a secondary department upon request and approval from the secondary department head, recognizing that those activities may not be associated with FTE in the College. Dual appointments shall be approved by the Department Head of the secondary department in consultation with the Head of the primary Department.
5. The frequency of review of the faculty with 0% or greater appointment will depend on the specific appointment of the faculty member and their role in the college as indicated in the current departmental policies and procedures.
6. Faculty who undergo an Annual Review based on their role must meet the requirements of Provost’s Communication No. 21, Annual Faculty Review, and No. 22, Annual Review of Academic Professional Employees, as appropriate. Provost’s Communications No. 21 and No. 22 provide guidelines on how to structure review procedures and other guidance on the requirements, objectives, and importance of annual performance evaluations.
7. In addition to their academic responsibilities, faculty may have administrative or program responsibilities within the College or teaching hospital system. These operational reporting lines, and in some instances primary reporting lines, must be clearly established and agreed upon by the relevant parties at the time of appointment, with contract renewal, and by

request of relevant parties. Faculty with such appointments will report to and be evaluated by administrators in each respective administrative unit and/or program according to guidelines in place. The review and reappointment process will follow current policies and procedures.

## Section B. Meetings

1. The presiding officer of Departmental faculty meetings shall be the Head of the Department or Associate Head in the Head's absence. If both above individuals will be absent, the Head will appoint a member of the Executive Committee as temporary presiding officer.
2. The Head of the Department designee or administrative support will serve as recorder at Departmental meetings and will provide minutes of the meeting to the Departmental faculty.
3. Emeritus faculty of the College and other faculty members, such as so-called "volunteer" faculty members of the Department shall be accorded voice, but no vote in faculty meetings. Volunteer faculty include 0% University retirees, or those faculty members so designated by their College appointment.
4. Regular faculty meetings shall be called at least once a year but may be held more frequently at the discretion of the Head. At least one meeting each academic year will consider matters of Departmental governance and academic policy.
5. Special meetings may be called by the Head, the Executive Committee, or upon petition by five or more faculty of the Department. The discussion and action at a special meeting shall be confined to the item or items listed in the call.
6. Emergency meetings may be called by the Head of the Department or the Executive Committee without written notice, but an attempt shall be made to notify all Departmental faculty members.
7. A written summary of topics that are discussed and actions taken must be distributed by the Head or their designee within three business days of special or emergency meetings or within seven calendar days of regular meetings.
8. A quorum at meetings of the Department shall consist of those members present and entitled to vote.
9. Passage of any measure, with the exception of amendments to the Bylaws, or as specified in Robert's Rules of Order, shall require a simple majority of the voting members present.

10. Voting and Governance of meetings will follow the college Bylaws and where specified, Roberts Rules of Order, Revised.

#### Section C. Grievance Procedures

Any faculty member has the right to initiate a formal grievance concerning actions or policies of the Department or another individual in the Department. Informal resolution is strongly encouraged before the formal grievance is initiated. Grievances will be adjudicated at the College level Faculty Grievance and Appeals Committee.

### ARTICLE III. STANDING COMMITTEES

#### Section A. Composition unless otherwise prescribed by the bylaws

1. Standing Committees shall consist of at least three faculty members for three-year staggered terms. The inaugural election for any Standing Committee shall be for one-, two-, or three-year terms to initiate the rotation.. A Faculty member may serve no more than two consecutive, full terms. After a period of at least one year of absence, a faculty member may again serve on a Standing Committee.
2. Standing Committee membership should represent different medical specialty areas. Membership should also include representation from different faculty ranks, including specialized faculty. There can be one Carle Illinois College of Medicine student member at the discretion of the Head, who has the right to vote unless otherwise stated for that committee (e.g., the Appointments, Promotions and Tenure Committee, the Executive Committee).
3. The majority of faculty members of all standing committees shall be elected by the Faculty. Candidates for elections to standing committees may be nominated by other faculty within the College, with permission from the nominee, or can self-nominate. A minority of faculty members may be appointed by the Head to balance representation or to ensure other forms of diversity, as described for each standing committee.
4. Except for the Executive Committee, the chair of each standing committee shall be elected annually by its members.
5. Vacancies on standing committees may be filled by the Head on advice of the Chair of the Committee. A member whose committee term has expired shall serve, if possible, until a replacement is named, up to one year.

6. The Carle Illinois College of Medicine student committee members must be in good academic standing and making normal progress as determined by the Student Progress and Promotions Committee. Potential student committee members shall be selected by the current process and appointed by the head. Student members serve terms of one year and may serve no more than four consecutive terms.
7. A standing committee may, after consultation with the member concerned, recommend to the Head the replacement of that member if the record demonstrates a consistent lack of attendance at meetings of the committee. Replacement will occur through the same procedure as used when a vacancy occurs.

#### Section B. General Procedures

- a. Voting may be by voice, roll call, or electronic response when either ordered by the Presiding Officer or requested by a member who is present and entitled to vote. Elections in which a contest exists shall be conducted by paper or electronic ballot. On a specific question, Faculty may elect by majority vote to conduct a mail or secured electronic ballot.
- b. Committees shall meet quarterly, or as necessary.
- c. Each committee shall make available records of its activities and meetings held during the previous year as requested.
- d. New standing committees may be created, or old committees terminated by amendment of these Bylaws.
- e. Meetings of each standing committee are not subject to Illinois Open Meetings Act (OMA).

#### Section C. Clinical Sciences Appointments, Promotions and Tenure Committee

1. Composition
  - a. The Committee shall consist of at least three voting faculty members of the Department of Cardiovascular Medicine at the rank of clinical assistant professor and above, with the majority at the rank of clinical associate professor or above. Members shall represent multiple medical specialty areas, whenever possible.
  - b. The majority of committee members are elected by the voting faculty and serve for a term of three years. Members are expected to serve staggered terms and can serve for a maximum of two consecutive full terms.
    - The terms of the inaugural members of the Appointments,

Promotions and Tenure Committee shall be as follows: two members shall serve a one- year term; two members shall serve a two-year term; and two members shall serve a three-year term. After the expiration of each member's term, subsequent terms shall be for three years.

- After the inaugural cycle, the Committee members serve for staggered terms to allow for continuity and consistency.
- c. The Chair of the APT Committee, in consultation with the Department Head, may appoint a minority of faculty members for the purpose of balancing representation with faculty in CI MED, or to assure other forms of diversity including to provide sufficiently ranked members to deliberate on proposed appointments, promotions or granting of tenure.

The Chair of the APT Committee, in consultation with the Department Head must appoint at least one specialized faculty member of appropriate rank, if one is not already a committee member, if a specialized faculty member is being evaluated for promotion.

The Chair of the APT Committee, in consultation with the Department Head must appoint at least one tenured faculty member of appropriate rank, if one is not already a committee member, if a tenured faculty member is being evaluated for promotion.

Should the Chair of the APT Committee, in consultation with the Department Head, determine that balancing is not necessary, these seats will be filled by those faculty members who received the most votes but were not yet granted a seat.

- d. The Associate Head of the Department shall serve as a voting *ex- officio* member of the Appointments, Promotions and Tenure Committee, if an Associate Head has been appointed by the Head.

## 2. Functions and Responsibilities

- a. The Committee will review proposed new appointments to the Department and make recommendations to the Head and the College Appointments, Promotions, and Tenure Committee, according to current Department and College policies and procedures,
- b. The Committee will assist the Head in preparing written reviews for those faculty who receive annual or periodic reviews as prescribed by the current department policies and procedures or as requested by the Head.
- c. The Committee will review promotion and tenure cases for specialized and tenure track faculty, whose home department is outside of the



College, only in the context of contributions to the mission of the Carle Illinois College of Medicine. The Appointments, Promotions and Tenure Committee will make available to the home department the written, confidential evaluations when requested. Reviews will be carried out in accordance with Provost's Communications No. 9 and No. 26.

- d. The Committee will assist the Head in assessing dossiers for promotion potential. The Committee will evaluate and vote on promotion and tenure cases, and make recommendations to the Head, for specialized and tenure track faculty and will report recommendations to the College Appointments, Promotions and Tenure Committee.

### 3. Recusal Requirements

- a. No member of the committee without tenure shall participate in deliberations or vote on promotion of a faculty member who is tenured or on the tenure track.
- b. No committee member shall participate in deliberations on their own (re)appointment or promotion.
- c. No member of the committee shall deliberate or vote on an appointment or promotion or tenure case if the committee member has a potential conflict of interest, as determined by one or more members of the committee.
- d. No member of the committee shall deliberate or vote on an appointment or promotion to a rank above that which the committee member holds.

Section D. *Ad hoc* committees may be appointed and dismissed by the Head, but such committees shall not duplicate or infringe upon the activities of any Standing Committees.

## ARTICLE IV. INTERPRETATION AND AMENDMENTS

### Section A. Ratification and implementation

These Bylaws shall become effective after adoption by at least two-thirds of the Departmental voting faculty who submit ballots and after review and approval by the Faculty Executive Committee and Dean of the College. Copies shall then be made available electronically on the Carle Illinois Intranet site for inspection by any member of the Department.

### Section B. Interpretation

Interpretation shall reside with the Departmental faculty. However,

these Bylaws are intended to supplement and be in accord with University Statutes and the College Bylaws, which shall take precedence in conflicts.

#### Section C. Amendments

1. May be introduced as agenda items of a regular or special meeting by any three Departmental faculty.
2. Shall be distributed to Departmental faculty at least three working days prior to the meeting.
3. Shall be voted upon by voice, roll call, ballot, via email or secured electronic poll, not earlier than seven days or later than twenty-one days after introduction at the faculty meeting.
4. Shall require the approval of at least two-thirds of the voting-eligible members of the Departmental faculty who are allowed to vote who submit ballots in order to be incorporated into these Bylaws.

#### Section D. Revision

The text of these Bylaws may be re-written. Revision shall require the same presentation and action as for Amendments described in Article IV, Section C.

BYLAWS FOR THE DEPARTMENT OF NEUROLOGY & NEUROSURGERY  
CARLE ILLINOIS COLLEGE OF MEDICINE

Ratified (Insert Date)

PREAMBLE

These Bylaws are intended to operate within the framework of the University of Illinois Statutes, which state that the college shall be governed in its internal administration by its faculty. They supplement the College Bylaws, official Provost Office Communications, and the University Statutes which take precedence should any conflict arise.

ARTICLE I. ORGANIZATION

Section A. The Department of Neurology & Neurosurgery shall be organized with a Head who is appointed without a specified term limit by the University Board of Trustees on recommendation of the Chancellor/Vice President and the President after consultation with the Dean of the College and members of the Department Faculty.

The Department of Neurology & Neurosurgery, composed primarily of clinical Faculty, shall be responsible for the clinical sciences aspects of the curriculum.

Section B. The Department Head

1. The Head is the Chief Executive Officer of the Department and is responsible for its administration.
2. In the discharge of his/her duties, the Head of the Department shall:
  - a. Be responsible for the execution of Departmental, College and University policies and shall provide general direction to Departmental activities.
  - b. Consult with the Departmental Executive Committee (see I.D.) in the formulation and amendment of Departmental policies.
  - c. Hold meetings of the Departmental faculty for explanation and discussion of policies and programs related to the education, research, service, and public outreach missions of the Department, College, and University. The Department Head is responsible to call at least one annual meeting of the faculty each academic year; see

## II.B.

- d. Report to the faculty on research/scholarship, teaching, service, and public outreach that is centered in the Department, and in consultation with the Departmental Executive Committee, prepare Departmental budgets, be responsible for the distribution and expenditure of Departmental funds and for management of space and property assigned to the Department.
- e. Be responsible for maintaining high standards of research/scholarship, teaching, and service and public outreach activities in the Department and for efficient progress in all Departmental activities.
- f. In consultation with the Department of Neurology & Neurosurgery Appointments, Promotion and Tenure Committee, recommend individuals for academic appointment in the Department of Neurology & Neurosurgery. All appointment actions will adhere to protocols outlined in Provost's Communication No. 3 and 9 for tenure-track faculty or in Communications No. 3, 25 and No. 26 for specialized faculty.
- g. In consultation with the Clinical Sciences Appointments, Promotions, and Tenure Committee, recommend individuals for promotion and/or tenure in the department. All promotion and tenure actions will adhere to protocols outlined in Provost's Communication No. 9 for tenure track faculty or in Communications No. 25 and No. 26 for specialized faculty.

## Section C. Associate Head

1. The Head, with advisement of the Executive Committee, may appoint an Associate Head from among the Departmental faculty.
2. The Associate Head shall act on behalf of the Head during their absence.

## Section D. Executive Committee

1. Composition

The Executive Committee shall consist of at least seven voting members from the Department, including the Head, who shall serve as the Chair. The members should represent different medical specialty areas. The membership must also include representation from different faculty ranks, including specialized faculty. A minority of faculty members may be appointed by the Head to balance representation or to ensure other forms of diversity.

The Associate Head shall serve as an *ex-officio voting* member on the Department Executive Committee if an Associate Head has been appointed by the Head.

A Vice Chair, elected annually by members of the committee, shall preside during the Head's absence.

The membership can also include the Head or Associate Head of the Department of Biomedical and Translational Sciences, or a member of the Biomedical and Translational Sciences Departmental Executive Committee, who has been designated by the Head of the Biomedical and Translational Sciences Department. This person would serve to exchange knowledge and information across the departments and shall have the privilege of the floor but may not vote.

The membership of the Executive Committee may also include one student observer who shall have the privilege of the floor, but who may not vote. The students can be asked to recuse themselves during discussions as indicated by the Chair, in consultation with the committee. Other restrictions on participation should follow current departmental and college policies and procedures.

If the Executive Committee is in session to evaluate the Head's performance the Head shall be recused, and the Vice Chair shall preside.

## 2. Terms of Office

Terms of Executive Committee members shall be staggered.

- The terms of the inaugural members shall be as follows: at least two members shall serve a one-year term; at least another two members shall serve a two-year term; and at least two members shall serve a three-year term. After the expiration of each member's term, subsequent terms shall be for three years.
- Once the committee has been established for three years, the terms of the Executive Committee shall be for three years and staggered to allow for continuity and consistency.
- A Faculty member may serve no more than two consecutive, full terms or not longer than a period of six continuous years. After at least one year of absence from the Executive Committee, a faculty member may be elected again. A Faculty member may serve for up to one year beyond the expiration of their term, if necessary, to meet the requirements of the *Bylaws*.

3. The Executive Committee shall:
  - a. Provide for the orderly voicing and discussion of suggestions made for the good of the Department and College.
  - b. Recommend procedures and committees that will encourage and enable faculty participation in the formulation of policies and procedures.
  - c. Represent the faculty by advising the Head in regard to Departmental policy, preparation of the Departmental budget, and assignment of space.
  - d. Represent the faculty by advising the Head on the process of faculty evaluation.
  - e. Perform such other tasks as may be assigned to it by the faculty or the Head.
  - f. Be involved, in conjunction with the Dean of the College, in an evaluation of the Head by the entire Departmental faculty every five years.
4. Passage of any measure by the Executive Committee shall require a simple majority of the voting members present. Voting may be by voice, roll call, or electronic response when either ordered by the Presiding Officer, who is either the Head or the elected Vice Chair of the Executive Committee in the absence of the Head, or requested by a member who is present and entitled to vote. On a specific question, the Faculty may elect by majority vote to conduct a mail or secured electronic ballot.
5. The Executive Committee will meet at least once a semester and more frequently as directed by the Head or by the majority of the Executive Committee members.

## ARTICLE II. THE DEPARTMENT

### Section A. Faculty

1. The voting faculty of the Department, are as follows:
  - a. Those who hold an academic appointment within the department, with at least a 0%-time appointment and the rank of instructor, lecturer, assistant professor, associate professor, or professor, including those modified by "research," "teaching," or "clinical" designations. Voting rights for faculty extend to all issues except those pertaining to the

review and/or promotion of specialized faculty, also third-year review and promotion and/or tenure of tenure-track faculty.

- b. Emeritus faculty of the College or University and other faculty members, such as so-called “volunteer” faculty members, of the Department shall be accorded voice, but no vote in faculty meetings. Volunteer faculty include 0% University retirees, or those faculty members so designated as volunteers by their College appointment.
2. The Department shall be governed in its internal administration by the Department faculty who have full voting rights.
3. As the responsible body in the research/scholarship, teaching, service and public outreach activities to the Department, the faculty has inherent interests and rights in academic policy and governance. Accordingly, faculty members are expected to attend Departmental meetings, to serve the Department, and to participate in voting.
4. Faculty who are involved in the administrative, educational, and/or research activities that add value to the College’s mission in those areas, can be considered for dual appointments in their primary CI MED (Carle Illinois College of Medicine) department and a secondary department upon request and approval from the secondary department head, recognizing that those activities may not be associated with FTE in the College. Dual appointments shall be approved by the Department Head of the secondary department in consultation with the Head of the primary Department.
5. The frequency of review of the faculty with 0% or greater appointment will depend on the specific appointment of the faculty member and their role in the college as indicated in the current departmental policies and procedures.
6. Faculty who undergo an Annual Review based on their role must meet the requirements of Provost’s Communication No. 21, Annual Faculty Review, and No. 22, Annual Review of Academic Professional Employees, as appropriate. Provost’s Communications No. 21 and No. 22 provide guidelines on how to structure review procedures and other guidance on the requirements, objectives, and importance of annual performance evaluations.
7. In addition to their academic responsibilities, faculty may have administrative or program responsibilities within the College or teaching hospital system. These operational reporting lines, and in some instances primary reporting lines, must be clearly established and agreed upon by the relevant parties at the time of appointment, with contract renewal, and by

request of relevant parties. Faculty with such appointments will report to and be evaluated by administrators in each respective administrative unit and/or program according to guidelines in place. The review and reappointment process will follow current policies and procedures.

## Section B. Meetings

1. The presiding officer of Departmental faculty meetings shall be the Head of the Department or Associate Head in the Head's absence. If both above individuals will be absent, the Head will appoint a member of the Executive Committee as temporary presiding officer.
2. The Head of the Department or their designee will serve as recorder at Departmental meetings and will provide minutes of the meeting to the Departmental faculty.
3. Emeritus faculty of the College and other faculty members, such as so-called "volunteer" faculty members of the Department shall be accorded voice, but no vote in faculty meetings. Volunteer faculty include 0% University retirees, or those faculty members so designated by their College appointment.
4. Regular faculty meetings shall be called at least once a year but may be held more frequently at the discretion of the Head. At least one meeting each academic year will consider matters of Departmental governance and academic policy.
5. Special meetings may be called by the Head, the Executive Committee, or upon petition by five or more faculty of the Department. The discussion and action at a special meeting shall be confined to the item or items listed in the call.
6. Emergency meetings may be called by the Head of the Department or the Executive Committee without written notice, but an attempt shall be made to notify all Departmental faculty members.
7. A written summary of topics that are discussed and actions taken must be distributed by the Head or their designee within three business days of special or emergency meetings or within seven calendar days of regular meetings.
8. A quorum at meetings of the Department shall consist of those members present and entitled to vote.
9. Passage of any measure, with the exception of amendments to the Bylaws, or as specified in Robert's Rules of Order, shall require a simple majority of the voting members present.



10. Voting and Governance of meetings will follow the college Bylaws and where specified, Roberts Rules of Order, Revised.

#### Section C. Grievance Procedures

Any faculty member has the right to initiate a formal grievance concerning actions or policies of the Department or another individual in the Department. Informal resolution is strongly encouraged before the formal grievance is initiated. Grievances will be adjudicated at the College level Faculty Grievance and Appeals Committee.

### ARTICLE III. STANDING COMMITTEES

#### Section A. Composition unless otherwise prescribed by the bylaws

1. Standing Committees shall consist of at least three faculty members for three-year staggered terms. The inaugural election for any Standing Committee shall be for one-, two-, or three-year terms to initiate the rotation. ~~A faculty member may serve two consecutive terms.~~ A Faculty member may serve no more than two consecutive, full terms. After a period of at least one year of absence, a faculty member may again serve on a Standing Committee.
2. Standing Committee membership should represent different medical specialty areas. Membership should also include representation from different faculty ranks, including specialized faculty. There can be one Carle Illinois College of Medicine student member at the discretion of the Head, who has the right to vote unless otherwise stated for that committee (e.g., the Appointments, Promotions and Tenure Committee, the Executive Committee).
3. The majority of faculty members of all standing committees shall be elected by the Faculty. Candidates for elections to standing committees may be nominated by other faculty within the College, with permission from the nominee, or can self-nominate. A minority of faculty members may be appointed by the Head to balance representation or to ensure other forms of diversity, as described for each standing committee.
4. Except for the Executive Committee, the chair of each standing committee shall be elected annually by its members.
5. Vacancies on standing committees may be filled by the Head on advice of the Chair of the Committee. A member whose committee term has expired shall serve, if possible, until a replacement is named, up to one year.

6. The Carle Illinois College of Medicine student committee members must be in good academic standing and making normal progress as determined by the Student Progress and Promotions Committee. Potential student committee members shall be selected by the current process and appointed by the head. Student members serve terms of one year and may serve no more than four consecutive terms.
7. A standing committee may, after consultation with the member concerned, recommend to the Head the replacement of that member if the record demonstrates a consistent lack of attendance at meetings of the committee. Replacement will occur through the same procedure as used when a vacancy occurs.

#### Section B. General Procedures

- a. Voting may be by voice, roll call, or electronic response when either ordered by the Presiding Officer or requested by a member who is present and entitled to vote. Elections in which a contest exists shall be conducted by paper or electronic ballot. On a specific question, Faculty may elect by majority vote to conduct a mail or secured electronic ballot.
- b. Committees shall meet quarterly, or as necessary.
- c. Each committee shall make available records of its activities and meetings held during the previous year as requested.
- d. New standing committees may be created, or old committees terminated by amendment of these Bylaws.
- e. Meetings of each standing committee are not subject to Illinois Open Meetings Act (OMA).

#### Section C. Clinical Sciences Appointments, Promotions and Tenure Committee

##### 1. Composition

- a. The Committee shall consist of at least six voting faculty members of the Department of Neurology & Neurosurgery at the rank of clinical assistant professor and above, with the majority at the rank of clinical associate professor or above. Members shall represent multiple medical specialty areas, whenever possible. ~~The Committee shall consist of faculty, at rank of Associate Professor and above.~~
- b. The majority of committee members are elected by the voting faculty and serve for a term of three years. Members are expected to serve staggered terms and can serve for a maximum of two consecutive full

terms.

- The terms of the inaugural members of the Appointments, Promotions and Tenure Committee shall be as follows: two members shall serve a one- year term; two members shall serve a two-year term; and two members shall serve a three-year term. After the expiration of each member's term, subsequent terms shall be for three years.
  - After the inaugural cycle, the Committee members serve for staggered terms to allow for continuity and consistency.
- c. The Chair of the APT Committee, in consultation with the Department Head, may appoint a minority of faculty members for the purpose of balancing representation with faculty in CI MED, or to assure other forms of diversity including to provide sufficiently ranked members to deliberate on proposed appointments, promotions or granting of tenure.

The Chair of the APT Committee, in consultation with the Department Head must appoint at least one specialized faculty member of appropriate rank, if one is not already a committee member, if a specialized faculty member is being evaluated for promotion.

The Chair of the APT Committee, in consultation with the Department Head must appoint at least one tenured faculty member of appropriate rank, if one is not already a committee member, if a tenured faculty member is being evaluated for promotion.

Should the Chair of the APT Committee, in consultation with the Department Head, determine that balancing is not necessary, these seats will be filled by those faculty members who received the most votes but were not yet granted a seat.

- d. The Associate Head of the Department shall serve as a voting *ex-officio* member of the Appointments, Promotions and Tenure Committee, if an Associate Head has been appointed by the Head.

## 2. Functions and Responsibilities

- a. The Committee will review proposed new appointments to the Department and make recommendations to the Head and the College Appointments, Promotions, and Tenure Committee, according to current Department and College policies and procedures,
- b. The Committee will assist the Head in preparing written reviews for those faculty who receive annual or periodic reviews as prescribed by the current department policies and procedures or as requested by the Head.

- c. The Committee will review promotion and tenure cases for specialized and tenure track faculty, whose home department is outside of the College, only in the context of contributions to the mission of the Carle Illinois College of Medicine. The Appointments, Promotions and Tenure Committee will make available to the home department the written, confidential evaluations when requested. Reviews will be carried out in accordance with Provost's Communications No. 9 and No. 26.
  - d. The Committee will assist the Head in assessing dossiers for promotion potential. The Committee will evaluate and vote on promotion and tenure cases, and make recommendations to the Head, for specialized and tenure track faculty and will report recommendations to the College Appointments, Promotions and Tenure Committee.
3. Recusal Requirements
- a. No member of the committee without tenure shall participate in deliberations or vote on promotion of a faculty member who is tenured or on the tenure track.
  - b. No committee member shall participate in deliberations on their own (re)appointment or promotion.
  - c. No member of the committee shall deliberate or vote on an appointment or promotion or tenure case if the committee member has a potential conflict of interest, as determined by one or more members of the committee.
  - d. No member of the committee shall deliberate or vote on an appointment or promotion to a rank above that which the committee member holds.

Section D. *Ad hoc* committees may be appointed and dismissed by the Head, but such committees shall not duplicate or infringe upon the activities of any Standing Committees.

#### ARTICLE IV. INTERPRETATION AND AMENDMENTS

Section A. Ratification and implementation

These Bylaws shall become effective after adoption by at least two-thirds of the Departmental voting faculty who submit ballots and after review and approval by the Faculty Executive Committee and Dean of the College. Copies shall then be made available electronically on the Carle Illinois Intranet site for inspection by any member of the Department.

Section B. Interpretation

Interpretation shall reside with the Departmental faculty. However, these Bylaws are intended to supplement and be in accord with University Statutes and the College Bylaws, which shall take precedence in conflicts.

#### Section C. Amendments

1. May be introduced as agenda items of a regular or special meeting by any three Departmental faculty.
2. Shall be distributed to Departmental faculty at least three working days prior to the meeting.
3. Shall be voted upon by voice, roll call, ballot, via email or secured electronic poll, not earlier than seven days or later than twenty-one days after introduction at the faculty meeting.
4. Shall require the approval of at least two-thirds of the voting-eligible members of the Departmental faculty who are allowed to vote who submit ballots in order to be incorporated into these Bylaws.

#### Section D. Revision

The text of these Bylaws may be re-written. Revision shall require the same presentation and action as for Amendments described in Article IV, Section C.

BYLAWS FOR THE DEPARTMENT OF SURGERY & DIGESTIVE HEALTH  
CARLE ILLINOIS COLLEGE OF MEDICINE

Ratified (Insert Date)

PREAMBLE

These Bylaws are intended to operate within the framework of the University of Illinois Statutes, which state that the college shall be governed in its internal administration by its faculty. They supplement the College Bylaws, official Provost Office Communications, and the University Statutes which take precedence should any conflict arise.

ARTICLE I. ORGANIZATION

Section A. The Department of Surgery & Digestive Health shall be organized with a Head who is appointed without a specified term limit by the University Board of Trustees on recommendation of the Chancellor/Vice President and the President after consultation with the Dean of the College and members of the Department Faculty.

The Department of Surgery & Digestive Health , composed primarily of clinical Faculty, shall be responsible for the clinical sciences aspects of the curriculum.

Section B. The Department Head

1. The Head is the Chief Executive Officer of the Department and is responsible for its administration.
2. In the discharge of his/her duties, the Head of the Department shall:
  - a. Be responsible for the execution of Departmental, College and University policies and shall provide general direction to Departmental activities.
  - b. Consult with the Departmental Executive Committee (see I.D.) in the formulation and amendment of Departmental policies.
  - c. Hold meetings of the Departmental faculty for explanation and discussion of policies and programs related to the education, research, service, and public outreach missions of the Department, College, and University. The Department Head is responsible to call at least one annual meeting of the faculty each academic year; see

II.B.

- d. Report to the faculty on research/scholarship, teaching, service, and public outreach that is centered in the Department, and in consultation with the Departmental Executive Committee, prepare Departmental budgets, be responsible for the distribution and expenditure of Departmental funds and for management of space and property assigned to the Department.
- e. Be responsible for maintaining high standards of research/scholarship, teaching, and service and public outreach activities in the Department and for efficient progress in all Departmental activities.
- f. In consultation with the Department of Surgery & Digestive Health Appointments, Promotion and Tenure Committee, recommend individuals for academic appointment in the Department of Surgery & Digestive Health . All appointment actions will adhere to protocols outlined in Provost's Communication No. 3 and 9 for tenure-track faculty or in Communications No. 3, 25 and No. 26 for specialized faculty.
- g. In consultation with the Clinical Sciences Appointments, Promotions, and Tenure Committee, recommend individuals for promotion and/or tenure in the department. All promotion and tenure actions will adhere to protocols outlined in Provost's Communication No. 9 for tenure track faculty or in Communications No. 25 and No. 26 for specialized faculty.

Section C. Associate Head

1. The Head, with advisement of the Executive Committee, may appoint an Associate Head from among the Departmental faculty.
2. The Associate Head shall act on behalf of the Head during their absence.

Section D. Executive Committee

1. Composition

The Executive Committee shall consist of at least seven voting members from the Department, including the Head, who shall serve as the Chair. The members should represent different medical specialty areas. The membership must also include representation from different faculty ranks, including specialized faculty. A minority of faculty members may be appointed by the Head to balance representation or to ensure other forms of diversity.

The Associate Head shall serve as an *ex-officio voting* member on the Department Executive Committee if an Associate Head has been appointed by the Head.

A Vice Chair, elected annually by members of the committee, shall preside during the Head's absence.

The membership can also include the Head or Associate Head of the Department of Biomedical and Translational Sciences, or a member of the Biomedical and Translational Sciences Departmental Executive Committee, who has been designated by the Head of the Biomedical and Translational Sciences Department. This person would serve to exchange knowledge and information across the departments and shall have the privilege of the floor but may not vote.

The membership of the Executive Committee may also include one student observer who shall have the privilege of the floor, but who may not vote. The students can be asked to recuse themselves during discussions as indicated by the Chair, in consultation with the committee. Other restrictions on participation should follow current departmental and college policies and procedures.

If the Executive Committee is in session to evaluate the Head's performance the Head shall be recused, and the Vice Chair shall preside.

## 2. Terms of Office

Terms of Executive Committee members shall be staggered.

- The terms of the inaugural members shall be as follows: at least two members shall serve a one-year term; at least another two members shall serve a two-year term; and at least two members shall serve a three-year term. After the expiration of each member's term, subsequent terms shall be for three years.
- Once the committee has been established for three years, the terms of the Executive Committee shall be for three years and staggered to allow for continuity and consistency.
- A Faculty member may serve no more than two consecutive, full terms or not longer than a period of six continuous years. After at least one year of absence from the Executive Committee, a faculty member may be elected again. A Faculty member may serve for up to one year beyond the expiration of their term, if necessary, to meet the requirements of the *Bylaws*.



3. The Executive Committee shall:
  - a. Provide for the orderly voicing and discussion of suggestions made for the good of the Department and College.
  - b. Recommend procedures and committees that will encourage and enable faculty participation in the formulation of policies and procedures.
  - c. Represent the faculty by advising the Head in regard to Departmental policy, preparation of the Departmental budget, and assignment of space.
  - d. Represent the faculty by advising the Head on the process of faculty evaluation.
  - e. Perform such other tasks as may be assigned to it by the faculty or the Head.
  - f. Be involved, in conjunction with the Dean of the College, in an evaluation of the Head by the entire Departmental faculty every five years.
4. Passage of any measure by the Executive Committee shall require a simple majority of the voting members present. Voting may be by voice, roll call, or electronic response when either ordered by the Presiding Officer, who is either the Head or the elected Vice Chair of the Executive Committee in the absence of the Head, or requested by a member who is present and entitled to vote. On a specific question, the Faculty may elect by majority vote to conduct a mail or secured electronic ballot.
5. The Executive Committee will meet at least once a semester and more frequently as directed by the Head or by the majority of the Executive Committee members.

## ARTICLE II. THE DEPARTMENT

### Section A. Faculty

1. The voting faculty of the Department, are as follows:
  - a. Those who hold an academic appointment within the department, with at least a 0%-time appointment and the rank of instructor, lecturer, assistant professor, associate professor, or professor, including those modified by "research," "teaching," or "clinical" designations. Voting rights for faculty extend to all issues except those pertaining to the

review and/or promotion of specialized faculty, also third-year review and promotion and/or tenure of tenure-track faculty.

- b. Emeritus faculty of the College or University and other faculty members, such as so-called “volunteer” faculty members, of the Department shall be accorded voice, but no vote in faculty meetings. Volunteer faculty include 0% University retirees, or those faculty members so designated as volunteers by their College appointment.
2. The Department shall be governed in its internal administration by the Department faculty who have full voting rights.
3. As the responsible body in the research/scholarship, teaching, service and public outreach activities to the Department, the faculty has inherent interests and rights in academic policy and governance. Accordingly, faculty members are expected to attend Departmental meetings, to serve the Department, and to participate in voting.
4. Faculty who are involved in the administrative, educational, and/or research activities that add value to the College’s mission in those areas, can be considered for dual appointments in their primary CI MED (Carle Illinois College of Medicine) department and a secondary department upon request and approval from the secondary department head, recognizing that those activities may not be associated with FTE in the College. Dual appointments shall be approved by the Department Head of the secondary department in consultation with the Head of the primary Department.
5. The frequency of review of the faculty with 0% or greater appointment will depend on the specific appointment of the faculty member and their role in the college as indicated in the current departmental policies and procedures.
6. Faculty who undergo an Annual Review based on their role must meet the requirements of Provost’s Communication No. 21, Annual Faculty Review, and No. 22, Annual Review of Academic Professional Employees, as appropriate. Provost’s Communications No. 21 and No. 22 provide guidelines on how to structure review procedures and other guidance on the requirements, objectives, and importance of annual performance evaluations.
7. In addition to their academic responsibilities, faculty may have administrative or program responsibilities within the College or teaching hospital system. These operational reporting lines, and in some instances primary reporting lines, must be clearly established and agreed upon by the relevant parties at the time of appointment, with contract renewal, and by

request of relevant parties. Faculty with such appointments will report to and be evaluated by administrators in each respective administrative unit and/or program according to guidelines in place. The review and reappointment process will follow current policies and procedures.

## Section B. Meetings

1. The presiding officer of Departmental faculty meetings shall be the Head of the Department or Associate Head in the Head's absence. If both above individuals will be absent, the Head will appoint a member of the Executive Committee as temporary presiding officer.
2. The Head of the Department or their designee will serve as recorder at Departmental meetings and will provide minutes of the meeting to the Departmental faculty.
3. Emeritus faculty of the College and other faculty members, such as so-called "volunteer" faculty members of the Department shall be accorded voice, but no vote in faculty meetings. Volunteer faculty include 0% University retirees, or those faculty members so designated by their College appointment.
4. Regular faculty meetings shall be called at least once a year but may be held more frequently at the discretion of the Head. At least one meeting each academic year will consider matters of Departmental governance and academic policy.
5. Special meetings may be called by the Head, the Executive Committee, or upon petition by five or more faculty of the Department. The discussion and action at a special meeting shall be confined to the item or items listed in the call.
6. Emergency meetings may be called by the Head of the Department or the Executive Committee without written notice, but an attempt shall be made to notify all Departmental faculty members.
7. A written summary of topics that are discussed and actions taken must be distributed by the Head or their designee within three business days of special or emergency meetings or within seven calendar days of regular meetings.
8. A quorum at meetings of the Department shall consist of those members present and entitled to vote.
9. Passage of any measure, with the exception of amendments to the Bylaws, or as specified in Robert's Rules of Order, shall require a simple majority of the voting members present.

10. Voting and Governance of meetings will follow the college Bylaws and where specified, Roberts Rules of Order, Revised.

#### Section C. Grievance Procedures

Any faculty member has the right to initiate a formal grievance concerning actions or policies of the Department or another individual in the Department. Informal resolution is strongly encouraged before the formal grievance is initiated. Grievances will be adjudicated at the College level Faculty Grievance and Appeals Committee.

### ARTICLE III. STANDING COMMITTEES

#### Section A. Composition unless otherwise prescribed by the bylaws

1. Standing Committees shall consist of at least three faculty members for three-year staggered terms. The inaugural election for any Standing Committee shall be for one-, two-, or three-year terms to initiate the rotation. ~~A faculty member may serve two consecutive terms.~~ A Faculty member may serve no more than two consecutive, full terms. After a period of at least one year of absence, a faculty member may again serve on a Standing Committee.
2. Standing Committee membership should represent different medical specialty areas. Membership should also include representation from different faculty ranks, including specialized faculty. There can be one Carle Illinois College of Medicine student member at the discretion of the Head, who has the right to vote unless otherwise stated for that committee (e.g., the Appointments, Promotions and Tenure Committee, the Executive Committee).
3. The majority of faculty members of all standing committees shall be elected by the Faculty. Candidates for elections to standing committees may be nominated by other faculty within the College, with permission from the nominee, or can self-nominate. A minority of faculty members may be appointed by the Head to balance representation or to ensure other forms of diversity, as described for each standing committee.
4. Except for the Executive Committee, the chair of each standing committee shall be elected annually by its members.
5. Vacancies on standing committees may be filled by the Head on advice of the Chair of the Committee. A member whose committee term has expired shall serve, if possible, until a replacement is named, up to one year.

6. The Carle Illinois College of Medicine student committee members must be in good academic standing and making normal progress as determined by the Student Progress and Promotions Committee. Potential student committee members shall be selected by the current process and appointed by the head. Student members serve terms of one year and may serve no more than four consecutive terms.
7. A standing committee may, after consultation with the member concerned, recommend to the Head the replacement of that member if the record demonstrates a consistent lack of attendance at meetings of the committee. Replacement will occur through the same procedure as used when a vacancy occurs.

#### Section B. General Procedures

- a. Voting may be by voice, roll call, or electronic response when either ordered by the Presiding Officer or requested by a member who is present and entitled to vote. Elections in which a contest exists shall be conducted by paper or electronic ballot. On a specific question, Faculty may elect by majority vote to conduct a mail or secured electronic ballot.
- b. Committees shall meet quarterly, or as necessary.
- c. Each committee shall make available records of its activities and meetings held during the previous year as requested.
- d. New standing committees may be created, or old committees terminated by amendment of these Bylaws.
- e. Meetings of each standing committee are not subject to Illinois Open Meetings Act (OMA).

#### Section C. Clinical Sciences Appointments, Promotions and Tenure Committee

##### 1. Composition

- a. The Committee shall consist of at least six voting faculty members of the Department of Surgery & Digestive Health at the rank of clinical assistant professor and above, with the majority at the rank of clinical associate professor or above. Members shall represent multiple medical specialty areas, whenever possible. ~~The Committee shall consist of faculty, at rank of Associate Professor and above.~~
- b. The majority of committee members are elected by the voting faculty and serve for a term of three years. Members are expected to serve staggered terms and can serve for a maximum of two consecutive full

terms.

- The terms of the inaugural members of the Appointments, Promotions and Tenure Committee shall be as follows: two members shall serve a one- year term; two members shall serve a two-year term; and two members shall serve a three-year term. After the expiration of each member's term, subsequent terms shall be for three years.
  - After the inaugural cycle, the Committee members serve for staggered terms to allow for continuity and consistency.
- c. The Chair of the APT Committee, in consultation with the Department Head, may appoint a minority of faculty members for the purpose of balancing representation with faculty in CI MED, or to assure other forms of diversity including to provide sufficiently ranked members to deliberate on proposed appointments, promotions or granting of tenure.

The Chair of the APT Committee, in consultation with the Department Head must appoint at least one specialized faculty member of appropriate rank, if one is not already a committee member, if a specialized faculty member is being evaluated for promotion.

The Chair of the APT Committee, in consultation with the Department Head must appoint at least one tenured faculty member of appropriate rank, if one is not already a committee member, if a tenured faculty member is being evaluated for promotion.

Should the Chair of the APT Committee, in consultation with the Department Head, determine that balancing is not necessary, these seats will be filled by those faculty members who received the most votes but were not yet granted a seat.

- d. The Associate Head of the Department shall serve as a voting *ex-officio* member of the Appointments, Promotions and Tenure Committee, if an Associate Head has been appointed by the Head.

## 2. Functions and Responsibilities

- a. The Committee will review proposed new appointments to the Department and make recommendations to the Head and the College Appointments, Promotions, and Tenure Committee, according to current Department and College policies and procedures,
- b. The Committee will assist the Head in preparing written reviews for those faculty who receive annual or periodic reviews as prescribed by the current department policies and procedures or as requested by the Head.

- c. The Committee will review promotion and tenure cases for specialized and tenure track faculty, whose home department is outside of the College, only in the context of contributions to the mission of the Carle Illinois College of Medicine. The Appointments, Promotions and Tenure Committee will make available to the home department the written, confidential evaluations when requested. Reviews will be carried out in accordance with Provost's Communications No. 9 and No. 26.
  - d. The Committee will assist the Head in assessing dossiers for promotion potential. The Committee will evaluate and vote on promotion and tenure cases, and make recommendations to the Head, for specialized and tenure track faculty and will report recommendations to the College Appointments, Promotions and Tenure Committee.
3. Recusal Requirements
- a. No member of the committee without tenure shall participate in deliberations or vote on promotion of a faculty member who is tenured or on the tenure track.
  - b. No committee member shall participate in deliberations on their own (re)appointment or promotion.
  - c. No member of the committee shall deliberate or vote on an appointment or promotion or tenure case if the committee member has a potential conflict of interest, as determined by one or more members of the committee.
  - d. No member of the committee shall deliberate or vote on an appointment or promotion to a rank above that which the committee member holds.

Section D. *Ad hoc* committees may be appointed and dismissed by the Head, but such committees shall not duplicate or infringe upon the activities of any Standing Committees.

#### ARTICLE IV. INTERPRETATION AND AMENDMENTS

Section A. Ratification and implementation

These Bylaws shall become effective after adoption by at least two-thirds of the Departmental voting faculty who submit ballots and after review and approval by the Faculty Executive Committee and Dean of the College. Copies shall then be made available electronically on the Carle Illinois Intranet site for inspection by any member of the Department.

Section B. Interpretation

Interpretation shall reside with the Departmental faculty. However, these Bylaws are intended to supplement and be in accord with University Statutes and the College Bylaws, which shall take precedence in conflicts.

#### Section C. Amendments

1. May be introduced as agenda items of a regular or special meeting by any three Departmental faculty.
2. Shall be distributed to Departmental faculty at least three working days prior to the meeting.
3. Shall be voted upon by voice, roll call, ballot, via email or secured electronic poll, not earlier than seven days or later than twenty-one days after introduction at the faculty meeting.
4. Shall require the approval of at least two-thirds of the voting-eligible members of the Departmental faculty who are allowed to vote who submit ballots in order to be incorporated into these Bylaws.

#### Section D. Revision

The text of these Bylaws may be re-written. Revision shall require the same presentation and action as for Amendments described in Article IV, Section C.

Amended January 2024

Revised language regarding

- Faculty voting rights
- Annual reviews
- Functions of Appointments, Promotions, and Tenure Committee



Carle Illinois  
**COLLEGE OF MEDICINE**



**Office of the Dean**

Medical Sciences Building  
506 S Mathews Ave  
Urbana, Illinois 61801

**October 2, 2024**

**To:**

Members of the Education Policy Committee  
Board of Trustees  
University of Illinois Urbana-Champaign

**Subject:** Proposal for the Establishment of Specialty-Specific Clinical Departments at Carle Illinois College of Medicine

Dear Members of the Education Policy Committee and Board of Trustees,

I am writing to formally request your approval for a strategic restructuring at the Carle Illinois College of Medicine (CI MED), which involves transitioning our expansive clinical department into specialty-specific departments. This realignment is essential for the continued growth and development of the college, and it mirrors successful models implemented at leading academic medical centers across the country.

Currently, CI MED operates with a single clinical department comprising over 600 faculty members. The establishment of distinct, specialty-specific departments will provide much-needed clarity in administrative operations and allow for a closer integration of clinical practice with academic programs. This change is not only aligned with the clinical structure of Carle Foundation Hospital, but it also follows the proven frameworks adopted by other top-tier medical schools to enhance both operational efficiency and academic excellence.

Creating focused, well-defined specialty departments will offer significant advantages. It will improve faculty identity and strengthen the ability to recruit and retain clinical faculty members who are critical to advancing our academic and specialty programs. Additionally, this structure will facilitate deeper interdisciplinary collaboration, fostering an environment that promotes both innovative research and high-quality medical education. These changes are pivotal to the future success of CI MED's academic mission.

Moreover, this proposal aligns with best practices observed at leading academic medical centers, where the clear delineation of specialties enhances operational effectiveness and academic achievement. Establishing specialty departments allows for more targeted resource allocation, improved faculty development, and a more strategic approach to meeting the unique needs of each specialty.

**UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN**

217.300.5700 | [medicine@illinois.edu](mailto:medicine@illinois.edu) | [medicine.illinois.edu](http://medicine.illinois.edu)

Carle Illinois  
**COLLEGE OF MEDICINE**



**Office of the Dean**

Medical Sciences Building  
506 S Mathews Ave  
Urbana, Illinois 61801

In summary, I respectfully request your approval to move forward with the creation of specialty-specific clinical departments at CI MED. This restructuring will greatly benefit the college by fostering a more collaborative and efficient academic environment, enhancing our ability to deliver exceptional medical education and clinical practice, and strengthening our ability to attract the clinical faculty essential for future growth.

Thank you for your careful consideration of this request. Your support in this matter is crucial to the continued success and advancement of the Carle Illinois College of Medicine.

Yours Sincerely,

A handwritten signature in blue ink that reads "Mark S. Cohen MD".

Mark S. Cohen, MD, FSSO, FACS  
Dean, Carle Illinois College of Medicine  
Senior Vice President and Chief Academic Officer, Carle Health  
Professor of Surgery, Biomedical and Translational Sciences, Carle Illinois College of Medicine  
Founder Professor of Bioengineering, Grainger College of Engineering  
President, Global Consortium of Innovation and Engineering in Medicine  
University of Illinois Urbana-Champaign

Carle Illinois  
**COLLEGE OF MEDICINE**



Medical Sciences Building  
506 S Mathews Ave  
Urbana, Illinois 61801

December 6, 2023

Dear Provost Coleman and Faculty Senate,

I am writing this letter to express my enthusiastic support for the proposed creation of four new departments within the Carle Illinois College of Medicine. This strategic initiative, designed to align with key elements, is poised to enhance the overall efficiency, collaboration, and educational approach of the institution. The creation of these departments is not only a logical progression but also a crucial step towards fostering a cohesive and synchronized approach to healthcare education and research.

The logical alignment of these new departments with Carle Foundation Hospital Services is essential. This synergy ensures a seamless integration of education and research with practical, real-world healthcare services. By aligning educational programs with the services offered by the hospital, we can create a more comprehensive and interconnected approach to medical education, ultimately benefiting both the Carle Illinois College of Medicine and Carle Foundation Hospital. This could all lead to the possibility of having more electives for our students in competitive areas such as heart and vascular health, surgery, and oncology, and result in improved educational opportunities and outcomes for our students.

The proposed departments will bridge the gap between UIUC faculty and Carle Physicians, fostering a more streamlined and efficient model for healthcare education and research. This enhanced collaboration will lead to the pooling of resources, expertise, and perspectives from both institutions, creating a synergistic environment that optimizes efficiency and effectiveness in achieving our shared goals.

The creation of these departments will facilitate interdisciplinary collaborations, resulting in improved patient care, innovative research, and enriched educational experiences for Carle Illinois College of Medicine students. Breaking down silos and encouraging cross-disciplinary interactions is vital for addressing complex healthcare challenges and preparing students for the dynamic landscape of modern medicine.

The mutual understanding and integration of expertise between UIUC faculty and Carle Physicians will undoubtedly contribute to a harmonious working relationship. This collaborative environment is essential for fostering excellence in medical education and research, as it allows for the seamless integration of diverse perspectives, knowledge, and skills.

Structuring the Clinical Sciences Department in alignment with subspecialties existing at Carle Foundation Hospital will enable us to identify and address unique challenges and opportunities within each specialty. This tailored approach ensures that educational programs remain relevant and responsive to the evolving needs of the medical field, providing students with a comprehensive and specialized education.

It is crucial to emphasize that the proposed restructuring will have no negative impact on the existing relationship with Carle Illinois College of Medicine or its students. On the contrary, it is designed to fortify and enhance these relationships, fostering an environment of continuous improvement and collaboration.

In conclusion, I wholeheartedly endorse the creation of these four new departments in the Carle Illinois College of Medicine. This initiative aligns with the evolving landscape of healthcare, ensuring that the institution remains at the forefront of medical education and research. I believe that these changes will not only benefit the students and faculty but also contribute to the overall advancement of healthcare practices in our community. Thank you for considering this recommendation, and I look forward to witnessing the positive impact of these changes on the future of Carle Illinois College of Medicine.

If you require any additional information, please contact me at [urosev@illinois.edu](mailto:urosev@illinois.edu).

Sincerely,

A handwritten signature in black ink, appearing to read "Mark Urosev". The signature is fluid and cursive, with the first name "Mark" being more prominent than the last name "Urosev".

**Mark Urosev, MA**  
Associate Dean for Student Affairs  
*Carle Illinois College of Medicine*

## Appendix H

December 4, 2023

Dean Mark Cohen  
Carle Illinois College of Medicine  
Medical Sciences Building  
506 S. Mathews Avenue  
Urbana, IL 61801

Dear Dr. Cohen,

I am writing to express my full support for the proposed restructuring of the Clinical Sciences Department within the Carle Illinois College of Medicine. The suggested realignment with subspecialty departments mirroring Carle Foundation Hospital's specialization breakdown presents a unique opportunity to strengthen collaboration between Carle Foundation Hospital and UIUC faculty.

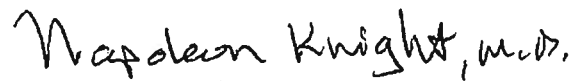
This well-considered restructuring not only holds promise for fostering collaboration but also aims to streamline administrative responsibilities in concordance with specialty areas. The targeted focus on subspecialties is poised to establish a more efficient and effective administrative framework, thereby promoting the seamless integration of academic and clinical efforts.

By concentrating efforts on specialties, we anticipate a notable enhancement in interdisciplinary collaborations, leading to breakthroughs in innovative research initiatives and an enriched educational experience for Carle Illinois College of Medicine students. This strategic alignment with Carle Foundation Hospital's specialties will enable a more focused and comprehensive educational approach, ultimately creating a more robust learning environment for students. It is crucial to emphasize that we foresee no adverse impact on students due to this restructuring. On the contrary, it is designed to fortify collaborative efforts, ensuring that students continue to receive an exceptional education while benefiting from the specialized knowledge offered through the academic departments focus on specialties.

This initiative goes beyond educational enhancement; it also prioritizes the optimization of administrative process. The restructuring seeks to align administrative responsibilities with specialty areas, promoting efficiency and effectiveness in managing the diverse aspects of healthcare education and research.

We are confident that this strategic move will usher in positive transformations in healthcare education while streamlining administrative responsibilities. Your consideration of this proposal is greatly appreciated, and we eagerly anticipate the positive impact it will bring to the partnership between Carle Illinois College of Medicine and Carle Foundation Hospital

Sincerely,

A handwritten signature in black ink that reads "Napoleon Knight, M.D." in a cursive style.

Napoleon Knight, M.D.

Executive Vice President and Chief Medical Officer

## Appendix I

December 1, 2023

Dean Mark Cohen  
Carle Illinois College of Medicine  
Medical Sciences Building  
506 S. Mathews Avenue  
Urbana, IL 61801

Dear Dean Cohen,

I am writing to express support for the proposed restructuring of the Clinical Sciences Department within the Carle Illinois College of Medicine, aligning it with the subspecialty departments reflecting Carle Foundation Hospital's breakdown of specialty services.

This restructuring presents an exciting opportunity not only to enhance collaboration between Carle Foundation Hospital and UIUC faculty but also to streamline administrative responsibilities in alignment with specialty areas. The focused approach on subspecialties is expected to bring about a more efficient and effective administrative framework, facilitating a seamless integration of academic and clinical efforts.


By concentrating on specialties, we anticipate a significant improvement in interdisciplinary collaborations, leading to advancements in innovative research initiatives, and an enriched educational experience for Carle Illinois College of Medicine students. This strategic alignment with Carle Foundation Hospital's specialties will allow for a more targeted and comprehensive educational approach, ultimately providing a more robust learning environment for students.

Importantly, we believe that this restructuring will have no impact on students. On the contrary, it is designed to strengthen our collaborative efforts, ensuring that students continue to receive an exceptional education while benefiting from the specialized knowledge available through the specialty academic departments.

This move is not only about educational enhancement but also about optimizing administrative processes. The restructuring aims to align administrative responsibilities with specialty areas, promoting efficiency and effectiveness in managing the diverse aspects of healthcare education and research.

We are confident that this strategic move will lead to positive transformations in healthcare education and research while streamlining administrative responsibilities. Thank you for considering this proposal, and we eagerly anticipate the positive impact it will bring to the partnership between Carle Illinois College of Medicine and Carle Foundation Hospital.

Sincerely,



James C. Leonard, MD  
President & CEO



**THE GRAINGER COLLEGE OF ENGINEERING**

Office of the Dean  
306 Engineering Hall, MC-266  
1308 W. Green St.  
Urbana, IL 61801

November 29, 2023

Dean Mark Cohen  
Carle Illinois College of Medicine  
Medical Sciences Building  
506 S. Mathews Avenue  
Urbana, IL 61801

Dear Dean Cohen,

I am writing to express my enthusiastic support for the creation of Clinical Departments at Carle Illinois College of Medicine. This strategic initiative aligns our academic pursuits with the practicalities of healthcare and promises significant benefits, particularly in fostering seamless opportunities for faculty and students to connect within specific specialties while maintaining interdisciplinary collaboration.

The proposed structure of the Clinical Departments, organized by specialties, is of notable administrative importance. It will streamline connections between faculty and students within a particular specialty, offering tailored educational opportunities. Simultaneously, the emphasis on maintaining interdisciplinary collaboration ensures a dynamic exchange of ideas and expertise, creating a rich and comprehensive learning environment.

This purposeful restructuring aims to fortify the relationship between UIUC and clinical faculty, creating a harmonious working environment conducive to excellence in medical education, innovation, and research. Importantly, this collaborative model ensures that students not only receive a world-class education but also benefit from exposure to innovative practices and research that bridge the gap between academic theory and real-world application.

In conclusion, the establishment of clinical departments aligns with the practices of world-class academic medical centers and universities. It represents a visionary and strategic move to phase in this concept, bridging a world-class university with a community medical center partner. This initiative will undoubtedly elevate the standards of healthcare education and research at Carle Illinois College of Medicine, providing students with a more enriching and integrated educational experience.



Thank you for your leadership and dedication to this transformative initiative.

Sincerely,

A handwritten signature in black ink, appearing to read 'Rashid Bashir', written over a horizontal line.

Rashid Bashir, Ph.D.  
Dean, Grainger College of Engineering  
Grainger Distinguished Chair in Engineering and  
Professor of Bioengineering





**Graduate College**  
507 E. Green St., Suite 101, MC-434  
Champaign, IL 61820

November 21, 2023

Dean Mark Cohen  
Carle Illinois College of Medicine  
Medical Sciences Building  
506 S. Mathews Avenue  
801 S. Wright Street  
Champaign, IL 61820

Dear Dean Cohen,

I am writing on behalf of the Graduate College to express our strong support for your proposed expansion of the number of departments within the Carle Illinois College of Medicine. As you know, I have served on the CI MED Joint Liaison Committee since the inception of the College, and I am very familiar with both the curriculum and organizational structure of the College. I agree with you that the proposed changes in structure will serve to better align the College's healthcare education and research mission with Carle's clinical services in a way that is consistent with the goals of both institutions.

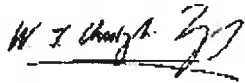
The proposed changes will help to structure healthcare education and research in a more cohesive and logical manner. The adjustments have the potential to increase collaboration between UIUC faculty and Carle Physicians in a way that provides benefits for both institutions, ultimately enhancing the quality of patient care and medical education. Collaborations across and within our institutions are key to improving patient care, fostering innovative research, and enriching educational experiences for Carle Illinois College of Medicine students. The closer integration of expertise between UIUC faculty and Carle Physicians will help to foster the working relationships that are so important in medical education and research.

By structuring the Clinical Sciences Department in alignment with subspecialties at Carle Foundation Hospital, the expansion will help ensure that educational programs are closely aligned with the evolving needs of each area of specialization. I am confident that this restructuring will not negatively impact existing relationships with Carle Illinois College of Medicine or its students. On the contrary, it is designed to strengthen and enhance these relationships, fostering an environment conducive to continuous improvement and collaboration.

I believe that the proposed changes are entirely consistent with both the goals of the Carle Illinois College of Medicine, as well as the broader mission of graduate education at Illinois. Accordingly, I fully support your proposal recognizing its potential to enhance medical education and research within the College.

I look forward to witnessing the positive impacts of this initiative, and I am eager to support its implementation.

Sincerely,

A handwritten signature in black ink, appearing to read "Wojtek Chodzko-Zajko", with a horizontal line underneath.

Wojtek Chodzko-Zajko, PhD  
Dean, Graduate College  
University of Illinois Urbana-Champaign

Appendix L

Carle Illinois  
**COLLEGE OF  
MEDICINE**



Carle Illinois  
College of Medicine

# **STRATEGIC PLAN**

2022 - 2027



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# INTRODUCTION

The Carle Illinois College of Medicine is the first college of medicine in the world specifically designed at the intersection of engineering and medicine. A partnership between the University of Illinois Urbana-Champaign and The Carle Foundation, the college will integrate the university's comprehensive expertise and unparalleled assets in engineering, technology and supercomputing with Carle's nationally recognized, comprehensive healthcare system.

Our curriculum design is the first of its kind, integrating basic and clinical sciences with engineering and innovation, and medical humanities. With this approach, we will train compassionate, competent, curious and creative physician-innovators who will transform health care by inspiring discoveries and creating new industries. They will be empowered to care for patients and solve problems in fundamentally different ways, leading to better care for more people at a lower cost.



The Carle Illinois College of Medicine is uniquely positioned to transform health care delivery and outcomes for patients and the population at large. It furthers Carle's mission of serving people through high-quality care, medical research, and education, and allows the University of Illinois to offer a high-impact, academic-physician training program addressing society's current and future health needs. The college enables the university to realize its mission and goals of education and economic development far more effectively than it would be able to otherwise.

The strategic plan for the next 5 years was developed by the Carle Illinois College of Medicine to build on its strong foundations developed in the original strategic plan and create an engaging and impactful roadmap to take the college to the next level of impact and growth. It is informed and well aligned with the Association of American Medical Colleges' and the University of Illinois Urbana-Champaign's strategic goals which include fostering scholarship and diversity, discovery and innovation, providing transformative learning experiences, making a significant societal impact, and investing for the

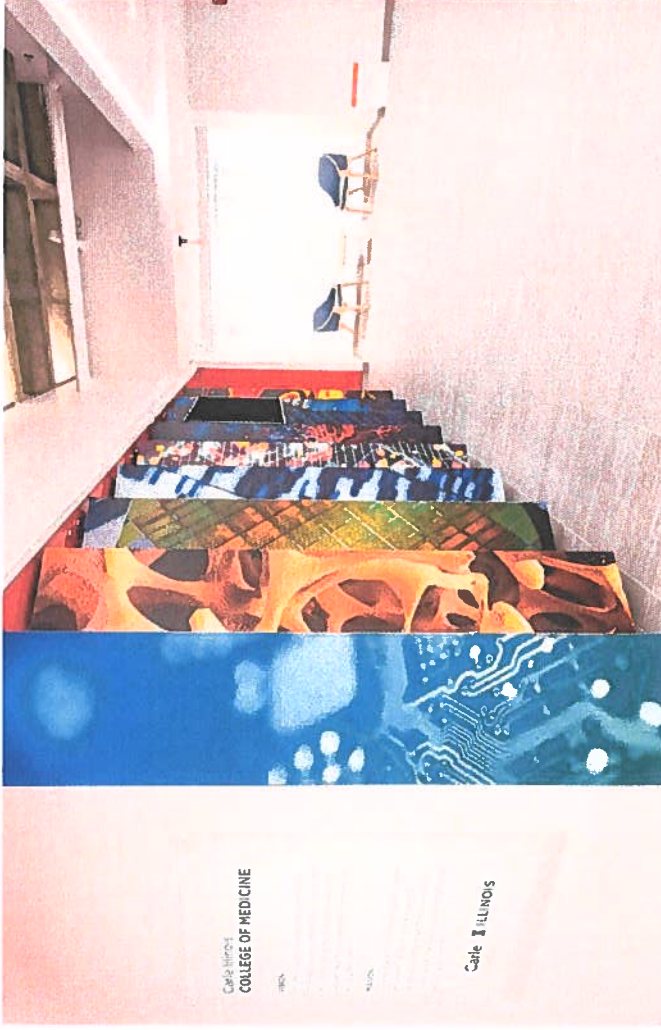
future. The new strategic plan has been restructured to align with the college's values of compassion, competence, curiosity, creativity, collaboration, and diversity, to ensure programs are true to the mission and vision of the medical school as well as to create a format that all members of the college can feel a valuable part of that mission and vision promoting a culture of:

## **C**ommunity, Organization, & Global Impact

## **I**nnovation & Research

## **M**edical Education & Excellence

## **D**iversity, Equity, & Inclusion



Carle Illinois  
COLLEGE OF MEDICINE

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Carle ILLINOIS

## MISSION

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We educate exceptional physician-innovators to deliver high-value, compassionate health care through transformative solutions developed at the intersection of engineering, science and medicine.

## VISION

---

We will be global leaders in transformative medical education, research and clinical care innovation, designed to improve the health and well-being of patients and communities around the world.

# VALUES

Compassion

Competence

Curiosity

Creativity

Collaboration

Diversity

# OBJECTIVES & STRATEGY

The following objectives and strategy align to strengthen Carle Illinois College of Medicine's mission, vision, and values and to create a culture promoting:

1. Community, Organization, & Global Impact
2. Innovation & Research
3. Medical Education & Excellence
4. Diversity, Equity, & Inclusion

## Objective 1: Community, Organization, & Global Impact

Over the next 5 years, Carle Illinois will develop a collaborative approach to improving the health and well-being of the local, regional, and global population by aligning research, education, and clinical care initiatives.





Additionally, we will create synergies between the college's research, education, and community outreach programs and goals, and the Carle Health mission of providing world-class care to enhance the health of the populations it serves.

**Key objectives we will focus on over the next 5 years include:**

- **Collaborate** and lead with community, social, educational, governmental, and non-governmental agencies to bridge the gap between medical, social, and structural determinants of health, and to reduce regional health care disparities.
- **Enhance** economic development and growth in our community, region, and state through our transformative educational programs, health innovation initiatives, and role in attracting and retaining exceptional students, residents and fellows, faculty and staff.
- **Develop** a sustainable financial model that allows the college to thrive in its mission

of education, research and innovation, and community service.

- **Improve** faculty engagement and development, enhancing collaborative interactions between the UIUC campus and the clinical enterprise across all missions of the college.
- **Strengthen** the reputation and awareness of our college, and its mission and vision.
- **Enhance** communication and transparency in messaging and updates.
- **Create** more equity and value for contributions to academic/educational missions.
- **Grow** social entrepreneurship and pathway programs that focus on community engagement as well as life-long learning opportunities.
- **Grow** our educational offerings to include international partnerships and new international programs.
- **Implement** new wellness and recognition programs for faculty, staff, and students to build community and work-satisfaction.



## Objective 2: Innovation & Research

Establish an infrastructure that supports transformative research initiatives, leveraging engineering, sciences, humanities, and clinical expertise, which we can translate across the health care continuum, including needs of underserved populations and leveraging campus-wide humanities expertise.

**Key objectives we will focus on over the next 5 years include:**

- **Act** as a catalyst to facilitate basic, translational, and clinical research in collaboration with diverse disciplines and partner organizations. Close the gap between the basic and early translational research at UIUC and the clinical research at Carle including translating from pilot to practice.
- **Foster** creativity, connect students, faculty, residents, and fellows, and facilitate the translation of innovations from research, the curriculum, and design projects to improve

health care delivery, quality, and access, and to lower costs.

- **Optimize** the monetization of innovations, through the development of intellectual property and start-ups, and other entrepreneurial activities in partnership with UIUC and Carle.
- **Facilitate** and improve engagement with innovation opportunities for faculty, students, staff, other colleges, investors, companies, institutes, and community.



## Objective 3: Medical Education & Excellence

Transform medical education through team-based, engineering-infused approaches to create compassionate physician-innovators who will improve outcomes across the healthcare continuum: preventive medicine, acute care, chronic disease management, rehabilitative medicine, and end of life care.

**Our focus in this area for the Carle Illinois College of Medicine over the next five years will include the following areas:**

- **Deliver** and continually improve a unique case-driven, problem-based active learning curriculum built from the ground up, utilizing best practices and effective state-of-the-art technology, focused on the intersection of science, engineering, technology, innovation, and humanistic medicine.

- **Leverage** strategic and corporate partnerships to enhance our innovative curriculum, learning opportunities, and other activities across the mission of the college.
- **Recruit** and graduate a cadre and network of diverse, highly specialized students who will meet the college's educational goals.
- **Achieve** and maintain full accreditation from the Liaison Committee on Medical Education and implement a rigorous self-assessment system to foster continuous quality improvement in student recruitment and education.
- **Support** and facilitate the growth and development of Carle Health Graduate Medical Education (GME) programs. Retain our students, residents, and fellows or recruit them back.



- **Implement** innovations in simulation, interprofessional team training, and skills development using high-fidelity mixed reality applications.
- **Grow** leadership training opportunities for faculty, residents, fellows, and students.
- **Implement** a strategic faculty recruiting plan.
- **Evol**ve the curriculum towards competency-based advancement and graduation.
- **Develop** and expand dual degree programs, post-baccalaureate opportunities, as well as novel delivery and assessment methods and new funding opportunities through online programs and certificates.

- **Apply** more of our innovations and solutions to the clinic for safer care and improved outcomes and impact for patients as well as lowering cost burdens to society and health systems.
- **Create** more opportunities for students to participate and develop skills in population health and health system science including a development of a new health system leadership elective.
- **Advance** our quality improvement and patient safety processes using new human factors and systems engineering evaluations to improve efficiency and ergonomics.
- **Create** both traditional and unique departments that fit our curricular models and reporting structure (e.g. Department of Medical Innovation, Design and Entrepreneurship).



## Objective 4: Diversity, Equity, & Inclusion

- **Develop** and promote a culture of diversity, equity, inclusion, anti-racism, and well-being that leads to a supportive environment for staff, faculty, and students.
- **Make** Carle Illinois a great place to learn and work.
- **Build** a culture together where we appreciate and acknowledge the exceptional efforts of our faculty, staff, and community at CI MED.
- **Formalize** the Diversity Committee as a Standing Committee identified in the faculty bylaws.
- **Enhance** diversity with recruitment and retention efforts as well as for advancement and promotion opportunities.
- **Grow** scholarship opportunities for medical students.

- **Reduce** bias in grading and assessments through improved education of faculty on topics of unconscious bias and microaggressions, as well as creating more objective criteria for assessments.
- **Promote** a healthy learning environment with focus on wellness and mental health.
- **Mitigate** entrance barriers for students underrepresented in medicine.



## Financial Opportunities to Support the Academic Growth & Missions of the Carle Illinois College of Medicine

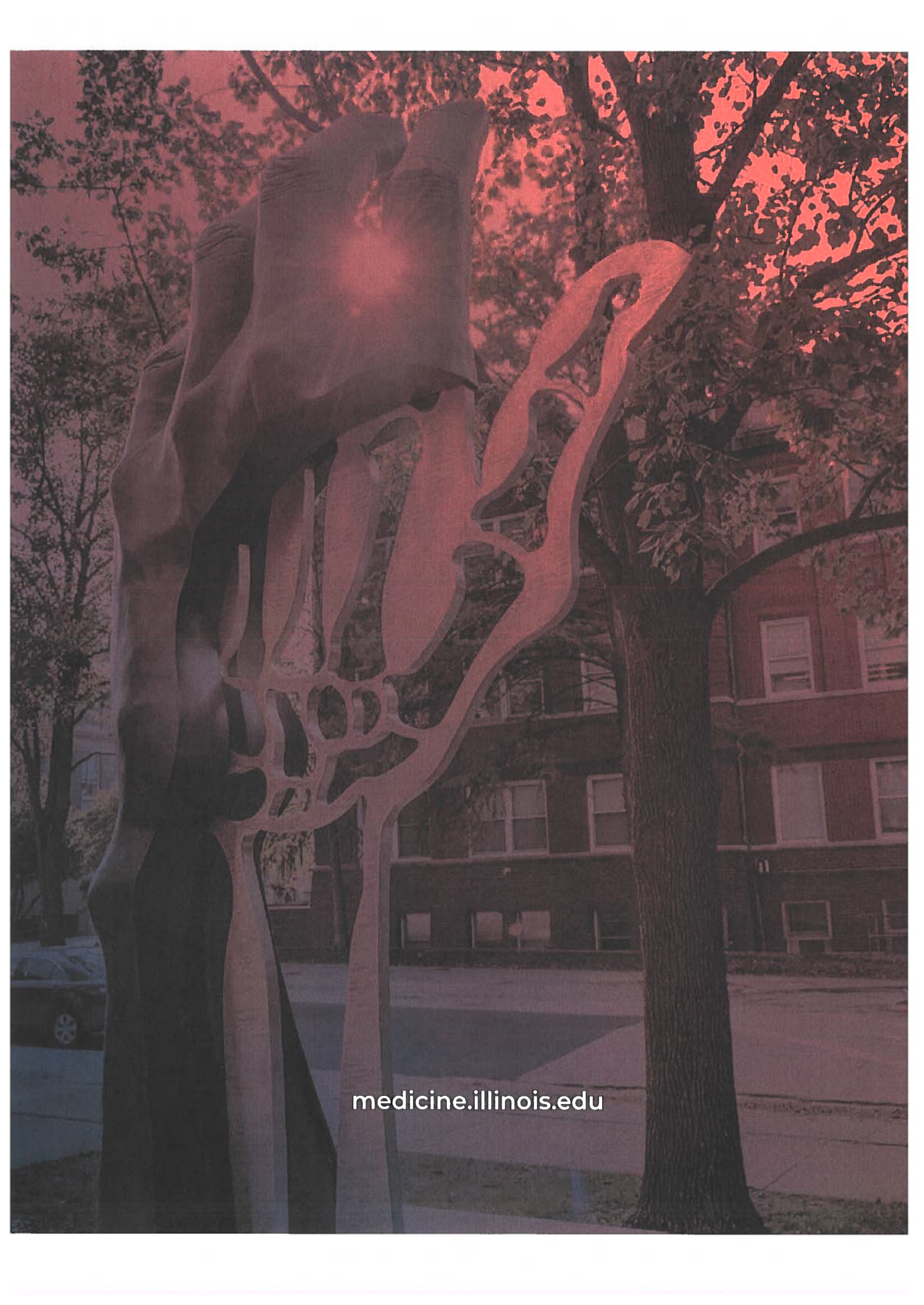
Maintain a sustainable financial model that allows for achieving the Carle Illinois College of Medicine's educational, research, innovation, and community-impact goals.

- **Improve** unit budget transparency and accountability processes with quarterly updates.
- **Increase** philanthropy and corporate funding to current centers/programs/scholarships as well as for creation of new centers and programs in the medical school.
- **Explore** funding opportunities from tuition through online programs and certificates, new post-baccalaureate programs, dual degree offerings and licensing curricular programs and certificates to international partners.

- **Align** our strategic plan with financial projections and current expenses to better prioritize efforts as well as predict expenses and growth strategy.
- **Explore** opportunities for state funding for Carle Illinois.
- **Establish** an advisory board comprised of external stakeholders, including community leaders, corporate executives, and philanthropists.
- **Create** a forward-thinking memorandum of understanding (MoU) for sustaining and growing the academic mission between the college of medicine, the provost and chancellor, and Carle Health.



- **Adapt** best practices from peer medical schools and review data available from AAMC and other sources to perform benchmarking as well as utilize AAMC resources and consultants to help align financial planning with mission prioritization and the college's growth strategy.



[medicine.illinois.edu](http://medicine.illinois.edu)



## Appendix M

September 30, 2024

**To:**

Members of the Education Policy Committee  
Board of Trustees  
University of Illinois Urbana-Champaign

**Subject:** Proposal for the Establishment of Specialty-Specific Clinical Departments at Carle Illinois College of Medicine

We fully support the Carle Illinois College of Medicine's initiative to restructure its expansive clinical department, which has over 600 faculty members, into specialty-specific departments. This strategic realignment is designed to streamline administrative operations and fortify the synergy between academic pursuits and clinical practice, echoing successful frameworks at premier academic medical centers.

By transitioning to specialty-specific departments, the College will mirror the clinical structure prevalent at Carle Foundation Hospital and other top medical schools nationally, in order to enhance administrative clarity and management. This alignment is critical for integrating clinical practice with medical education, ensuring that our academic and clinical missions complement and strengthen one another.

Creating focused, well-defined departmental structures will significantly improve faculty identity, recruit of key clinical faculty to better grow academic and specialty programs in research and education, and to better facilitate deeper collaboration across specialties. This is pivotal for fostering a scholarly environment that promotes innovative research and high-quality education. Additionally, this structure supports more strategic recruitment and retention of top-tier clinician faculty, addressing specific needs and opportunities within each specialty.

Moreover, this restructuring aligns with best practices observed in leading academic medical centers, where clear delineation of specialties underpins operational excellence and academic achievement. It allows for targeted resource allocation, and tailored faculty development programs.

In conclusion, this strategic restructuring will profoundly benefit the Carle Illinois College of Medicine by establishing a more efficient, collaborative, and inclusive academic environment.

We fully endorse this new departmental creation initiative, recognizing its potential to significantly elevate the college's ability to deliver high-quality medical education and clinical practice and improve its ability to recruit clinical faculty needed for growing its academic missions.

## Rashid

Rashid Bashir  
Dean, Grainger College of Engineering

## Germán Bollero

German Bollero  
Dean, College of Agricultural, Consumer  
and Environmental Sciences

## Brooke Elliott

Brooke Elliott  
Dean, Gies College of Business

## wojtek chodzko-zajko

Wojtek Chodzko-Zajk  
Dean, Graduate College

## Peter Constable

Peter Constable  
Dean, College of Veterinary Medicine

## Cheryl Hnaley-Maxwell

Cheryl Hanley-Maxwell  
Dean, College of Applied Health Sciences

## Ben Lough

Ben Lough  
Dean, School of Social Work

## Venetria Patton

Venetria Patton  
Dean, College of Liberal Arts and Sciences

## Chrystalla Mouza

Chrystalla Mouza  
Dean, College of Education

## Simon L. D. Restubog

Simon Restubog  
Interim Dean, College of Labor and  
Employment Relations

## Eunice Santos

Eunice Santos  
Dean, School of Information Sciences

## Tracy Sulkin

Tracy Sulkin  
Dean, College of Media

## Jamelle Sharpe


Jamelle Sharpe  
Dean, College of Law

## Claire Stewart

Claire Stewart  
Dean, University Library

## Jake Pinholster

Jake Pinholster  
Dean, College of Fine and Applied Arts

Signature:   
Email: rbashir@illinois.edu


Signature: *Wojciech Chodźko-Zajko*  
Email: wojtek@illinois.edu


Signature: *Cheryl Handley-Maxwell*  
Email: cherylhm@illinois.edu

Signature: *Vicki R. Patton*  
Email: vkpatton@illinois.edu


Signature: *Simon L. D. Restubog*  
Email: simonldr@illinois.edu

Signature:  
Email: jcsharpe@illinois.edu


Signature:   
Email: wbe@illinois.edu

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Email: jakepin@illinois.edu

Signature: *German Bollero*  
Email: gbollero@illinois.edu

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Email: constabl@illinois.edu

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Email: cmouza@illinois.edu

Signature:   
Email: tsulkin@illinois.edu

Signature:  
Email: clairest@illinois.edu

Signature: *Eunice Santos*  
Email: eesantos@illinois.edu

# Appendix N

Last Name	First Name	Middle Name	NetID	CIMED Start Date	CIMED Faculty Start Date	CIMED Appt End Date	CIMED Titles	CIMED Departments	CIMED FTE Total	Degree Information	Primary Employer
Ahmad	Kashif		kahmad	2017-03-10	2017-03-10	9999-12-31	ADJ TCH PROF, CI MED (1-861)	Biomed & Translational Sci	0	Sindh Medical College, Doctor of Medicine, 1995; Univ of New England, Master of Science, 2011; King's College London, Master of Science, 1998; National Univ Singapore, Doctor of Philosophy, 2005	UI
Ahsen	Mehmet	Eren	ahsen	2021-08-16	2021-08-16	2026-08-15	ASST PROF (1-861)	Biomed & Translational Sci	0.33	Middle East Tec U, Bachelor of Science, 2009; Bilkent Univ, Master of Science, 2011;	UI
Amos	Jennifer		jamos	2016-05-16	2017-03-10	9999-12-31	TCH PROF, CI MED (1-861)	Biomed & Translational Sci	0	U of Texas Dallas, Doctor of Philosophy, 2015 Texas Tech Univ, BS in Chemical Engineering, 2004;	UI
Anastasio	Mark	A	maa	2019-12-16	2019-12-16	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	U South Carolina Columbia, Doctor of Philosophy, 2008 Illinois Inst of Tech, BS in Electrical Engineering, 1992;	UI
Bagchi	Indrani	C	ibagchi	2017-03-10	2017-03-10	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Univ of Chicago, Doctor of Philosophy, 2001	UI
Bagchi	Milan	K	mbagchi	2021-08-16	2021-08-16	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	U of Nebraska-Lincoln, Doctor of Philosophy, 1985	UI
Bashir	Rashid		rbashir	2016-11-16	2017-03-10	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	U of Nebraska-Lincoln, Doctor of Philosophy, 1984 Purdue Univ Main Campus, Doctor of Science, 1992	UI
Bayram	Can		cbayram	2019-02-16	2019-02-16	9999-12-31	ASSOC PROF, CI MED (1-861)	Biomed & Translational Sci	0	Bilkent Univ, Bachelor of Science, 2005; Northwestern Univ, Doctor of Philosophy, 2011	UI
Ben Moshe	Nir		nir	2020-08-16	2020-08-16	9999-12-31	ASSOC PROF (1-861)	Biomed & Translational Sci	0.33	Other, Bachelor of Science, 2005; Univ of Chicago, Doctor of Philosophy, 2015	UI
Bentsman	Joseph		jbeentsma	2019-10-01	2019-10-01	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Illinois Inst of Tech, Doctorate - Other;	UI
Berent	Zachary	T	berent2	2021-01-04	2021-01-16	9999-12-31	ADJ TCH ASST PROF, CI MED (1-861)	Biomed & Translational Sci	0	Byelorusian Polytechnic, Master of Science - Other, 1979 Univ of IL Urbana-Champaign, Bachelor of Science, 2013;	UI
Bhalerao	Kaustubh		bhalerao	2017-03-10	2017-03-10	9999-12-31	ADJ ASSOC PROF, CI MED (1-861)	Biomed & Translational Sci	0	Univ of IL Urbana-Champaign, Master Degree - In Progress Savitribai Phule Pune Univ, BS in Civil Engineering, 1999;	UI
Bhargava	Rohit		rxb	2018-02-01	2018-02-01	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Ohio State U Main Campus, Master of Science, 2001; Ohio State U Main Campus, Doctor of Philosophy, 2004	UI
Blake	Catherine	Lesley	cblake	2022-08-16	2022-08-16	9999-12-31	PROF (1-861)	Biomed & Translational Sci	0.25	Indian I Tec Delhi, Bachelor of Technology, 1996; Case Western Reserve Univ, Doctor of Philosophy, 2000	UI
Blanke	Steven	Robert	sblanke	2018-07-09	2018-07-09	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	U of Wollongong, BS in Computer Science, 1994; U of Wollongong, Master of Computer Science, 1995;	UI
Blatti	Charles	A	blatti	2019-12-16	2019-12-16	9999-12-31	TCH ASST PROF, CI MED (1-861)	Biomed & Translational Sci	0	Univ of Cal Irvine, Master of Science, 1999; Univ of Cal Irvine, Doctor of Philosophy, 2003	UI
Bleakney	Adam	Wade	bleakney	2023-05-16	2023-05-16	9999-12-31	LECTURER, CI MED (1-861)	Biomed & Translational Sci	0	Virginia Polytech Inst & St U, BS Liberal Arts and Science, 1982; Univ of IL Urbana-Champaign, Doctor of Philosophy, 1989	UI
Boppart	Marni		mboppart	2017-03-10	2017-03-10	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Univ of IL Urbana-Champaign, BS Liberal Arts and Science; Univ of IL Urbana-Champaign, Master of Science, 2009;	UI
Boppart	Stephen	Allen	boppart	2017-03-10	2017-03-10	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Univ of IL Urbana-Champaign, Doctor of Philosophy, 2015 North Iowa Area Cmty Coll, Associate Degree - Other, 1995;	UI
Bradley	Joe	A	jabradly	2019-02-16	2019-02-16	9999-12-31	TCH ASST PROF (1-861)	Biomed & Translational Sci	0.5	Univ of IL Urbana-Champaign, Bachelor of Arts; North Iowa Area Cmty Coll, Bachelor of Arts;	UI
Brewer	Ron	Wayne	rbrewer	2017-04-18	2017-04-18	9999-12-31	CLIN ASSOC PROF, CI MED (1-861)	Biomed & Translational Sci	0.15	Univ of IL Urbana-Champaign, Master of Science, 2002 Univ of New Hampshire, Bachelor of Science, 1992;	UI
Brown	Chester	M	cbrown3	2024-01-08	2024-01-08	9999-12-31	TCH ASST PROF, MED EDUC FCLTR (1-861)	Biomed & Translational Sci	1	Boston Univ, Doctor of Science, 2000; Creighton Univ, Master of Science, 1996	UI
Browne	Michael	Gordon	mbrowne	2020-11-30	2021-01-16	9999-12-31	TCH ASST PROF, CI MED (1-861)	Biomed & Translational Sci	0	Univ of IL Urbana-Champaign, Bachelor of Science, 1990; Harvard Univ, Doctor of Medicine, 2000;	UI
Burke	Martin		mburke	2017-02-16	2017-03-10	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Univ of IL Urbana-Champaign, Master of Science - Other, 1991; Massachusetts Inst of Tech, Doctor of Philosophy, 1998	UI
Bushell	Colleen	Bannon	cbushell	2018-02-01	2018-02-01	9999-12-31	RES ASSOC PROF, CI MED (1-861)	Biomed & Translational Sci	0	U of Michigan at Ann Arbor, Bachelor Degree - Other, 1995; U of Illinois All Cam, Master of Business Admin, 2004;	UI
Caetano-Amolles	Gustavo		gca	2023-08-16	2023-08-16	2028-08-15	PROF (1-861)	Biomed & Translational Sci	0.25	Iowa State Univ, Master of Science, 2001; Univ of IL Urbana-Champaign, Doctor of Philosophy, 2009	UI
Campos Colorado	Olivia		colado	2017-08-16	2017-08-16	2025-08-15	ADJ TCH ASSOC PROF, CI MED (1-861)	Biomed & Translational Sci	0	Sheridan Coll, Associate Degree - Arts, 1980; Univ of Wyoming, Bachelor of Arts, 1982;	UI
Cao	Caroline	Giai Ly	cca001	2023-07-16	2023-07-16	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0.5	Kansas State Univ, Master of Science, 1987; Kansas State Univ, Doctor of Philosophy, 1990;	UI
Ceman	Stephanie	S	sceman	2017-04-13	2017-04-13	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Kansas State Univ, Doctor of Philosophy, 1990 Univ of IL Urbana-Champaign, Bachelor of Science, 1991;	UI
Chen	Jie		jiechen	2017-03-10	2017-03-10	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Univ of IL Urbana-Champaign, Master of Science, 1994; Univ of IL Urbana-Champaign, Doctor of Philosophy, 2006	UI
Chen	Qian		qchen20	2019-10-01	2019-10-01	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	N Carolina State U Raleigh, BS in Bioengineering, 2012; Univ N Carolina Chapel Hill, Master Degree - Other, 2016;	UI
Chen	Yun-Sheng		yunsheng	2019-10-01	2019-10-01	9999-12-31	ASST PROF, CI MED (1-861)	Biomed & Translational Sci	0	Univ N Carolina Chapel Hill, Doctor of Philosophy, 2019 Johns Hopkins Univ, Bachelor of Arts, 1998;	UI
Chorghade	Mukund	S	mukund	2018-06-01	2018-06-01	9999-12-31	ADJ RES PROF, CI MED (1-861)	Biomed & Translational Sci	0	Harvard Univ, Doctor of Philosophy, 2003 Univ of IL Urbana-Champaign, Bachelor of Fine Arts, 1985;	UI
Cohen	Neal	J	njc	2017-03-10	2017-03-10	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Univ of IL Urbana-Champaign, Master of Arts, 1995 U Nac La Plata, Doctor of Science, 1986;	UI

Cunningham	Brian	T	bcunning	2018-05-01	2018-05-01	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Univ of IL Urbana-Champaign, BS in Electrical Engineering, 1986; Univ of IL Urbana-Champaign, Master of Science, 1987; Univ of IL Urbana-Champaign, Doctor of Philosophy, 1990 U of Massachusetts Amherst, Bachelor of Science, 1987; Univ of IL Urbana-Champaign, Master of Science, 1993	UI
Damon	Bruce	Murray	bdamon	2024-04-01	2024-04-01	9999-12-31	RES PROF, CI MED (1-861)	Biomed & Translational Sci	0		Carle
Dariotis	Jacinda	Kay	dariotis	2022-08-16	2022-08-16	2027-08-15	PROF (1-861)	Biomed & Translational Sci	0.33	Penn State University Park, Master of Science, 2005; Penn State University Park, Doctor of Philosophy, 2005 Other, Master of Arts, 2009; Southern Ill U Edwardsville, Master of Arts, 2009; Southern Ill U Edwardsville, Bachelor of Arts, 2007; Univ of IL Urbana-Champaign, Doctor of Philosophy, 2016	UI
Delaney	Amelia	Lynn	agrim2	2021-10-16	2021-10-16	9999-12-31	TCH ASST PROF, CI MED (1-861)	Biomed & Translational Sci	0	University of Canberra, Bachelor Degree - Other, 1997; Fed 1 Tec Lausanne, Doctor of Science, 2001	Carle
Do	Minh	N	minhdo	2022-05-16	2022-05-16	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0		UI
Dobrucka	Iwona	Teresa	dobrucka	2022-11-16	2022-11-16	9999-12-31	RES ASST PROF, CI MED (1-861) ASSOC PROF (1-861);	Biomed & Translational Sci	0	Ohio Univ Main Campus, Doctor of Philosophy, 2003	UI
Dobrucki	Wawrzyniec		dobrucki	2017-03-10	2017-03-10	2027-08-15	NEIL & CAROL RUZIC SCHOLAR (1-861)	Biomed & Translational Sci	0.33	Alberta, Univ Of, Doctor of Philosophy, 2005	UI
Dolcos	Florin		fdolcos	2022-05-16	2022-05-16	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Univ of Cal Davis, Bachelor of Science;	UI
Donovan	Sharon	M	sdonovan	2018-02-01	2018-02-01	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Univ of Cal Davis, Doctor of Philosophy Other, Bachelor of Science, 1992; Other, Master of Business Admin, 2010; Other, Master of Science, 1998;	UI
Dua	Puneit		dua1	2023-02-13	2023-02-16	9999-12-31	LECTURER, CI MED (1-861)	Biomed & Translational Sci	0	Other, Doctor of Philosophy, 2006; Univ of Florida, Master of Science, 2006;	Other Affiliate
Dunn	Alison	Campbell	acd	2020-07-01	2020-07-01	9999-12-31	ADJ ASSOC PROF, CI MED (1-861)	Biomed & Translational Sci	0	Univ of Florida, Doctor of Philosophy, 2013 Univ of Chicago, Master of Arts, 1999; Harvard Univ, BA Liberal Arts and Science, 1993;	UI
Ebel	Jonathan	H	jebel	2022-11-16	2022-11-16	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Univ of Chicago, Doctor of Philosophy, 2004 University of Phoenix, Doctor of Education, 2021; Danville Area Cmty Coll, Admin Earned Cumulative UIS; Parkland Coll, Admin Earned Cumulative UIS;	UI
Elliott	Lydia	L	lydiale	2023-12-11	2024-04-01	9999-12-31	TCH ASST PROF, CI MED (1-861)	Biomed & Translational Sci	1	Univ of IL at Springfield, Admin Earned Cumulative UIS, 2005; Univ of IL at Springfield, Primary Transfer Inst UIS, 2005 U of Texas Dallas, Master of Science, 2006;	UI
Fagen- Ulmschneider	Wade	A	waf	2024-02-01	2024-02-01	9999-12-31	TCH PROF, CI MED (1-861)	Biomed & Translational Sci	0	Univ of IL Urbana-Champaign, Doctor of Philosophy, 2013 Virginia Polytech Inst & St U, Bachelor of Science, 1991;	UI
Fan	Timothy	M	t-fan	2018-02-01	2018-02-01	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Va Md Coll of Vet Med, Doctor of Veterinary Medicine U Saskatchewan Saska, Bachelor of Science, 1977; Toronto, Univ Of, Master of Science, 1997; Univ of IL Urbana-Champaign, Doctor of Philosophy, 2000; U of Illinois All Cam, Doctor of Philosophy, 2000; U Saskatchewan Saska, Bachelors Degree Inst; Univ of IL Urbana-Champaign, Doctorate Degree Inst;	UI
Few	Nora	J	njfew	2017-03-10	2017-03-10	9999-12-31	LECTURER, CI MED (1-861)	Biomed & Translational Sci	1	U of Illinois All Cam, Doctorate Degree Inst; Toronto, Univ Of, Masters Degree Inst Tel-Aviv U, Bachelor of Science, 1998; Hebrew U Jerusalem, Doctor of Veterinary Medicine, 2002; Univ of IL Urbana-Champaign, Master of Science, 2009;	UI
Gal	Arnon		agal2	2019-08-16	2019-08-16	9999-12-31	ASST PROF, CI MED (1-861)	Biomed & Translational Sci	0	Univ of IL Urbana-Champaign, Doctor of Philosophy, 2014	UI
Galvez	Roberto		rgalvez	2017-08-01	2017-08-01	2025-08-15	TCH ASSOC PROF, MED EDUC FCLTR (1-861)	Biomed & Translational Sci	1	Univ of Cal Irvine, Bachelor of Arts, 1996; Univ of IL Urbana-Champaign, Doctorate - Other, 2004 Sweet Briar Coll, Bachelor of Science, 2016;	UI
Garcia	Kiersten	Jade Johnson	kjgarcia	2024-04-01	2024-04-01	9999-12-31	RES ASST PROF, CI MED (1-861)	Biomed & Translational Sci	0	University of Kansas, Doctor of Philosophy, 2021 Tulane Univ of Louisiana, Doctor of Public Health, 2011;	Carle
Garcia-Tosi	Rosalind		rgarciat	2021-07-26	2021-11-16	9999-12-31	TCH ASST PROF, CI MED (1-861)	Biomed & Translational Sci	1	Univ of Michigan Ann Arbor, Master of Public Health, 1996;	UI
Gardoni	Paolo		gardoni	2018-05-01	2018-05-01	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Univ of Cal Berkeley, Doctor of Philosophy, 2002 Foreign Post-Secondary Inst, Bachelor Degree - Other; Univ of Cairo, Doctor of Medicine, 1980; Univ of Illinois at Chicago, Master of Public Health, 2005;	UI
Gayed	Nasser	M	gayed	2019-09-03	2019-09-03	9999-12-31	TCH PROF, MED EDUC FACILITATOR (1-861)	Biomed & Translational Sci	0.7	Prior College Unknown, None; Foreign Post-Secondary Inst, Admin Earned Cumulative UIC Grinnell Coll, Bachelor of Arts; Cal Inst of Tech, College - No Degree; U of Nebraska-Lincoln, College - No Degree; University of Hawaii Honolulu, Master of Science - Other, 1969;	UI
Gillette	Martha	L	mgillett	2018-02-01	2018-02-01	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	U Toronto, Doctor of Philosophy Drexel Univ, Bachelor of Science, 2008; Harvard Univ, Master of Science, 2011;	UI
Golecki	Holly	Mclwlee	golecki	2019-09-16	2019-09-16	9999-12-31	TCH ASST PROF, CI MED (1-861)	Biomed & Translational Sci	0	Drexel Univ, Master of Science, 2008;	UI
Gruev	Viktor		vgrujev	2017-03-10	2017-03-10	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Harvard Univ, Doctor of Philosophy, 2018 Johns Hopkins Univ, Doctor of Philosophy, 2005	UI
Haran	Kiruba	Sivasubramania m	kharan	2021-02-16	2021-02-16	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Qbafemi Awolowo University, BS in Electrical Engineering, 1994; Rensselaer Polytechnic Inst, Doctor of Philosophy, 2000 U Indore, Bachelor of Business Admin, 1998; Devi Ahilya Vishwav Indore, Master of Business Admin, 2000;	UI
Haran	Vidya		vharan	2023-08-16	2023-08-16	2028-08-15	TCH ASST PROF (1-861)	Biomed & Translational Sci	0.33	Texas A and M Intl Univ, Master of Science, 2013;	UI
Hegazy	Samar	Abdel Ghany	hegazy	2020-07-01	2020-07-01	2026-08-15	TCH ASST PROF, MED EDUC FAC (1-861)	Biomed & Translational Sci	1	Univ of Missouri St Louis, Doctor of Philosophy, 2011 Alberta, Univ Of, Doctor of Philosophy, 2012 Univ of Pennsylvania, Bachelor of Arts, 1977; Univ of Chicago, Master of Arts, 1985;	UI
Heller	Wendy		w-heller	2018-02-01	2018-02-01	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Univ of Chicago, Doctor of Philosophy, 1986 Univ of Notre Dame, Bachelor of Science;	UI
Hergenrother	Paul		hergenro	2018-02-01	2018-02-01	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	U of Texas Austin, Doctor of Philosophy, 1999 Cornell U, BS in Mechanical Engineering, 2003; Univ of Michigan Ann Arbor, Master of Science, 2005;	UI
Hernandez	Manuel	Enrique	mhermand	2017-03-10	2017-03-10	9999-12-31	TCH ASSOC PROF, MED EDUC FAC (1-861)	Biomed & Translational Sci	1	Univ of Michigan Ann Arbor, Doctor of Philosophy, 2012	UI
Hilger	Stephanie	M	hilger	2021-02-08	2021-02-08	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Univ of IL Urbana-Champaign, Doctor of Philosophy, 2003 Cornell U, BS in Mechanical Engineering, 1987; Rochester Inst of Tech, Master of Science, 1994;	UI
Hsiao-Weckler	Elizabeth	T	ethw	2017-03-10	2017-03-10	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Univ of Cal Berkeley, Doctor of Philosophy, 2000	UI

Huang	Wen-Hao		wduhuang	2022-08-16	2022-08-16	2027-08-15	PROF (1-861)	Biomed & Translational Sci	0.25	National Taipei Inst Of Tech, Associate Degree - Science, 1994; Purdue Univ Main Campus, BS in Metallurgical Engr, 1999; New York Inst of Tech Main Cmp, Master of Business Admin, 2006; Purdue Univ Main Campus, Master of Science, 2002; Purdue Univ Main Campus, Doctor of Philosophy, 2006	UI
Ibrahim	Wessam		wessam	2021-08-26	2021-08-26	9999-12-31	TCH ASST PROF (1-861)	Biomed & Translational Sci	1	Ain Shams University, Doctor of Medicine, 2002; Ain Shams University, Doctor of Philosophy, 2011 Tamil Nadu Ag U, Bachelor in Engineering, 1983; Univ of Hawaii at Manoa, Master of Science, 1987; Univ of Hawaii at Manoa, Master of Science, 1986;	UI
Irudayaraj	Joseph	Maria Kumar	jrudaya	2019-10-01	2019-10-01	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Purdue Univ Main Campus, Doctor of Philosophy, 1991	UI
Iyer	Ravishankar	K	rkiyer	2018-08-16	2018-08-16	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	U of Queensland, Bachelor Degree - Other; U of Queensland, Master Degree - Other; U of Queensland, Doctor of Philosophy McGill U, Bachelor of Science, 1981; Cornell U, Master of Science - Other, 1986; McGill U, Master of Science - Other, 1984;	UI
Jacobson	Sheldon	Howard	shj	2019-07-16	2019-07-16	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Cornell U, Doctor of Philosophy, 1988	UI
Jake	Andrea	R	arjake	2017-09-26	2018-08-01	9999-12-31	INSTR, CI MED (1-861)	Biomed & Translational Sci	0	Univ of IL Urbana-Champaign, Bachelor of Science, 1999; Univ of IL Urbana-Champaign, Master of Education, 2008 Wilbur Wright Coll, Assoc of Arts and Science, 1977; Univ of Illinois at Chicago, BS in Civil Engineering, 1979; Univ of Illinois at Chicago, Master of Science, 1982;	UI
Jasiuk	Iwona	M	ijasiuk	2017-03-10	2017-03-10	2026-08-15	PROF (1-861)	Biomed & Translational Sci	0.33	Northwestern Univ, Doctor of Philosophy, 1986	UI
Kaplan	Richard	L	rkaplan	2020-03-09	2020-03-09	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Indiana Univ Bloomington, Bachelor of Science;	UI
Karn	Robert	Cameron	rkarn	2021-11-16	2021-11-16	9999-12-31	ADI RES PROF, CI MED (1-861)	Biomed & Translational Sci	0	Indiana Univ Bloomington, Doctor of Philosophy, 1972; Indiana Univ Bloomington, Doctor of Philosophy, 1972 U of Texas Austin, BA Liberal Arts and Science, 1999; U of Wisconsin Madison, BS in Mechanical Engineering, 2005;	Other Affiliate
Kersh	Mariana	Elizabeth	mkersh	2019-02-16	2019-02-16	2026-08-15	ASSOC PROF (1-861)	Biomed & Translational Sci	0.33	U of Wisconsin Madison, Master of Science, 2008; U of Wisconsin Madison, Doctor of Philosophy, 2010	UI
Kesavadas	T		kesh	2017-04-13	2017-04-13	9999-12-31	ADI PROF, CI MED (1-861)	Biomed & Translational Sci	0	Indian I Tec Madras, Doctor of Science, 1995; Indian I Tec Madras, Master of Engineering, 1987	UI
Kim	Harrison	Hyung Min	hmkim	2020-01-16	2020-01-16	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Korea Adv Inst of Sci And Tech, Master of Science, 1997;	UI
Kim	Sangjin		sangjin	2019-10-01	2019-10-01	9999-12-31	ASST PROF, CI MED (1-861)	Biomed & Translational Sci	0	U of Michigan at Ann Arbor, Doctor of Philosophy, 2001	UI
King	William	Paul	wpk	2020-03-25	2020-03-25	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Harvard Univ, Doctor of Philosophy, 2010 Stanford Univ, Doctor of Philosophy, 2002	UI
Kong	Hyun Joon		hkong06	2017-03-10	2017-03-10	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Hanyang U, BS in Chemical Engineering, 1992; Hanyang U, Master of Science, 1995;	UI
Krishnan	Girish		gkrishna	2020-08-16	2020-08-16	2027-08-15	ASSOC PROF (1-861)	Biomed & Translational Sci	0.33	Univ of Michigan Ann Arbor, Doctor of Philosophy, 2001 Univ of Michigan Ann Arbor, Doctor of Philosophy, 2011	UI
Lam	Fan		fanlam1	2020-01-16	2020-01-16	9999-12-31	ASSOC PROF, CI MED (1-861)	Biomed & Translational Sci	0	Tsinghua U, Bachelor of Science, 2006;	UI
Laouar	Amale		laouaram	2023-07-17	2023-07-17	9999-12-31	TCH ASSOC PROF, MED EDUC FAC (1-861)	Biomed & Translational Sci	1	Univ of IL Urbana-Champaign, Doctor of Philosophy, 2015 U Par Sorb (Par Iv), Doctor of Philosophy, 1994	UI
Lavey	Warren		lavey	2021-04-16	2021-04-16	9999-12-31	ADI PROF, CI MED (1-861)	Biomed & Translational Sci	0	Harvard Univ, Bachelor of Arts, 1975; U Cambridge, Diplomate, 1976;	UI
Leal	Cecilia	Maria	cecilial	2019-10-01	2019-10-01	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Harvard Univ, Juris Doctor, 1979; Harvard Univ, Master of Science, 1975	UI
Li	Hua		huall19	2019-03-18	2019-03-18	9999-12-31	RES ASSOC PROF, CI MED (1-861)	Biomed & Translational Sci	0	Lunds U, Doctor of Science, 2006	UI
Liang	Feng		liangf	2024-06-16	2024-06-16	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Huazhong U Sci Tech, BS in Electrical Engineering, 1994; Huazhong U Sci Tech, Doctor of Philosophy, 2001	UI
Liang	Zhi-Pei		z-liang	2018-02-01	2018-02-01	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Beijing Univ (speking U), BA Liberal Arts and Science, 1997; Yale Univ, Doctor of Philosophy, 2002	UI
Liechty	Janet	M	jllechty	2017-03-10	2017-03-10	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	South China Univ of Tech, Bachelor of Science, 1982; Case Western Reserve Univ, Master of Science - Other, 1985;	UI
Llano	Daniel	Adolfo	d-llano	2017-03-10	2017-03-10	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Case Western Reserve Univ, Doctor of Philosophy, 1989 Univ of Maryland Bltmr Prof Sc, Master of Social Work, 1990;	UI
Loewenstein	Jeffrey		jloew	2017-08-16	2017-08-16	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Univ of Maryland Coll Park, Doctor of Philosophy, 2007	UI
Lu	Ting		luting	2019-10-01	2019-10-01	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Univ of IL Urbana-Champaign, Doctor of Medicine, 2002; Univ of IL Urbana-Champaign, Doctor of Philosophy, 2000	UI
Madak-Erdogan	Zeynep		zmadake2	2021-08-16	2021-08-16	9999-12-31	ASSOC PROF, CI MED (1-861)	Biomed & Translational Sci	0	Univ of Michigan Ann Arbor, BS Liberal Arts and Science, 1995;	UI
Marjanovic	Marina		marinam	2017-06-26	2017-06-26	9999-12-31	TCH ASSOC PROF, CI MED (1-861)	Biomed & Translational Sci	0	Northwestern Univ, Doctor of Philosophy, 2000 Univ of Cal San Diego, Doctor of Philosophy, 2007	UI
Martinis	Susan	A	martinis	2016-11-16	2017-03-10	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Bilkent Univ, Bachelor of Science, 2002; Bilkent Univ, Doctor of Philosophy, 2009;	UI
Masud	Arif		amasud	2020-03-09	2020-03-09	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Bilkent Univ, Admin Rec UIUC, 2002	UI
McDonagh	Deana	C	mcdonagh	2022-03-16	2022-03-16	2027-08-15	PROF (1-861)	Biomed & Translational Sci	0.33	U Belgrade, Doctor of Philosophy, 1992 Washington State Univ, BS Liberal Arts and Science, 1985;	UI
McMichael	Maureen		mmcm	2017-03-10	2017-03-10	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Univ of IL Urbana-Champaign, Doctor of Philosophy, 1990 Univ of Engr-Tech Lahore, Bachelor of Science;	UI
Medrano	Cristina	Nicolas	cmedrano	2024-01-08	2024-01-08	9999-12-31	TCH ASST PROF, MED EDUC FAC (1-861)	Biomed & Translational Sci	0.45	Stanford Univ, Doctorate - Other	UI
Mehta	Ravi	Prakash	rmehtar	2018-07-01	2018-07-01	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	U Salford, Master of Science, 1996;	UI
Mendenhall	Ruby		rubymen	2017-12-04	2017-12-04	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	U Salford, Doctor of Philosophy, 2006 Columbia U, Bachelor of Science, 1991;	UI
Mirica	Liviu	Mihail	mirica	2022-11-16	2022-11-16	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Cornell U Coll Vet Med, Doctor of Veterinary Medicine, 1995;	UI
Mohaghegh	Zahra		zahra13	2019-10-01	2019-10-01	9999-12-31	ASSOC PROF, CI MED (1-861)	Biomed & Translational Sci	0	Univ of IL Urbana-Champaign, Master of Education, 2018	UI
Monson	Brian		monson	2021-09-16	2021-09-16	9999-12-31	ASSOC PROF, CI MED (1-861)	Biomed & Translational Sci	0	Univ of IL Urbana-Champaign, BS Liberal Arts and Science, 1989;	UI
Moore	Edwin	G	egmoore	2021-05-17	2023-08-16	9999-12-31	TCH PROF, CI MED (1-861)	Biomed & Translational Sci	0	Southern Ill Univ Sch of Med, Doctor of Medicine, 1994	UI

Mukherjee Murphy	Ujjal Catherine	Kumar Jones	ukm murphyjcj	2021-08-16 2018-03-02	2021-08-16 2018-03-02	2026-08-15 9999-12-31	ASSOC PROF (1-861) PROF, CI MED (1-861)	Biomed & Translational Sci Biomed & Translational Sci	0.33 0	UI UI	Jadavpur U, Bachelor in Engineering, 1997; U of Minnesota - Twin Cities, Doctor of Business Admin, 2015; Xavier Lab Rel Inst, Master of Business Admin, 2002; U of Minnesota - Twin Cities, Master of Science, 2015 U of Wisconsin Madison, Doctor of Philosophy, 1990
Nahrstedt	Klara		klara	2018-05-01	2018-05-01	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	UI	Humboldt- U Berlin, Bachelor Degree - Other, 1984; Technical University Slovakia, College - No Degree; Humboldt- U Berlin, Master of Arts, 1985; Univ of Pennsylvania, Doctor of Philosophy, 1995 Lvov State U, Bachelor of Science, 1995; Univ of Illinois at Chicago, Master of Science, 2000;
Nguyen	Thanh	Huong	thn	2020-07-01	2020-07-01	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	UI	Johns Hopkins Univ, Master of Science, 2004; Johns Hopkins Univ, Doctor of Philosophy, 2005 Univ of IL Urbana-Champaign, Bachelor of Science, 1966; Univ of IL Urbana-Champaign, Master of Science - Other, 1968;
O'Brien	William	D	wdo	2018-02-01	2018-02-01	9999-12-31	RES PROF, CI MED (1-861)	Biomed & Translational Sci	0	UI	Univ of IL Urbana-Champaign, Doctor of Philosophy, 1970 Harding Univ Main Campus, Bachelor of Science, 1994; Univ Southwestern Louisiana, Master of Science - Other, 1996;
Oelze	Michael	L	oelze	2017-03-10	2017-03-10	2026-08-15	PROF (1-861)	Biomed & Translational Sci	0.33	UI	U of Mississippi Main Campus, Doctor of Philosophy, 2000 Univ of Illinois at Chicago, Bachelor of Science, 2AWD; Univ of Illinois at Chicago, Doctor of Medicine, 2004; Univ of Illinois at Chicago, Admin Earned Cumulative UIC, 2000
Park Pedron Haba Pepino de Gruiev	Grace Sara Marta	Lee Yanina	gleepark spedron ypolino	2020-08-16 2021-02-08 2021-08-16	2020-08-16 2021-02-08 2021-08-16	9999-12-31 2028-08-15 9999-12-31	CLIN ASSOC PROF MED EDUC FCLTR (1-861) RES ASST PROF (1-861) ASSOC PROF, CI MED (1-861)	Biomed & Translational Sci Biomed & Translational Sci Biomed & Translational Sci	1 0.33 0	UI UI UI	Univ Carlos III de Madrid, Doctor of Philosophy, 2008 U Nac Cordoba, Doctor of Philosophy, 2001 U Oviedo, Doctor of Medicine, 2000; U Oviedo, Doctor of Philosophy, 2005
Perez Pinera	Pablo		pablo	2017-03-10	2017-03-10	9999-12-31	ASSOC PROF, CI MED (1-861)	Biomed & Translational Sci	0	UI	Other, Bachelor Degree - In Progress; Purdue Univ Main Campus, Bachelor of Science, 1986; Univ of IL Urbana-Champaign, Doctor of Science, 2017; Florida Atlantic Univ, Master of Computer Science, 1994;
Pietrowicz	Mary	B	marybp	2022-08-16	2022-08-16	2027-08-15	TCH ASST PROF (1-861)	Biomed & Translational Sci	0	UI	Purdue Univ Main Campus, Primary Transfer Inst UIUC Toronto, Univ Of, Master of Arts, 1997; Toronto, Univ Of, Bachelor of Science, 1993;
Polk	John	David	jdpolk	2017-03-10	2017-03-10	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	UI	Toronto, Univ Of, Doctor of Philosophy, 2001 College of Ozarks, Bachelor of Science, 1999; Missouri State Univ, Master of Arts, 2001;
Quick	Brian	L	bquick	2019-07-16	2019-07-16	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	UI	Texas A&M U All Campuses, Doctor of Philosophy, 2005 Carleton College, Bachelor of Arts, 1979;
Radnitzer	Crystal	D	radnitr	2018-06-01	2018-06-01	9999-12-31	CLIN ASST PROF, CI MED (1-861)	Biomed & Translational Sci	0	Carle	Loyola Stritch Sch of Medicine, Doctor of Medicine, 1985 N Carolina State U Raleigh, Bachelor in Engineering, 2012;
Rahhal Rao	Tojan Christopher	Bassam V	rahhal cvrao	2022-11-16 2018-03-02	2022-11-16 2018-03-02	9999-12-31 9999-12-31	ADJ TCH ASST PROF, CI MED (1-861) PROF, CI MED (1-861)	Biomed & Translational Sci Biomed & Translational Sci	0 0	Carle-BroMenn UI	Univ N Carolina Chapel Hill, Doctor of Philosophy, 2016 U of Wisconsin Madison, Doctor of Philosophy, 2000 Univ of Cal San Diego, Bachelor of Arts, 1986;
Roberts	Brent	W	bwrobrts	2023-08-16	2023-08-16	9999-12-31	PROF (1-861)	Biomed & Translational Sci	0.5	UI	Univ of Cal Berkeley, Doctor of Philosophy, 1994 Cornell U, Bachelor of Science, 1977; SUNY at Buffalo, College - No Degree;
Robinson	Gene	E	generobi	2017-03-10	2017-03-10	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	UI	Cornell U, Master of Science - Other, 1982; Cornell U, Doctor of Philosophy, 1986 U of Texas Austin, BA Liberal Arts and Sciences, 1989;
Rogers	John	A	jrogers	2018-02-01	2018-02-01	9999-12-31	ADJ PROF, CI MED (1-861)	Biomed & Translational Sci	0	Other	U of Texas Austin, Bachelor of Science, 1989; Massachusetts Inst of Tech, Master of Science, 1992; Massachusetts Inst of Tech, Doctor of Philosophy, 1995 Dhaka College, Associate Degree - Arts, 1979; Bangladesh U Engr Tec, Bachelor of Science, 1984;
Saif	Md Taher	Abu	saif	2019-02-16	2019-02-16	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	UI	Washington State Univ, Master of Science - Other, 1987; Cornell U, Doctor of Philosophy, 1993
Saw	Jessica	Jia-Wen	jsaw2	2021-08-16	2021-08-16	9999-12-31	TCH ASST PROF, CI MED (1-861)	Biomed & Translational Sci	0	UI	Oberlin Coll, Bachelor of Arts, 2012; Oberlin Conservatory of Music, Bachelor of Music, 2012; Mayo Clinic Coll Med Grad Sch, Doctor of Medicine, 2021;
Sepe Seshadri	Joseph Sridhar	J	sepe sridhar	2021-06-21 2021-08-16	2021-06-21 2021-08-16	9999-12-31 2026-08-15	ADJ TCH ASST PROF, CI MED (1-861) PROF (1-861)	Biomed & Translational Sci Biomed & Translational Sci	0 0.33	UI UI	Univ of IL Urbana-Champaign, Doctor of Philosophy, 2020 Carleton Coll, BA Liberal Arts and Sciences, 2008; U of Wisconsin Madison, Doctor of Philosophy, 2018 Univ of Cal Berkeley, Doctor of Philosophy, 1993
Shackelford	Laura	Lynn	llshacke	2017-04-13	2017-04-13	9999-12-31	PROF (1-861)	Biomed & Translational Sci	0.5	UI	Duke Univ, Bachelor of Science, 1998; Washington Univ in St Louis, Master of Arts, 2001; Washington Univ in St Louis, Doctor of Philosophy, 2005 Univ of Pennsylvania, BS in Bioengineering, 1996;
Shah	Sonali	K	sonali	2018-07-01	2018-07-01	2027-08-15	PROF (1-861)	Biomed & Translational Sci	0.33	UI	Univ of Pennsylvania, BS Liberal Arts and Science, 1996; Massachusetts Inst of Tech, Doctor of Philosophy, 2003 Columbia U, Master of Arts, 2006;
Sherkow Shi Sirk	Jacob Zhaoyue Shannon	S	jsherkow zhaoyues sirk	2022-02-16 2024-04-01 2018-03-02	2022-02-16 2024-04-01 2018-03-02	9999-12-31 9999-12-31 9999-12-31	PROF, CI MED (1-861) RES ASST PROF, CI MED (1-861) ASST PROF, CI MED (1-861)	Biomed & Translational Sci Biomed & Translational Sci Biomed & Translational Sci	0 0 0	UI Carle UI	McGill University, Bachelor of Science, 2004; Univ of Michigan Ann Arbor, Juris Doctor, 2008 Other, Doctor of Philosophy, 2017 Univ of Cal Los Angeles, Doctor of Philosophy, 2009
Slauch Smith	James Andrew	McClurg M	slauch smi	2016-11-16 2017-03-10	2017-03-10 2017-03-10	9999-12-31 9999-12-31	PROF, CI MED (1-861) PROF, CI MED (1-861)	Biomed & Translational Sci Biomed & Translational Sci	0 0	UI UI	Penn State U Central Office, Bachelor of Science, 1984; Princeton Univ, Doctor of Philosophy, 1990 Georgia Inst of Tech, Doctor of Philosophy, 2008
Smith	Lisan	Lalita	lisan	2021-08-16	2021-08-16	9999-12-31	TCH ASST PROF, MED EDUC FCLTR (1-861)	Biomed & Translational Sci	0.8	UI	Barry Univ, Bachelor of Science, 1997; Vanderbilt Univ, Doctor of Philosophy, 2003 Gustavus Adolphus Coll, BA Liberal Arts and Science, 2001; Cornell U Coll Vet Med, Doctor of Veterinary Medicine, 2005;
Smith	Rebecca	Lee	rlsdvm	2020-07-16	2020-07-16	2026-08-15	ASSOC PROF (1-861)	Biomed & Translational Sci	0.33	UI	Kansas State Univ, Master of Science, 2007; Cornell U, Doctor of Philosophy, 2011 Huazhong U Sci Tech, Bachelor in Engineering, 2008;
Song Sorkin	Pengfei Harlan	Lee	songp sorkin2	2019-01-01 2021-02-16	2019-01-01 2021-02-16	9999-12-31 9999-12-31	ASSOC PROF, CI MED (1-861) CLIN ASST PROF (1-861)	Biomed & Translational Sci Biomed & Translational Sci	0 0	UI UI	U of Nebraska-Lincoln, Master of Science, 2010; Mayo Clinic Coll Med Grad Sch, Doctor of Philosophy, 2014 Univ of IL Urbana-Champaign, BS Liberal Arts and Science, 1996
Sowers	Richard	B	r-sowers	2021-04-16	2021-04-16	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	UI	Drexel Univ, Bachelor Degree - Other, 1986; Univ of Maryland Coll Park, Master of Science, 1988; Univ of Maryland Coll Park, Doctor of Philosophy, 1991



Spinella	Michael	J	spinella	2017-10-01	2017-10-01	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	SUNY Coll at Oswego, BS Liberal Arts and Science, 1985; SUNY Coll at Oswego, Doctor of Science, 1991	UI
Stadtmueller	Beth	Marie	bethms	2018-11-01	2018-11-01	9999-12-31	ASST PROF (1-944)	Biomed & Translational Sci	0.25	U of Wisconsin Madison, Bachelor of Science, 2003; Univ of Utah, Doctor of Philosophy, 2010	UI
Stumpf Sun	Rebecca Jimeng		rstumpf jimeng	2018-10-01 2020-04-16	2018-10-01 2020-04-16	9999-12-31 9999-12-31	PROF, CI MED (1-861) PROF (1-861)	Biomed & Translational Sci Biomed & Translational Sci	0 0.33	Oberlin Coll, BA Liberal Arts and Science, 1989; SUNY at Stony Brook, Master of Arts, 1998; SUNY at Stony Brook, Doctor of Philosophy, 2004 Carnegie-Mellon Univ, Doctor of Philosophy, 2007 U of Illinois All Cam, Bachelor Degree - Other, 1999; U of Michigan at Ann Arbor, Doctorate - Other, 2003;	UI UI
Sutton	Brad		bsutton	2016-05-16	2017-03-10	2027-08-15	PROF (1-861)	Biomed & Translational Sci	0.33	U of Michigan at Ann Arbor, Master of Science - Other, 2001; U of Michigan at Ann Arbor, Master of Science - Other, 2002	UI
Sweedler	Jonathan	V	jsweedle	2018-02-01	2018-02-01	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Univ of Cal Davis, Bachelor of Science, 1983; Univ of Cal Davis, Doctorate - Other, 1989	UI
Swigart	James	P	swigart	2020-04-06	2020-05-16	9999-12-31	TCH ASST PROF, MED EDUC FAC (1-861)	Biomed & Translational Sci	1	Eastern Illinois Univ, Bachelor of Science, 2004; Univ of South Florida, Master of Science, 2006	UI
Tajkhorshid	Emad		emad	2018-03-02	2018-03-02	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Tehran Univ of Medical Science, Doctor of Pharmacy, 1989; Tehran Univ of Medical Science, Doctor of Philosophy, 1995;	UI
Teran-Garcia	Margarita	De L	teranmd	2017-03-10	2017-03-10	9999-12-31	TCH ASST PROF, CI MED (1-861)	Biomed & Translational Sci	0	Tehran Univ of Medical Science, Doctor of Philosophy, 2001	UI
Thompson	Charee	Mooney	charee	2021-09-16	2021-09-16	9999-12-31	ASSOC PROF, CI MED (1-861)	Biomed & Translational Sci	0	Misc College/University, Doctor of Medicine, 1989; Misc College/University, Doctor of Philosophy, 2001	UI
Thorstensson Davila	Liv	Solveig	livtd	2022-05-16	2022-05-16	9999-12-31	ASSOC PROF, CI MED (1-861)	Biomed & Translational Sci	0	Arizona State Univ, Master of Arts, 2009; U of Texas Austin, Doctor of Philosophy, 2013	UI
Timperman	Aaron	Thomas	atimperm	2019-02-16	2019-02-16	9999-12-31	TCH ASSOC PROF, CI MED (1-861)	Biomed & Translational Sci	0	Grinnell Coll, BA Liberal Arts and Sciences, 1996; U of Minnesota - Twin Cities, Master of Arts, 2000;	UI
Urosev	Mark		urosev	2023-04-16	2023-06-01	9999-12-31	INSTR, CI MED (1-861)	Biomed & Translational Sci	1	Univ N Carolina Charlotte, Master of Education, 2005; Univ N Carolina Chapel Hill, Doctor of Philosophy, 2010	UI
van der Donk	Wilfred	Adrianus	vddonk	2018-02-01	2018-02-01	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	St Louis U All Cam, Bachelor of Science, 1990; Univ of IL Urbana-Champaign, Doctor of Philosophy, 1995	UI
Vlasov	Yurii	A	vyvasov	2017-03-10	2017-03-10	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Univ of Illinois at Chicago, Bachelor of Arts, 1993; Roosevelt Univ, Master of Arts, 2005	UI
Vozenilek	John	A	javoz	2017-09-25	2017-09-25	9999-12-31	INSTR, CI MED (1-861)	Biomed & Translational Sci	0	Leiden University, Master of Science - Other, 1989; Rice Univ, Doctor of Philosophy, 1994	UI
Wallon	Robert	Charles	rwallon2	2018-07-02	2020-09-16	9999-12-31	TCH ASST PROF, CI MED (1-861)	Biomed & Translational Sci	1	University of Leningrad, Master of Science, 1988;	UI
Wang Weightman	Hua David	Ian	huawang2 dw	2020-08-16 2018-02-16	2020-08-16 2018-02-16	9999-12-31 9999-12-31	ASST PROF, CI MED (1-861) PROF, CI MED (1-861)	Biomed & Translational Sci Biomed & Translational Sci	0 0	Ioffe Physical Tech Institute, Doctor of Philosophy, 1995 Univ of Florida, Bachelor of Science, 1992; Univ of Miami, Doctor of Philosophy, 1996; Univ of Florida, Bachelors Degree Inst; Univ of Miami, Doctorate Degree Inst	UI UI
Wetter Taylor	Nathaniel	Craig	nwetter2	2023-11-01	2023-11-01	9999-12-31	ADJ LECTURER, CI MED (1-861)	Biomed & Translational Sci	0	Univ of IL Urbana-Champaign, Bachelor of Science, 2009; Univ of IL Urbana-Champaign, Doctor of Philosophy, 2020	Other Affiliate
Wheeler	Matthew	B	mbwheele	2017-03-10	2017-03-10	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Univ of Sci And Tech of China, Bachelor of Science, 2012; Univ of Sci And Tech of China, Doctor of Philosophy, 2016	UI
White	M	Christina	mcwhite7	2018-08-16	2018-08-16	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Misc College/University, Master of Arts, 1970 Illinois Valley Cmty Coll, Associate Degree- Science, 2005; U of Illinois All Cam, BS in Computer Engineering, 2008;	UI
Wilson	Brenda	Anne	wilson7	2017-04-13	2017-04-13	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Southern Ill Univ Sch of Med, Doctor of Medicine, 2013; U of Illinois All Cam, Master of Science, 2015;	UI
Wilson	Robin	Fretwell	wils	2019-11-16	2019-11-16	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Illinois Valley Cmty Coll, Primary Transfer Inst UIUC Univ of Cal Davis, Bachelor Degree - Other, 1977; Univ of Cal Davis, Doctorate - Other, 1985;	UI
Witmer	Ann-Perry		awitmer	2018-07-01	2018-07-01	9999-12-31	TCH ASSOC PROF, MED EDUC FCLTR (1-861)	Biomed & Translational Sci	1	Univ of Cal Davis, Master Degree - Other, 1982 Smith Coll, BA Liberal Arts and Science, 1992; Johns Hopkins University, Doctor of Philosophy, 1998	UI
Woods	Jeffrey	A	woods1	2017-03-10	2017-03-10	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	Barnard Coll, Bachelor of Arts, 1981; Lud Maxmill U Munchen, College - No Degree; Johns Hopkins Univ, Master of Arts, 1985;	UI
Wooldridge	Abigail		arwool	2020-05-16	2020-05-16	9999-12-31	ASST PROF, CI MED (1-861)	Biomed & Translational Sci	0	Johns Hopkins Univ, Doctor of Philosophy, 1989 U of Virginia, BS Liberal Arts and Science, 1989;	UI
Wright	Heather		heatherw	2017-08-16	2018-08-01	9999-12-31	INSTR, CI MED (1-861)	Biomed & Translational Sci	1	U of Virginia, Juris Doctor, 1995	UI
Wu	Nicholas Ching Hai		nicwu	2020-09-01	2020-09-01	9999-12-31	ASST PROF, CI MED (1-861)	Biomed & Translational Sci	0.25	Boston Univ, BA Liberal Arts and Sciences, 1982; Univ of IL Urbana-Champaign, BS in Civil Engineering, 2002; Boston Univ, BS in Journalism, 1982;	UI
Yamamoto Yao	Joyce Mike	K Zheng Yu	joyce84 mzyao	2023-12-16 2024-04-01	2023-12-16 2024-04-01	9999-12-31 9999-12-31	ADJ TCH ASST PROF, CI MED (1-861) PROF, CI MED (1-861)	Biomed & Translational Sci Biomed & Translational Sci	0 0	Univ of IL Urbana-Champaign, Master of Science, 2016; Univ of IL Urbana-Champaign, Doctor of Philosophy, 2018	Other Affiliate UI
Yodh	Jaya	G	jjodh	2017-03-10	2017-03-10	9999-12-31	TCH PROF, MED EDUC FCLTR (1-861)	Biomed & Translational Sci	1	U of Massachusetts Amherst, Bachelor of Science, 1984; Springfield Coll, Master of Science - Other, 1988;	UI
Zhao	Huimin		zhao5	2018-02-01	2018-02-01	9999-12-31	PROF, CI MED (1-861)	Biomed & Translational Sci	0	U South Carolina Columbia, Doctor of Philosophy, 1992 Univ of Louisville, BS in Industrial Engineering, 2011; Univ of Louisville, Master of Engineering, 2012;	UI
Zhao	Sihai	Dave	sdzhao	2018-02-01	2018-02-01	9999-12-31	ASSOC PROF, CI MED (1-861)	Biomed & Translational Sci	0	U of Wisconsin Madison, Master of Science, 2013; U of Wisconsin Madison, Doctor of Philosophy, 2018	UI
										St Ambrose Univ, BS Liberal Arts and Science, 2008; Oklahoma State U Main Campus, Master of Education, 2012	UI
										U of Virginia, Bachelor of Science, 2010; U of Virginia, Doctor of Philosophy, 2015	UI
										Univ of IL Urbana-Champaign, Bachelor in Engineering, 1984; Penn State University Park, Doctor of Science, 1990; Penn State University Park, Master of Science, 1986	Other Affiliate UI
										Univ of Cal Santa Barbara, Doctor of Philosophy, 2006	UI
										Cornell U, BA Liberal Arts and Sciences, 1987; Johns Hopkins Univ, Doctor of Science, 1994	UI
										Univ of Sci And Tech of China, Bachelor of Science, 1992; Cal Inst of Tech, Doctor of Philosophy, 1998	UI
										Harvard Univ, BA Liberal Arts and Sciences, 2007; Harvard Univ, Master of Arts, 2007;	UI
										Harvard Univ, Doctor of Philosophy, 2012	UI





Cherian Mathew	Muthuthottathu	mcherian	2021-06-16	2021-06-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Chicago, Bachelor of Arts, 2005; Univ of Chicago, Bachelor of Science; Univ of IL Urbana-Champaign, Doctor of Medicine, 2017; Mount Sinai Sch of Med-Cuny, Master of Science, 2008; Univ of IL Urbana-Champaign, None;	Carle	
Chopra Ritika	A	ritika	2021-05-16	2021-05-16	9999-12-31	CLIN INSTR, CI MED (1-859)	Clinical Sciences	0	Univ of IL Urbana-Champaign, Doctor of Philosophy, 2017	Carle	
Chu Chae		chaechu	2021-10-16	2021-10-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Southern Ill U Edwardsville, Doctor of Pharmacy, 2011; Fallerton Coll, Admin Earned Cumulative UIC; Parkland Coll, Admin Earned Cumulative UIC;	Carle	
Conrad Claudius	Horst Oscar	claudius	2024-03-18	2024-03-18	9999-12-31	VST PROF (1-859)	Clinical Sciences	1	Rush Medical College, Doctor of Medicine, 1989 Ludwig-Maximilians-Universita, Doctor of Medicine, 2003; Ludwig-Maximilians-Universita, Doctor of Philosophy, 2006;	UI	
Corbett Joseph	Amit	jcorbett	2020-03-09	2020-03-09	9999-12-31	INSTR, CI MED (1-859)	Clinical Sciences	0	Univ of St Francis, Master Degree - In Progress;	Carle	
Cornelius Sean		scorene2	2020-09-16	2020-09-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Thomas Jefferson University, Master of Science - Nursing, 2014 Lake Erie Coll Osteo Med, Doctor of Osteopathic Medicine, 2015	Carle	
Cradock Cranston	Kimberly Robert	A	kcradock	2017-03-10	2017-03-10	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	American Univ Washington DC, Bachelor of Science, 1996; St Louis U All Cam, Doctor of Medicine, 2001	Carle
Cronin Timethy	V	tcronin	2023-08-01	2023-08-01	9999-12-31	CLIN INSTR, CI MED (1-859)	Clinical Sciences	0	Univ of Illinois at Chicago, Doctor of Medicine, 1982	Carle	
Cunningham Kelly		kcunni	2020-02-16	2020-02-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Southern Ill Univ Carbondale, BA Liberal Arts and Science, 1990;	Carle	
Cusick Robert	Paul	bc318	2020-12-16	2020-12-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of IL Urbana-Champaign, Master of Medicine - Other, 2013	Carle	
Damm Christopher	John	cdamm	2023-09-16	2023-09-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Loyola Stritch Sch of Medicine, Doctor of Medicine, 2005	Christie	
Damore Steven	Joseph	sdamore	2018-10-01	2018-10-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Illinois at Chicago, Doctor of Medicine, 1994	Carle	
Dave Shruti		sdave	2020-03-09	2020-03-09	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Washington Univ in St Louis, Doctor of Medicine, 1994	Christie	
Davis Charles	R	cdavies	2018-10-01	2018-10-01	9999-12-31	CLIN ASSOC PROF, RES, CI MED (1-859)	Clinical Sciences	0	Sardar Patel U, Doctor of Medicine, 1994	Carle	
Davis Benjamin	P	bpdavis1	2018-10-01	2018-10-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Case Western Reserve Univ, Doctor of Medicine, 2000 Univ of IL Urbana-Champaign, Bachelor of Science, 1998;	Carle	
Davison Donald	F	ddavison	2020-02-16	2020-02-16	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Ill at Chicago Hlth Sc, Doctor of Medicine, 2003	Carle	
Dawson Donald	Sherfield	sdawson	2017-05-12	2017-05-12	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Stetson Univ, Bachelor of Science; Univ of South Florida, Doctor of Medicine	Carle	
Decamara Donna	L	decamara	2022-08-16	2022-08-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Illinois at Chicago, Doctor of Medicine, 1990 Loyola Stritch Sch of Medicine, Doctor of Medicine, 1973; Loyola Stritch Sch of Medicine, Doctor of Medicine, 1973	Carle	
del Castillo Nicole	Suzanne	ndunlap	2023-08-16	2024-02-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	1	Univ of IL Urbana-Champaign, BS Liberal Arts and Science, 2004; Southern Ill Univ Sch of Med, Doctor of Medicine, 2009;	UI	
Delis Steve	Nick	sdelis	2022-11-16	2022-11-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Harvard Univ, Master of Public Health, 2016 Univ of Cal Berkeley, Bachelor of Arts, 1992;	Carle-BroMenn	
Dennis Charles		cdennis3	2019-12-16	2019-12-16	9999-12-31	CLIN PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Ill Coll of Med-Rockfo, Doctor of Medicine, 1998 Univ of IL Urbana-Champaign, BS Liberal Arts and Science, 1982;	Carle	
Derum Linda	A	derum	2020-02-16	2020-02-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of St Thomas, Master of Business Admin, 2011;	Other Affiliate	
Dhorajia Girishkumar		dhorajia	2022-08-15	2022-08-15	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Baylor College of Medicine, Doctor of Medicine, 1986 U of Michigan at Ann Arbor, Bachelor of Arts, 1974;	Carle-BroMenn	
DiBello Brooke	Jasmine	bdibello	2022-08-16	2022-08-16	9999-12-31	CLIN INSTR, CI MED (1-859)	Clinical Sciences	0	Wayne State Univ, Doctor of Medicine, 1985;	Carle	
DiSalvo Philip	Calogero	pcd	2022-08-16	2022-08-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	U of Michigan at Ann Arbor, Master of Library Science, 1975	Carle	
Dizen Muge		dizen	2019-11-16	2019-11-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	High School for HR Use: High School Equivalency, 1998; East Tennessee State Univ, Doctor of Medicine, 2014	Carle	
Dominguez Kathleen	Marie	kmd76	2019-07-16	2019-07-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Southern IL Univ Carbondale, Bachelor of Arts;	Carle	
Dow Traci	Marie	tdow	2023-09-16	2023-09-16	9999-12-31	CLIN INSTR, CI MED (1-859)	Clinical Sciences	0	Eastern Illinois Univ, Master of Arts	Carle	
Eastin Haley	E	heastin2	2018-06-01	2018-06-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Northwestern Univ, Doctor of Medicine, 2015	Carle	
Edwards Laura	Leigh	lhickm2	2020-11-16	2020-11-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of IL Urbana-Champaign, Doctor of Philosophy, 2005	Christie	
Egner James	R	jegner	2018-10-01	2018-10-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of IL Urbana-Champaign, Doctor of Philosophy, 2012	Carle	
Eigbike Mercy	Ebazemhen	me6	2023-08-16	2023-08-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Iowa, Doctor of Medicine, 1976 U Benin, Doctor of Medicine, 2006	Carle	
Eisenmenger Karen	Louise	keisenme	2023-08-16	2023-08-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of IL Urbana-Champaign, BS Liberal Arts and Science, 1996;	Carle	
Elias Youssef		yelias	2020-03-09	2020-03-09	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Southern Ill Univ Sch of Med, Doctor of Medicine, 2000 Univ of IL Urbana-Champaign, Bachelor of Science, 2001;	Carle	
Ellingwood Lisa	Annette	lae3	2023-05-01	2023-05-01	9999-12-31	CLIN INSTR, CI MED (1-859)	Clinical Sciences	0	Univ of IL Urbana-Champaign, Doctor of Medicine, 2010;	Carle	
Elshamy Mohammed	E	melshamy	2023-12-16	2023-12-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of IL Urbana-Champaign, Doctor of Philosophy, 2007	Carle	
Faheem Sheikh	Muhammad	sfaheem	2019-04-16	2019-04-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Coll of Dupage, Associate Degree - Nursing, 2010; Ohio U All Campuses, Bachelor of Nursing, 2015;	Carle	
Famuyide Victoria	O	vfamuyid	2021-01-16	2021-01-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Walden Univ, Master of Science - Nursing, 2019	Carle	
Fay Nancy	E	nancyfay	2017-03-10	2017-03-10	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	Ain Shams University, Bachelor Medicine & Surgery, 2013	Carle	
Fernandes Darryl	S	dsfernan	2023-01-16	2023-01-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	King Edward Medical College, Doctor of Medicine, 2008	Carle	
Fisher Jonathan	R	fisherjr	2023-11-01	2023-11-01	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	Pikeville Coll, Doctor of Osteopathic Medicine, 2009;	Carle	
Fisher Tuesday	Fawn	tfisher	2024-02-01	2024-02-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Morgan State Univ, Master of Business Admin, 2000	Carle	
Flangini Alexia		flangini	2024-06-16	2024-06-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Lawrence Univ, BA Liberal Arts and Sciences, 1978;	Carle	
Footo Caitlyn	A	cfoto	2020-12-16	2020-12-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Loyola Stritch Sch of Medicine, Doctor of Medicine, 1981 Univ of Hawaii at Manoa, Bachelor of Arts, 1993;	Carle	
FORD MOLLY	Elizabeth	megiertz	2024-08-01	2024-08-01	9999-12-31	CLIN INSTR, CI MED (1-859)	Clinical Sciences	0	John A Burns Sch of Med Hawaii, Doctor of Medicine, 1998 Augustana Coll, Bachelor of Science, 2006;	Carle-BroMenn	
Fore Lauren	Louise	lduffle2	2023-04-16	2023-04-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Washington Univ in St Louis, Doctor of Philosophy, 2014	UI	
Forsythe Jamie	Lynn	jsythe	2019-08-16	2019-08-16	9999-12-31	INSTR, CI MED (1-859)	Clinical Sciences	0	Rensselaer Polytechnic Inst, Bachelor of Science, 2009;	Carle	
Ford Molly	Elizabeth	megiertz	2024-08-01	2024-08-01	9999-12-31	CLIN INSTR, CI MED (1-859)	Clinical Sciences	0	Tufts Univ, Doctor of Medicine, 2013	Carle	
Fore Lauren	Louise	lduffle2	2023-04-16	2023-04-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Charles University In Prague, Doctor of Medicine, 2004	Christie	
Forsythe Jamie	Lynn	jsythe	2019-08-16	2019-08-16	9999-12-31	INSTR, CI MED (1-859)	Clinical Sciences	0	SUNY Upstate Medical Center, Doctor of Medicine, 2013	Christie	
Ford Molly	Elizabeth	megiertz	2024-08-01	2024-08-01	9999-12-31	CLIN INSTR, CI MED (1-859)	Clinical Sciences	0	Illinois State Univ, Bachelor Degree - Other, 2011;	Carle	
Fore Lauren	Louise	lduffle2	2023-04-16	2023-04-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Texas State University, Master of Science - Nursing, 2016; Illinois State Univ, Admin Earned Cumulative UIC;	Carle	
Forsythe Jamie	Lynn	jsythe	2019-08-16	2019-08-16	9999-12-31	INSTR, CI MED (1-859)	Clinical Sciences	0	Illinois State Univ, Primary Transfer Inst UIUC Parkland Coll, Associate Degree - Science, 2005;	Carle	
Fore Lauren	Louise	lduffle2	2023-04-16	2023-04-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of IL Urbana-Champaign, Associate in Science, 2007;	Kirby Health	
Forsythe Jamie	Lynn	jsythe	2019-08-16	2019-08-16	9999-12-31	INSTR, CI MED (1-859)	Clinical Sciences	0	Ross University School of Med, Doctor of Medicine, 2013; Parkland Coll, Primary Transfer Inst UIUC Southern Ill U Edwardsville, Bachelor of Science in Nursing, 2001;	Carle	

Francois	Matilde	Elvira Saguez	mmarre2	2023-05-01	2023-05-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Florida, Bachelor of Science, 2008; Univ of Ill Coll of Med-Peoria, Doctor of Medicine, 2013	Carle-BroMenn
Frederick Fulfer	Ann Jamie	E Lynn	aefreder jfulfer	2021-04-16 2018-07-01	2021-04-16 2018-07-01	9999-12-31 9999-12-31	CLIN INSTR, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	Northern Illinois Univ, BS Liberal Arts and Science, 1980; Northern Illinois Univ, BS in Medical & Laboratory Sci, 1981 Southern Ill Univ Sch of Med, Doctor of Medicine, 2004	Carle Carle
Fulk Fullan	Nona Sean	Pawlak P	rfulkmd spfullan	2023-06-01 2018-06-01	2023-06-01 2018-06-01	2025-08-15 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0.05 0	Augustana Coll, Bachelor of Arts, 1991; Rush Medical College, Doctor of Medicine, 1995 U of Wisconsin Madison, Doctor of Medicine, 2010	Carle-BroMenn-3rdPty Carle
Gaddey Gao	Heidi Lianghe	Lynn	hgaddey drbao	2024-02-01 2018-06-01	2024-02-01 2018-06-01	9999-12-31 9999-12-31	CLIN ASSOC PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	Univ of IL Urbana-Champaign, BS Liberal Arts and Science, 1997; Southern IL Univ Carbondale, Doctor of Medicine, 2001	Christie Carle
Garg	Anuj		anujgarg	2019-05-16	2019-05-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Calicut Medical College, Bachelor Medicine & Surgery, 2000	Carle
Garic	Dejla		lgaric	2023-08-01	2023-08-01	9999-12-31	CLIN INSTR, CI MED (1-859)	Clinical Sciences	0	Southern Ill U Edwardsville, Doctor of Pharmacy, 2021	Carle
Garrett	Katherine	Rebecca	kr8	2024-08-01	2024-08-01	9999-12-31	CLIN INSTR, CI MED (1-859)	Clinical Sciences	0	Miami University, Bachelor of Music, 2019; U of Cincinnati Central Ofc, Master of Science, 2021	Carle
Garrett-Hauser Gastwirth	Shayla Bart	Renay	sg98 bart4	2023-05-01 2017-06-02	2023-05-01 2017-06-02	9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	Illinois Wesleyan Univ, BS Liberal Arts and Science, 1991; Univ of Illinois at Chicago, Doctor of Medicine, 1995 Dr Wm Sch Col Podiatric Med, Doctor of Podiatric Medicine, 1977 U Philippines, Bachelor Degree - Other, 1982;	Carle-BroMenn Carle
Gaudier Gebhart	Farah Brian	S William	fgaudier hgbsbhart	2018-10-01 2023-01-16	2018-10-01 2023-01-16	9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	Univ of East Ramon Magsaysay, Doctor of Medicine, 1986 Midwestern Univ, Doctor of Osteopathic Medicine, 2004	Carle Carle-BroMenn
Gersh Ghulyani	Benjamin Shukti	C	gersh ghulyani	2017-03-10 2018-06-01	2017-03-10 2018-06-01	9999-12-31 9999-12-31	CLIN ASSOC PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	E Carolina U Greenville, Doctor of Medicine, 2006 S M S Medical Coll In Jaipur, Bachelor Medicine & Surgery, 1999	Carle Carle
Golden Good	Amy Robert	Lynn G	algolden rggood	2022-02-01 2017-03-10	2022-02-01 2017-03-10	9999-12-31 9999-12-31	CLIN INSTR, CI MED (1-859) CLIN PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	Illinois State Univ, Bachelor of Nursing, 2006; Illinois State Univ, Master of Science - Nursing, 2008 Des Moines U - Osteo Med Ctr, Doctor of Osteopathic Medicine, 1977 Bradley Univ, Advanced Certificate, 2020;	Carle Carle
Gordon	Stephanie	Danielle	sdgordon	2021-04-16	2021-04-16	9999-12-31	CLIN INSTR, CI MED (1-859)	Clinical Sciences	0	McKendree Coll, Bachelor of Nursing, 2012; U of Cincinnati Main Campus, Master of Science - Nursing, 2015 Millikin Univ, Bachelor of Science in Nursing, 2AWD; Univ of Illinois at Chicago, Master of Science - Nursing, 2009;	Carle
Grafton Gray	Vanessa Lisa	Jeanne M	vgrafto2 lisagra	2019-11-16 2022-02-16	2019-11-16 2022-02-16	9999-12-31 9999-12-31	INSTR, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	Millikin Univ, Admin Earned Cumulative UIC, 2001; Lake Land Coll, Admin Earned Cumulative UIC	Carle Carle
Greeley Grosse	Donald Maria	A T	dgreeley mtgp	2017-08-01 2018-10-01	2017-08-01 2018-10-01	9999-12-31 9999-12-31	CLIN ASSOC PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	Eastern Virginia Medical Sch, Doctor of Medicine, 2008 Univ of Illinois at Chicago, Doctor of Medicine, 1971	Carle Carle
Gul	Kinza		kinzagul	2018-06-01	2018-06-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Al Ludwig U Freiburg, Doctor of Medicine, 1995 Allam Iqbal Med Coll, Doctor of Medicine, 2006	Carle Carle
Gurtler	Jody	Kay	jgurtl1	2020-08-16	2020-08-16	9999-12-31	INSTR, CI MED (1-859)	Clinical Sciences	0	Univ of Illinois at Chicago, Bachelor of Science in Nursing, 1997; Univ of Illinois at Chicago, Master of Science - Nursing, 2002 St Olaf Coll, Bachelor of Arts, 2009;	Carle
Gutierrez	Whitney	Clare	wcutier	2020-07-16	2020-07-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Loma Linda University, Doctor of Medicine, 2015 Univ of IL Urbana-Champaign, Bachelor of Science, 2004; Univ of Illinois at Chicago, Doctor of Medicine, 2009;	Christie
Haas	Ellen	Therese	novosad	2023-05-01	2023-05-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of IL Urbana-Champaign, Admin Earned Cumulative UIC McMaster Univ, Bachelor of Science, 2011;	Other Affiliate
Haddad Haider	Ribal Baqer Ali		rnhaddad bhaidar	2023-09-16 2018-06-01	2023-09-16 2018-06-01	2026-07-09 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	American U Beirut, Doctor of Medicine, 2016 Allam Iqbal Med Coll, Bachelor Medicine & Surgery, 2010	Carle Carle
Haider Halloran	Yasser Bethany	Ali Pennington	yhaider1 bph	2021-01-28 2023-08-01	2021-01-28 2023-08-01	9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	Univ of Cal Irvine, College - No Degree; Dow Univ of Health Sciences, Doctor of Medicine, 2013 University of Nevada, Reno, Doctor of Medicine, 2018	Christie Carle
Hammel	Mitchell	D	mhamme2	2018-06-01	2018-06-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Eureka Coll, Bachelor Degree - Other, 2013; Univ of Ill Coll of Med-Rockfo, Doctor of Medicine, 2013	Christie
Harms Hasanadka	James Ravishankar	J	harms1 rhasanad	2021-11-16 2019-11-16	2021-11-16 2019-11-16	9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	Univ of Illinois at Chicago, Doctor of Medicine, 1974 Indiana Univ Sch of Medicine, Doctor of Medicine, 2002	Carle OSF
Hatch	Terry	Fletcher	thatch	2018-10-01	2018-10-01	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	Univ of IL Urbana-Champaign, Bachelor Degree - Other; Indiana Univ Bloomington, Master Degree - Other Univ of IL Urbana-Champaign, Bachelor Degree - Other, 1989; Univ of IL Urbana-Champaign, Juris Doctor, 1992;	Carle
Hawley Hay	Charles Marshall	K B	chuckhaw mbhay	2019-11-16 2022-05-16	2019-11-16 2022-05-16	9999-12-31 9999-12-31	CLIN ASSOC PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	Univ of IL Urbana-Champaign, Doctor of Medicine, 1996 Michigan State Univ, Doctor of Medicine, 1993	Carle Carle
Healy	Robert	M	r-healy	2017-03-10	2017-03-10	9999-12-31	CLIN PROF, CI MED (1-859)	Clinical Sciences	0	University of Illinois COM, Doctor of Medicine, 1988 Illinois Wesleyan Univ, Bachelor of Arts, 2011;	Carle
Held	Kendall	Ray	krheld2	2022-08-16	2022-08-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Illinois Wesleyan Univ, Doctor of Medicine, 2016 Univ of IL Urbana-Champaign, Master of Business Admin, 1996;	Carle-BroMenn
Helper Hendrix	Tamara Leah	Gammill Catherine	tgammil1 ickirby	2018-07-01 2020-03-09	2018-07-01 2020-03-09	9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) INSTR, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	Univ of IL Urbana-Champaign, Doctor of Medicine, 2000 Univ N Carolina Charlotte, Master of Science - Nursing, 2014	Christie Carle
Hennessy Henrichs	Michael Jeremy	S W	hennessy jhenr2	2022-02-16 2018-10-01	2022-02-16 2018-10-01	9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	U of Colorado Denver/Hlth Ctr, Doctor of Medicine, 1998 Univ of Ill Coll of Med-Rockfo, Doctor of Medicine, 2000	Carle Carle
Herrmann Higham	Thomas Anna	L Michelle	therman akane1	2018-10-01 2018-07-01	2018-10-01 2018-07-01	9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	Illinois Benedictine College, Bachelor Degree - Other, 1973; Illinois Benedictine College, Doctor of Medicine, 1976 Rosalind Franklin U Med Sci, Doctor of Medicine, 2008	Carle Carle
Hill	Ashley	N	ashill	2022-12-16	2022-12-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Penn State U Hershey Med Cntr, Doctor of Medicine, 2015 Eastern Michigan Univ, Bachelor of Science; Univ of Michigan Ann Arbor, Bachelor of Science;	Carle
Hill	Malcolm	Carnes	m-hill	2023-08-16	2023-08-16	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Michigan Ann Arbor, Doctor of Medicine Univ of Iowa, Bachelor in Engineering, 2006;	Other Affiliate
Hill	Stephen	Walter	swhill	2022-02-01	2022-02-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Southern Ill Univ Sch of Med, Doctor of Medicine, 2010 Illinois Wesleyan Univ, Bachelor of Science in Nursing, 2012; Univ of Illinois at Chicago, Doctor of Nursing Practice, 2019;	Carle
Hoekstra Hoffman	Abigail John	L Robert	hoekstr1 jhoefmn	2021-11-16 2018-06-01	2021-11-16 2018-06-01	9999-12-31 9999-12-31	CLIN INSTR, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	Illinois Wesleyan Univ, Admin Earned Cumulative UIC, BS Univ of Ill Coll of Med-Rockfo, Doctor of Medicine, 1996	Carle Carle
Hoffmeister Hogg	Dean Jeremy	L R	dhoffm4 jrhogg	2020-02-16 2020-02-01	2020-02-16 2020-02-01	9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	Winona State Univ, Bachelor of Science, 1998; Univ of Ill Coll of Med-Rockfo, Doctor of Medicine, 2002 Wayne State Univ, Doctor of Medicine, 2007	Carle Carle
Holiday Holmes	Clinton William	Robert Dee	holaday2 wdholmes	2022-02-16 2020-02-16	2022-02-16 2020-02-16	9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	St Louis Univ Main Campus, Doctor of Medicine, 2013 Medical Coll of Wisconsin, Doctor of Medicine, 2009	Other Affiliate Carle
Hong	Steve	Chungsheng	sthong	2020-02-01	2020-02-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Wayne State Univ, Doctor of Medicine, 2004 Univ of IL Urbana-Champaign, Bachelor of Science, 1996;	Carle
Hoschek	Jeffrey	C	jhosch1	2021-06-16	2021-06-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Ill Coll of Med-Peoria, Doctor of Medicine, 2000	Other Affiliate

Hou	Jack	Pu	jackhou2	2024-01-01	2024-01-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Iowa State Univ, Bachelor of Science, 2011; Univ of IL Urbana-Champaign, Doctor of Medicine, 2019; Univ of IL Urbana-Champaign, Doctor of Philosophy, 2017 Univ of IL Urbana-Champaign, Bachelor of Science, 2010;	Carle
Huang	Evelyn		ehuang3	2019-08-16	2019-08-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Illinois at Chicago, Doctor of Medicine, 2014 Harvard Univ, Certificate of Medicine, 2011; Harvard Univ, Doctor of Medicine, 2013; Univ of IL Urbana-Champaign, Doctor of Medicine, 2007; Univ of IL Urbana-Champaign, Doctor of Philosophy, 2005;	Other Affiliate
Huesmann	Graham	Rowell	huesmann	2017-03-10	2017-03-10	9999-12-31	RES ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Oregon Main Cmp, Doctor of Philosophy, 1996	Carle
Hussain	Kashif		khussain	2024-07-01	2024-07-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Nishtar Medical College, Bachelor Medicine & Surgery, 2007	Carle
Hussain	Nejmun		hussai15	2021-07-01	2021-07-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of IL Urbana-Champaign, Bachelor Degree - Other, 2013;	Carle
Huston	Jason	M	huston	2018-10-01	2018-10-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Creighton Univ, Doctor of Medicine, 2019	Carle
Huston	Melissa	Ray	mhuston3	2020-03-09	2020-03-09	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Chicago College Osteopathic, Doctor of Osteopathic Medicine, 2006 Chicago College Osteopathic, Doctor of Osteopathic Medicine, 2006 Illinois Wesleyan Univ, Bachelor of Arts, 2010;	Carle Carle Carle
Hutchcraft	Megan	L G	mgleas2	2019-08-16	2019-08-16	9999-12-31	CLIN ASST PROF, TCH, CI MED (1-859)	Clinical Sciences	0	Univ of Ill at Chicago Hlth Sc, Doctor of Medicine, 2015	Carle
Idle	Nicholas	R	nidle	2020-03-09	2020-03-09	9999-12-31	INSTR, CI MED (1-859)	Clinical Sciences	0	Midwestern Univ, Master of Science, 2011	Carle
Ilias Basha	Haseeb		haseeb	2021-03-16	2021-03-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Stanley Medical College, Doctor of Medicine, 2007	Carle
Jackson	Lori	Rene	lorij3	2019-10-01	2019-10-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Southern Ill Univ Sch of Med, Doctor of Medicine, 2005 Univ of Illinois at Chicago, Doctor of Physical Therapy, 2010; Eastern Illinois Univ, Admin Earned Cumulative UIC, 2AB5; Coll of Dupage, Admin Earned Cumulative UIC U of Wisconsin Green Bay, Bachelor of Science, 1972;	Carle
Jackson	Megan	Kristine	mkenne6	2024-02-16	2024-02-16	9999-12-31	CLIN INSTR, CI MED (1-859)	Clinical Sciences	0	Univ of Iowa, Doctor of Medicine, 1986; Univ of IL Urbana-Champaign, Master Degree - Other, 1974	Other Affiliate
Jacobsen	Ellen		ejacobsn	2020-02-01	2020-02-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Rush Medical College, Doctor of Medicine, 1999;	Other Affiliate
Jagasia	Ashok	Arjan	ajagasia	2020-03-09	2020-03-09	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Rush Medical College, Doctor of Philosophy, 1993 Univ of IL Urbana-Champaign, Advanced Degree, 1993; Univ of IL Urbana-Champaign, Advanced Degree, 1996;	Christie
Jain	Sanjiv		sjain1	2017-03-10	2017-03-10	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	Univ of IL Urbana-Champaign, BS in Electrical Engineering, 1996;	Carle
Jaleel	Atif	A	jaleel	2017-05-15	2017-05-15	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of IL Urbana-Champaign, Doctor of Medicine, 1992 Univ of Illinois at Chicago, Doctor of Medicine, 2006	Carle Carle
Jasti	Sravan		sjasti	2019-05-16	2019-05-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Gulbarga University, Bachelor of Science, 2006;	Carle
Jayasingh	Japhia	Hannah	jayasing	2020-03-09	2020-03-09	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	Mahadevappa Rampure Medical Co, Bachelor Medicine & Surgery, 2007	Carle
Ramkumar	Japhia			2020-03-09	2020-03-09	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	Misc College/University, Doctor of Medicine, 1992	UI
Jeckel	Lawrence	L	jeckel	2020-05-16	2020-05-16	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	Univ of IL Urbana-Champaign, Doctor of Medicine, 1977	Carle
Jeliazkova	Zlatka	K	jeliazko	2022-08-16	2022-08-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Higher Med Inst in Plovdiv, Doctor of Medicine, 1990 Univ of IL Urbana-Champaign, Bachelor of Science, 2006;	Carle OSF
Jennings	Valerie	L	vjenning	2018-07-01	2018-07-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Illinois at Chicago, Doctor of Medicine, 2012	Carle
Jimenez	Juan	Jose	jimenezj	2017-05-12	2017-05-12	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Ill Coll of Med-Rockf, Doctor of Medicine, 1996 Univ of Michigan Ann Arbor, Bachelor of Science, 2010;	Carle Carle
John	Jeswin	Brigit	jeswinbj	2020-02-16	2020-02-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Ross University School of Med, Doctor of Medicine, 2015	Carle
Johnson	Burgundy	June	burgundy	2023-12-01	2023-12-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	American Univ Washington DC, BA Liberal Arts and Science, 2008; Lake Erie Coll Osteo Med, Doctor of Osteopathic Medicine, 2013	Carle-BroMenn
Johnson	Clifford	B	handz98	2018-07-01	2018-07-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of IL Urbana-Champaign, Bachelor of Science, 1990;	Carle
Johnson	Jeremy	Scott	jsj	2018-07-01	2018-07-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Southern Ill Univ Sch of Med, Doctor of Medicine, 1994 U of Oklahoma Hlth Sci Cntr, Doctor of Medicine, 1997 Univ of Colorado at Boulder, Bachelor of Arts, 2006;	Carle
Johnson	Jessica	A	jjohns97	2020-03-09	2020-03-09	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Lake Erie Coll Osteo Med, Doctor of Osteopathic Medicine, 2015;	Carle
Johnson	Mark	A	majhnsn2	2017-03-10	2017-03-10	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Colorado at Boulder, Admin Earned Cumulative UIC, 2ABA Univ of Ill Coll of Med-Rockf, Doctor of Medicine, 2007 Univ of IL Urbana-Champaign, Master of Arts, 1970; Univ of Maryland Coll Park, BA Liberal Arts and Science, 1969;	Carle Carle
Johnson	Patricia	A	pajohnso	2018-10-01	2018-10-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Rush Medical College, Doctor of Medicine, 1979	Carle
Johnson	Victoria	J	vjohnso	2018-10-01	2018-10-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	U of Texas Hlth Sci Cen Dallas, Doctor of Medicine, 1989 University of Minnesota, Bachelor of Arts, 1987; U of Minnesota Medical School, Doctor of Medicine, 1990;	Carle
Jokela	Janet	Arlene	jokela	2022-05-16	2022-05-16	9999-12-31	CLIN PROF, CI MED (1-859)	Clinical Sciences	0.8	Boston Univ Sch of Pbl Hlth, Master of Public Health, 1994 Vpi And Su, BA Liberal Arts and Sciences, 1994;	UI
Jones	Douglas	J	djjones	2018-10-01	2018-10-01	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	Morehouse Sch of Medicine, Doctor of Medicine, 1998 Univ of Michigan Ann Arbor, BS Liberal Arts and Science, 2010;	Carle
Jonna	James		jjonna	2019-07-16	2019-07-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Loyola Stritch Sch of Medicine, Doctor of Medicine, 2014	Carle
Jonna	Molly	Mae	mmjonna	2022-11-16	2022-11-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Loyola Stritch Sch of Medicine, Doctor of Medicine, 2014	Carle
Joseph	Deepa	E	djoseph7	2022-08-16	2022-08-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Am Intl Coll Arts and Sci, Doctor of Medicine, 2017	Carle
Joseph	Joseph		jjoseph5	2018-06-01	2018-06-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	New York Inst of Tech Main Cmp, Doctor of Osteopathic Medicine, 2005	Carle
Jung	Hyunchul		hjungmd	2018-07-01	2018-07-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Pusan Nat U, Doctor of Medicine, 1989	Carle
Justement	Ian	Taylor	ijust	2023-09-16	2023-09-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Alabama-Birmingham, Doctor of Medicine, 2016 Univ of Illinois at Chicago, Bachelor of Science, 2011; Univ of Illinois at Chicago, Doctor of Medicine, 2016; Moraine Valley Cmty Coll, None; Moraine Valley Cmty Coll, Admin Earned Cumulative UIC; Moraine Valley Cmty Coll, Primary Transfer Inst UIC	Carle Carle Carle OSF
Kadia	Yannick	Atheleme	ykadia2	2020-07-01	2020-07-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Yeshiva Univ, Bachelor of Science, 2010;	OSF
Kahn	Adam	J	akahn4	2024-02-01	2024-02-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Ill Coll of Med-Peoria, Doctor of Medicine, 2014	Carle
Kala	Noleen	V	nkala	2018-06-01	2018-06-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	U Delhi, Doctor of Medicine, 1993	Carle
Kamin	Matthew	L	mkamin	2020-03-09	2020-03-09	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Midwestern Univ, Doctor of Osteopathic Medicine, 1997	Christie
Kanakadandi	Uday	Bhaskar	kanakada	2019-05-16	2019-05-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Osmania Medical College, Doctor of Medicine, 2003	Carle
Kane	Andrea	M	amkane	2022-08-01	2022-08-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Rush Medical College, Doctor of Medicine, 2005	Carle
Kane	Kelly	A	kelkane	2021-08-16	2021-08-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Chicago Sch Prof Psych, Doctor of Psychology, 2010	Carle
Kaplan	Bruce	William	bwkaplan	2020-07-16	2020-07-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Missouri Columbia, Doctor of Medicine, 1983 High School for HR use, High School Equivalency, 1995;	Carle Carle
Kar	Bijoy	Shankar	bskar	2024-08-16	2024-08-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Mymensingh Medical College, Bachelor Medicine & Surgery, 2003	Carle-BroMenn
Kariyawasam	Shashi		shashik	2024-02-16	2024-02-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Sri Jayewardenepura, Doctor of Medicine, 2012	Carle
Karras	Michael	Nicholas	mkarras	2022-02-16	2022-02-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	U of KY Medical Center, Doctor of Medicine, 2016	Carle
Kasam	Mallikarjuna Rao		mkasam	2018-07-01	2018-07-01	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	Osmania U, Doctor of Philosophy, 2002 Marshall Univ, Diplomat, 2014; Univ of Aleppo, Doctor of Medicine, 2005;	Carle Carle
Katerji	Basel		bkaterji	2020-02-16	2020-02-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Aleppo, Master of Science, 2010	Carle

Kaufmann	Brent	Richard	bkaufman	2018-10-01	2018-10-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Parkland Coll, Associate in Science, 2002; Univ of IL Urbana-Champaign, BS Liberal Arts and Science, 2004; Southern Ill Univ Sch of Med, Doctor of Medicine, 2009 Illinois Wesleyan Univ, BA Liberal Arts and Science, 2002;	Carle
Kawakita	Erick	M	kawakita	2018-11-01	2018-11-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Wayne State Univ, Doctor of Medicine, 2006	Carle
Keeble	Melissa	Romero	mrkeeb1	2024-08-01	2024-08-01	9999-12-31	CLIN INSTR, CI MED (1-859)	Clinical Sciences	0	Fuller Theological Seminary, Master of Science - Other, 2004 U of Wisconsin Parkside, Bachelor of Science, 1978;	Carle
Kehl	Ralph	Joseph	rkehl	2018-07-01	2018-07-01	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	Medical Coll of Wisconsin, Doctor of Medicine, 1982 Univ N Carolina Chapel Hill, Bachelor of Science, 2015;	Carle
Keller	Catherine	York	ckelle28	2023-12-16	2023-12-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ N Carolina Chapel Hill, Doctor of Medicine, 2019	Carle
Khalid	Mariam		mariamk	2021-02-08	2021-02-08	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	King Edward Medical College, Bachelor Medicine & Surgery, 2008	Carle
Khan	Amir	Afsar	amir	2019-03-10	2019-03-10	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	U Punjab, Bachelor Medicine & Surgery, 2000 Univ of IL Urbana-Champaign, BS in Human Nutrition, 2009;	Carle
Khan	Imran		ikhani7	2019-04-16	2019-04-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Azcom of Midwestern University, Doctor of Osteopathic Medicine, 2013	UI
Khan	Mehwish	Amir	mehwishk	2018-10-01	2018-10-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Rawalpindi Medical College, Bachelor Medicine & Surgery, 2000 Univ of Maryland Baltimore, Doctorate - Other, 1982; Univ of Maryland Baltimore, Doctorate - Other, 1982;	Carle
Khauri	Raja	B	rkhauri	2021-10-16	2021-10-16	9999-12-31	CLIN PROF, CI MED (1-859)	Clinical Sciences	0	American U Beirut, Doctor of Medicine, 1978	Carle
Kierbs	Amanda	Lynn	akierbs	2023-12-16	2023-12-16	9999-12-31	CLIN INSTR, CI MED (1-859)	Clinical Sciences	0	Maryville Univ of St Louis, Master of Science - Nursing, 2016 Heartland Cmty Coll, Associate Degree - Other, 2012; Illinois State Univ, Bachelor of Science, 2014; Univ of Illinois at Chicago, Doctor of Nursing Practice, 2019; Illinois State Univ, Admin Earned Cumulative UIC, BS;	Carle
Kiesewetter	Mary	Kathleen	mkbarne2	2023-05-01	2023-05-01	9999-12-31	CLIN INSTR, CI MED (1-859)	Clinical Sciences	0	Heartland Cmty Coll, Admin Earned Cumulative UIC, ADO	Carle
Kim	Elizabeth	Joy	ekjim12	2019-08-16	2019-08-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Nova Southeastern U Hlth Prof, Doctor of Osteopathic Medicine, 2004 Washington Univ in St Louis, BA Liberal Arts and Sciences, 1997; Southern Ill Univ Sch of Med, Doctor of Medicine, 2004; Univ of Illinois at Chicago, Master of Public Health, 2000 Nova Southeastern U Hlth Prof, Doctor of Osteopathic Medicine, 2004;	Carle
Kim	Jane	Cho	jkim83	2018-11-01	2018-11-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Nova Southeastern U Hlth Prof, Doctor of Osteopathic Medicine, 2004 U of Illinois All Cam, BS in Electrical Engineering, 1999;	Carle
Kim	John	Hyung Sun	jkimdo	2018-10-01	2018-10-01	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	Kirkville Coll Osteo Med, Doctor of Osteopathic Medicine, 2008 Univ of Ill Coll of Med-Rockfo, Doctor of Medicine, 2005 Univ of Colorado at Boulder, Bachelor of Arts, 1978; University of Minnesota, Doctor of Medicine, 1983	Carle
Kim	Kevin	Seungil	kkim911	2018-08-01	2018-08-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Lenoir-Rhyne Coll, Bachelor of Science, 2011;	Carle
Kitten	Suzanna	Frances	kkim911	2019-07-01	2019-07-01	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	Ross University School of Med, Doctor of Medicine, 2016 Western Michigan Univ, Bachelor of Science, 1987;	Carle
Knight	Napoleon		knight1	2017-05-12	2017-05-12	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	Midwestern Univ, Doctor of Osteopathic Medicine, 1991 New York Univ, BA Liberal Arts and Science, 1982;	Carle
Knight	Robert	J	bobknigh	2021-10-16	2021-10-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	New York Univ, Doctor of Medicine, 1986 Univ of Illinois at Chicago, Doctor of Medicine, 1994 Univ of IL Urbana-Champaign, BA Liberal Arts and Science, 1993;	Christie
Knoll	Walter		wknoll	2021-06-16	2021-06-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Rush Medical College, Doctor of Medicine, 1998	Christie
Koehler	Abraham	G	koehler	2019-07-01	2019-07-01	9999-12-31	CLIN PROF, CI MED (1-859)	Clinical Sciences	0	Albany Medical College, Doctor of Medicine, 1981	Carle
Koehler	Corinne	F	ckohler	2018-06-01	2018-06-01	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	U of Massachusetts Amherst, Bachelor of Science, 1981; Ohio State U Col of Med, Doctor of Medicine, 1986	Carle
Kolb	Edward	Heinrich	ekolb	2018-10-01	2018-10-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Southern IL Univ Carbondale, BA Liberal Arts and Science, 2007;	Carle
Konchanin	Ronald	Peter	konchani	2017-03-10	2017-03-10	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	Campbell Univ, Master Degree - Other, 2017 Univ of IL Urbana-Champaign, Bachelor of Science, 2008;	Christie
Kramer	Frances	K	fkramer	2018-06-01	2018-06-01	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	Univ of IL Urbana-Champaign, Doctor of Medicine, 2015 Duke Univ, Doctor of Medicine, 2015	Carle
Krewson	Clinton	S	ckrewson	2021-06-16	2021-06-16	9999-12-31	CLIN INSTR, CI MED (1-859)	Clinical Sciences	0	Medical College of Madras, Doctor of Medicine, 1999; Medical College of Madras, Master of Science, 2004	Carle
Kuhlschmidt	Michael	S	khlschm	2018-08-01	2018-08-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Misc College/University, Doctor of Medicine, 1991	Carle-BroMenn-3rdPty
Kukoyi	Omبولawa		ok10	2018-10-01	2018-10-01	2025-08-15	CLIN ASST PROF, TCH, CI MED (1-859)	Clinical Sciences	0.2	Chadka Medical College, Bachelor Medicine & Surgery, 2007 Indiana Univ-Purdue U Indnpls, Bachelor of Science, 1992; Univ of IL Urbana-Champaign, Doctor of Medicine, 2001;	Carle
Kumar	James	Sujit	jskumar	2018-06-01	2018-06-01	9999-12-31	CLIN PROF, CI MED (1-859)	Clinical Sciences	0	Univ of IL Urbana-Champaign, Doctor of Philosophy, 1999 Univ of Illinois at Chicago, Bachelor of Science, 2010;	Carle
Kumar	Pankaj		pankajk	2023-05-01	2023-05-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Illinois at Chicago, Doctor of Pharmacy, 2014; Univ of Illinois at Chicago, Admin Earned Cumulative UIC, BS	Carle
Kumar	Pardeep		pardeep	2020-03-09	2020-03-09	9999-12-31	INSTR, CI MED (1-859)	Clinical Sciences	0	St Francis Med Ctr Coll of Nur, Master of Science - Nursing, 2013 Emory Univ, Master of Science - Nursing, 2018 Univ of Madras, Bachelor Medicine & Surgery, 1987	Carle
Kuntz	Martin	Andrew	mkuntz1	2020-02-01	2020-02-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Chadka Medical College, Bachelor Medicine & Surgery, 2007 St George's University, Doctor of Medicine, 2020	Carle
Kwan	Noelle	Yuen Woon	nkwan2	2021-04-16	2021-04-16	9999-12-31	CLIN INSTR, CI MED (1-859)	Clinical Sciences	0	Vanderbilt Univ, Bachelor in Engineering, 2006; Univ of Southern Cal, Doctor of Medicine, 2010	Christie
Lage	Ann	Michele	alage	2020-03-09	2020-03-09	9999-12-31	INSTR, CI MED (1-859)	Clinical Sciences	0	Pont Cat U Midr Y Maes Sant Cab, Doctor of Medicine, 2006 Illinois Wesleyan Univ, BA Liberal Arts and Science, 2003;	Carle
Lake-Rayburn	Hannah		lakarayb	2020-03-09	2020-03-09	9999-12-31	INSTR, CI MED (1-859)	Clinical Sciences	0	Univ of Illinois at Chicago, Bachelor of Science, 2010;	Carle
Lakshminarayan	Batlagundu	Subramanyam	blakshmi	2019-12-16	2019-12-16	9999-12-31	CLIN PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Illinois at Chicago, Doctor of Science, 2010;	Other Affiliate
Lal	Hareesh		hlal	2018-10-01	2018-10-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Chadka Medical College, Bachelor Medicine & Surgery, 2007	Carle
Lam	Audrey	T	atlam	2021-07-01	2021-07-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	St George's University, Doctor of Medicine, 2020	Carle
Lane	Kathryn	Lee Serowka	klane	2020-12-16	2020-12-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0		Christie
Lantigua	Hector		hlanitigu	2020-04-16	2020-04-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0		Carle
Lau	Daniel	S	dlau2	2023-05-01	2023-05-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Illinois Wesleyan Univ, Admin Graded Cumulative UIC	Carle-BroMenn
Lavizzo	Mark	C	mlavizzo	2018-06-01	2018-06-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Ill Coll of Med-Peoria, Doctor of Medicine, 1998 Univ of IL Urbana-Champaign, Bachelor of Arts, 1994;	Carle
Leak	Benjamin	James	bjleak	2022-11-16	2022-11-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Illinois at Chicago, Doctor of Medicine, 1998	Carle-BroMenn-3rdPty
Lee	Cheng-Ting		chenlee	2021-06-16	2021-06-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Texas Southwestern Med, Doctor of Medicine, 2015 Other, Bachelor of Science, 2008; Univ of IL Urbana-Champaign, Bachelor of Science, 2008; Univ of IL Urbana-Champaign, Doctor of Medicine, 2013;	Carle
Lee	Francis	Shinkun	flee2	2019-08-16	2019-08-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Other, Admin Earned Cumulative UIC, 2008;	Christie
Lee	Meng Chao		ml175	2023-09-16	2023-09-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of IL Urbana-Champaign, Admin Earned Cumulative UIC, 2008	Christie
Lema	Ricardo	Jose	rlema	2017-03-10	2017-03-10	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Nova Southeastern Univ, Doctor of Osteopathic Medicine, 1999	Carle
Leonard	James	C	jcleonar	2017-03-10	2017-03-10	9999-12-31	CLIN PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Illinois at Chicago, Doctor of Medicine, 1997 Univ of IL Urbana-Champaign, Doctor of Medicine, 1981	Carle
Leonberger	Patrick	A	pal250	2020-07-01	2020-07-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Truman State Univ, Bachelor of Science, 2010;	Carle
Levy	Sherrie	D	sdlevy	2020-01-16	2020-01-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	AT Still University Health Svc, Doctor of Osteopathic Medicine, 2014 U of Pittsburgh Main Campus, Doctor of Medicine, 1976	Carle
Li	Jian		jianli	2018-10-01	2018-10-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Qingdao Coll of Medicine, Doctor of Medicine, 1990	Carle
Li	Paul	K	paulli	2018-07-01	2018-07-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	TX A and M U All Campuses, Doctor of Medicine, 1991	Carle

Liew Liu	Clarissa James	Jiang Xiao	cliew jamesxl	2020-08-16 2020-12-16	2020-08-16 2020-12-16	9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	Soochow University (Jiangsu), Doctor of Medicine, 1988; Shanghai First Med Coll, Master of Science, 1991 New York Univ, Doctor of Medicine, 2013 High School, High School Equivalency, 1978; Lanzhou Med Col, Doctor of Medicine, 1983; Beijing Univ of Trad Chin Med, Master Degree - Other, 1986; Northwestern Univ, Non-Degree	Christie Carle
Liu	Zheng	G	zgliu	2018-10-01	2018-10-01	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	Northwestern Univ, Non-Degree	Carle
Logeman	Andrew	W	logeman2	2019-11-16	2019-11-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of IL Urbana-Champaign, Bachelor of Science, 2010; Loyola Stritch Sch of Medicine, Doctor of Medicine, 2014	Carle
London Lovinger	Beverly David	Fredrick	blondon dfb3	2018-10-01 2021-08-16	2018-10-01 2021-08-16	9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	Johns Hopkins University, Bachelor of Arts, 1998; Penn State U Hershey Med Ctr, Doctor of Medicine, 1993 Univ of Chicago, Doctor of Medicine, 1999 Univ of IL Urbana-Champaign, Bachelor of Science; Univ of Chicago, Doctor of Medicine;	Carle Carle
Loy	Gary	Liston	gloy1	2021-08-16	2021-08-16	9999-12-31	CLIN PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Illinois at Chicago, Master of Public Health; Univ of IL Urbana-Champaign, Admin Earned Cumulative UIC; Univ of Illinois at Chicago, Admin Earned Cumulative UIC U Santo Tomas, Bachelor of Science, 1981;	Carle
Lua Lucking	Lea Jonathan	R	lealua jlucking	2022-08-16 2023-07-16	2022-08-16 2023-07-16	9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	U Santo Tomas, Doctor of Medicine, 1985 Wayne State Univ, Doctor of Medicine, 2013 Lake Forest Coll, Bachelor of Arts, 2001;	Carle Carle
Lystila MacDougall	Aja Amy	A Kathleen	alystila amymac	2018-06-01 2018-10-01	2018-06-01 2018-10-01	9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	Southern Ill Univ Sch of Med, Doctor of Medicine, 2005 Queen's Univ at Kingston, Doctor of Medicine, 2007	Carle Carle
Maghroudi	Watik		wmaghr3	2023-11-01	2023-11-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	St James School of Medicine, Doctor of Medicine, 2018; Triton Coll, Admin Earned Cumulative UIC Wabash Coll, Bachelor of Science, 1971; Univ of IL Urbana-Champaign, College - No Degree, 1972;	Carle
Main	David	M	main	2018-10-01	2018-10-01	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Ill at Chicago Hlth Sc, Doctor of Medicine, 1976; Harvard Univ, Master of Science - Other, 1980 Miami Univ, BA Liberal Arts and Sciences, 2005;	Carle
Main Malik Mallipaddi	Meredith Rizwan Salma Pramod	A A	rmain salma4 pramodm	2021-08-16 2021-03-16 2021-07-01 2019-05-16	2021-08-16 2021-03-16 2021-07-01 2019-05-16	9999-12-31 9999-12-31 9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859) CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences Clinical Sciences Clinical Sciences	0 0 0 0	Univ N Carolina Chapel Hill, Master of Arts in Teaching, 2007; Rosalind Franklin U Med Sci, Doctor of Medicine, 2017 Army Medical College, Bachelor Medicine & Surgery, 2008 King Edward Medical College, Doctor of Medicine, 2016	Carle Carle-BroMenn Carle
Manaligod Mandel Mandhan	Joel Daniel Narain	M C Das	jman dmandel nmandhan	2020-08-16 2018-07-01 2020-11-16	2020-08-16 2018-07-01 2020-11-16	9999-12-31 9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859) CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences Clinical Sciences	0 0 0	Michigan State Univ, Doctor of Medicine, 2011 U of Wisconsin Madison, Bachelor of Science, 1988; Univ of Ill Col of Med-Rockfo, Doctor of Medicine, 1993 W Virginia Univ, Doctor of Medicine, 2007	Other Affiliate Kirby Health
Manlove	Ashley	E	amanlove	2018-10-01	2018-10-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Sindh Medical College, Doctor of Medicine, 1993 Vassar Coll, BA Liberal Arts and Science, 2004; Harvard Univ, Doctor of Dental Medicine, 2010;	Carle
Manohar Mansuri	Leslie Owaise	Murli M	lmanoha2 omsanuri	2019-11-16 2020-03-09	2019-11-16 2020-03-09	9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	Case Western Reserve Univ, Doctor of Medicine, 2013 SUNY University at Buffalo, Advanced Degree, 2011; Univ of IL Urbana-Champaign, Bachelor of Science, 2001;	Carle Carle
Mansury Mantha	Nasiruddin Suparna	A	nmansury smantha	2023-09-16 2024-05-01	2023-09-16 2024-05-01	9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	Univ of Chicago, Doctor of Medicine, 2005 Southern Ill Univ Sch of Med, Doctor of Medicine, 2007 Gujarat U, Bachelor Medicine & Surgery, 1987;	Carle Carle
Marganski	Teresa	Marie	teresamm	2020-08-16	2020-08-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Gujarat U, Doctor of Medicine, 2004 Gandhi Medical College, Bachelor Medicine & Surgery, 2006 Univ of IL Urbana-Champaign, Bachelor of Science, 1978; Univ of IL Urbana-Champaign, Doctor of Medicine, 1982 Purdue Univ Main Campus, Bachelor of Science, 2012; Purdue Univ Main Campus, Bachelor of Science, 2012; Purdue Univ Main Campus, Bachelor of Science, 2012;	Carle
Marr	Emma	Danielle	emarr5	2020-04-16	2020-04-16	9999-12-31	INSTR, CI MED (1-859)	Clinical Sciences	0	Univ of Illinois at Chicago, Master of Science - Nursing, 2017; Purdue Univ Main Campus, Admin Earned Cumulative UIC, BS	Carle
Martin Martin Mashruwala Mason Matkowski	Apryl Randolph Neil Brandy Ric	Natashua Steven S William A	areed6 rsmartin nmashr2 bwmason ric3	2020-12-16 2020-12-16 2021-06-16 2017-05-12 2023-10-16	2020-12-16 2020-12-16 2021-06-16 2017-05-12 2023-10-16	9999-12-31 9999-12-31 9999-12-31 9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859) CLIN ASSOC PROF, CI MED (1-859) CLIN INSTR, CI MED (1-859)	Clinical Sciences Clinical Sciences Clinical Sciences Clinical Sciences Clinical Sciences	0 0 0 0 0	Texas A&M University, BS in Journalism, 2021; Georgetown Univ, Doctor of Medicine, 2011 Albany Medical College, Doctor of Medicine, 1982 Wayne State Univ, Doctor of Medicine, 2011 Lake Erie Coll Osteo Med, Doctor of Osteopathic Medicine, 2012 Roosevelt Univ, Master of Arts, 2009 Vanderbilt Univ, Bachelor of Science, 1979;	Carle Carle Carle Carle Carle
Matter	Stephen	Samuel	smatter	2023-02-16	2023-02-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	U of Oklahoma Central Office, Doctorate - Other, 1983 Univ of Chicago, Bachelor of Arts, 2010;	Other Affiliate
McCaughey	Warren	Sinclair	wmccau2	2018-11-16	2018-11-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Duke Univ, Doctor of Medicine, 2014	Carle
McConomy	Bryan	C	mconomy	2021-10-16	2021-10-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Southern IL Univ Carbondale, Bachelor of Science, 2009; Southern Ill Univ Sch of Med, Doctor of Medicine, 2013	Carle
McCoy	Dawn	Kupish	damccoy	2018-06-01	2018-06-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Saint Louis University, BS Liberal Arts and Science, 1997; Saint Louis University, Doctor of Medicine, 2001	Carle
McEvoy	Brendan	Seamus	brendanm	2021-03-16	2021-03-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Michigan Ann Arbor, Bachelor of Arts, 2008; Univ of Michigan Ann Arbor, Doctor of Medicine, 2017	Carle
McJunkin	Jonathan	Lee	jm767	2021-04-16	2021-04-16	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	Northwestern Univ, BA Liberal Arts and Science, 2001; Thomas Jefferson University, Doctor of Medicine, 2005	Carle
McKillip McLean Mega Megeff	Kelsey Erika Benjamin Randall	Lynn T A	kmckilli emclean btm megeff	2023-11-01 2020-03-16 2022-08-16 2023-09-16	2023-11-01 2020-03-16 2022-08-16 2023-09-16	9999-12-31 9999-12-31 9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN ASSOC PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences Clinical Sciences Clinical Sciences	0 0 0 0	Coe Coll, BA Liberal Arts and Science, 2015; Southern Ill Univ Sch of Med, Doctor of Medicine, 2019 SUNY Hlth Sciences Buffalo, Doctor of Medicine, 2002 Brown Univ, Doctor of Medicine, 2007 Southern Ill Univ Sch of Med, Doctor of Medicine, 1994 Univ of Illinois at Chicago, BS Liberal Arts and Science;	Carle Carle Carle Carle
Mehta Mehta	Kartik Sanjay	B	kmhta2 smehtamd	2023-02-16 2020-10-16	2023-02-16 2020-10-16	9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	Des Moines U - Osteo Med Ctr, Doctor of Osteopathic Medicine, 2011; Prior College Unknown, Admin Rec UIS Gujarat U, Doctor of Medicine, 1989	Carle-BroMenn Carle
Mehta	Vivek		vivekm	2023-09-01	2023-09-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Wright State U Main Campus, Advanced Degree, 1994; Guru Nanak Dev University, Doctor of Medicine, 1986	Carle
Meneely	Timothy	S	meneely	2017-03-10	2017-03-10	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	Truman State Univ, Bachelor of Science, 1983; Kirksville Coll Osteo Med, Doctorate - Other, 1987	Carle





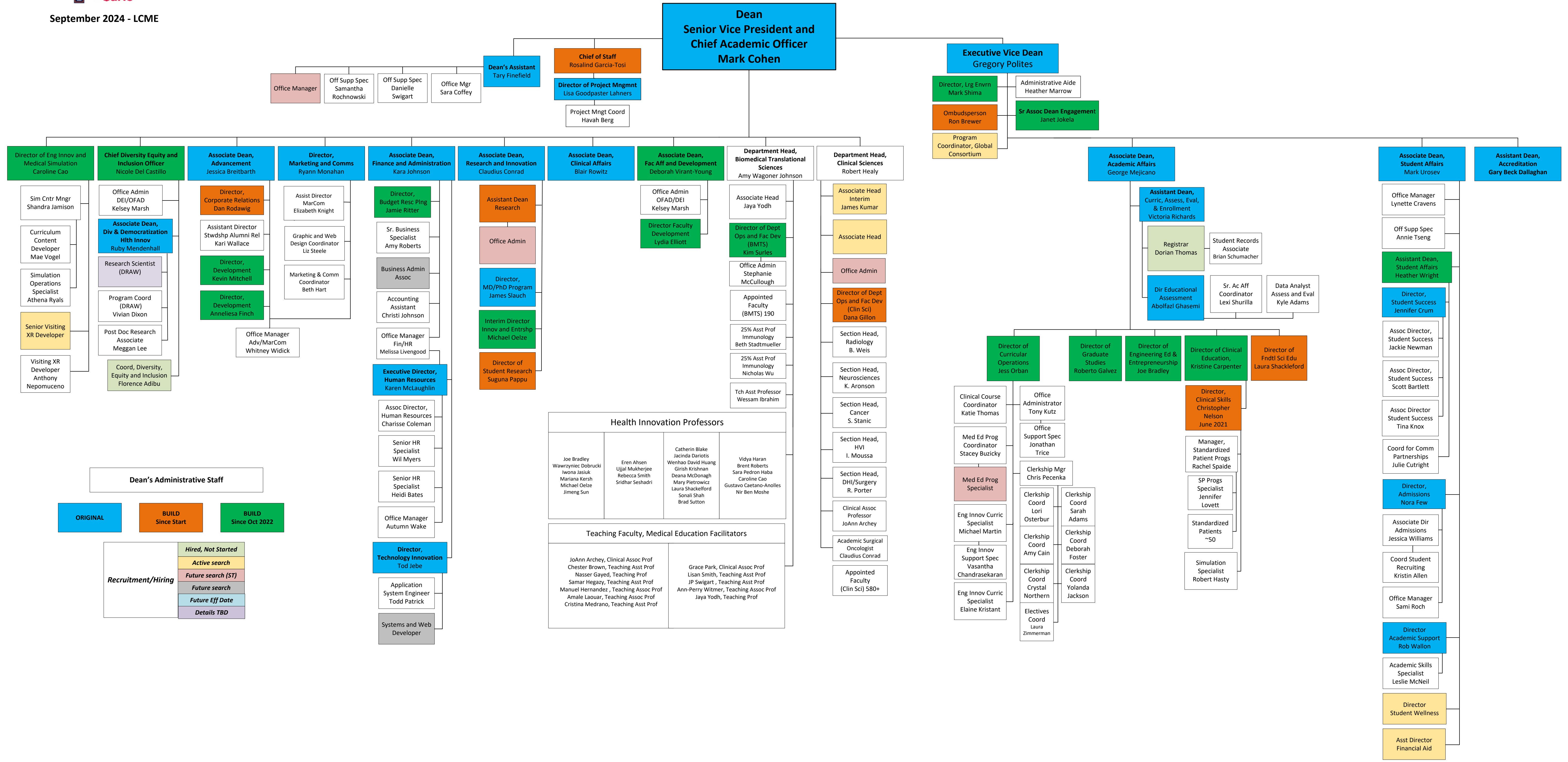
Nixon Nolting	Jamie Tara	Jo Marie	jnixn2 tnolting	2019-11-16 2020-08-16	2019-11-16 2020-08-16	9999-12-31 9999-12-31	INSTR, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	Lake Land Coll, Associate Degree - Other; Southern Ill U Edwardsville, Bachelor of Science; Univ of Illinois at Chicago, Master of Science - Nursing, 2010; Southern Ill U Edwardsville, Admin Earned Cumulative UIC; Lake Land Coll, Admin Earned Cumulative UIC	Carle Carle
Novak	Michael	A	novak1	2018-07-01	2018-07-01	9999-12-31	CLIN PROF, CI MED (1-859)	Clinical Sciences	0	Univ N Carolina Chapel Hill, Doctor of Medicine, 2014 Ohio State University, Bachelor of Science, 1971; Baylor College of Medicine, Doctor of Medicine, 1974 Foreign Post-Secondary Inst, Bachelor of Science, 1998; Foreign Post-Secondary Inst, Bachelor of Science, 1998; Southern Ill U Edwardsville, Doctor of Nursing Practice, 2017; Foreign Post-Secondary Inst, Admin Earned Cumulative UIC, 1998; Northern Virginia Cmty Coll, Admin Earned Cumulative UIC; Lake Land Coll, Admin Earned Cumulative UIC	Carle
Nwosu	Uzoamaka		unobi	2020-05-16	2020-05-16	9999-12-31	INSTR, CI MED (1-859)	Clinical Sciences	0	Lake Land Coll, Admin Earned Cumulative UIC Kongo University, Doctor of Medicine, 2001;	Carle
Nzinga	Bienvenu	Songo	bnzinga1	2023-11-01	2023-11-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ De Kinshasa, Master of Public Health, 2008 Illinois State Univ, Bachelor of Science, 2015; Univ of Missouri Columbia, Bachelor of Science, 2012; Univ of Illinois at Chicago, Doctor of Nursing Practice, 2023;	Carle
O'Brien O'Connell	Alex Joseph	Timothy Michael	alexto2 jmocon	2023-05-16 2020-08-16	2023-05-16 2020-08-16	9999-12-31 9999-12-31	CLIN INSTR, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	Illinois State Univ, Bachelors Degree Inst; Univ of Missouri Columbia, Bachelors Degree Inst Chicago College Osteopathic, Doctor of Osteopathic Medicine, 2011 Boston Univ, Bachelor of Arts, 1976;	Carle Carle
Oliphant	Uretz	J	oliphant	2017-05-12	2017-05-12	9999-12-31	CLIN PROF, CI MED (1-859)	Clinical Sciences	0	U of Minnesota - Twin Cities, Doctor of Medicine, 1983 Univ of Ill Univ Admin, Bachelor of Science, 1976;	Carle
Olivero	William	Charles	olib	2017-05-12	2017-05-12	9999-12-31	PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Ill at Chicago Hlth Sc, Doctor of Medicine, 1980 U Ibadan, Doctor of Medicine, 1988;	Carle
Onyemere Orkin	Kingsley Bruce	U A	konyem borkin	2017-03-10 2019-08-16	2017-03-10 2019-08-16	9999-12-31 9999-12-31	CLIN ASSOC PROF, CI MED (1-859) CLIN PROF, TEACHING, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	Univ of Illinois at Chicago, Master of Public Health, 1999 U of Minnesota - Twin Cities, Doctor of Medicine, 1981 Manchester Coll, Bachelor of Science, 2005;	Carle Carle
Oshogwemoh Owens	Ismail Linda	O Kay	ismaïlo lkowens	2021-02-08 2019-08-16	2021-02-08 2019-08-16	9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) RES ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	Ohio U All Campuses, Doctor of Osteopathic Medicine, 2010 Univ of IL Urbana-Champaign, Doctor of Philosophy, 1995 Gannon Univ, Bachelor of Science, 2000;	Carle Carle
Palermo Paluska	Mark Scott	A	mpalermo paluska	2018-07-01 2018-10-01	2018-07-01 2018-10-01	9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) ADJ CLIN PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	Gannon Univ, Doctor of Osteopathic Medicine, 2004 Univ of Michigan Ann Arbor, Doctor of Medicine, 1995 Miami University, Bachelor of Science, 1985;	Carle Other Affiliate
Pappu	Suguna		spappu	2022-02-01	2022-02-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Yale Univ, Doctor of Medicine, 2001; Massachusetts Inst of Tech, Doctor of Philosophy, 1992 Univ of Illinois at Chicago, Bachelor of Arts;	Carle
Patel Patel Paul	Jagruti Priyank Vishesh	Ratilal Pravin	jpate133 prpatel vpaul	2018-10-01 2017-03-10 2018-10-01	2018-10-01 2017-03-10 2018-10-01	9999-12-31 9999-12-31 2026-07-30	CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859) CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences Clinical Sciences	0 0 0	New York Col of Podiatric Med, Doctor of Podiatric Medicine, 2009; Univ of Illinois at Chicago, Admin Earned Cumulative UIC Smolensk State Med Univ, Doctor of Medicine, 2008 Maulana Azad Medical College, Bachelor Medicine & Surgery, 2006 Univ of IL Urbana-Champaign, Bachelor of Science, 2008;	Carle Carle Carle
Perrino	Erica	D	eddavis2	2022-08-16	2022-08-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of IL Urbana-Champaign, Doctor of Medicine, 2012 Washington Univ in St Louis, BA Liberal Arts and Science, 1998; St Louis Univ Main Campus, Doctor of Medicine, 2004;	Sarah Bush Lincoln
Person Phan	Erica Vinh	Anne Anthony	eperson antphyan	2023-09-16 2023-11-01	2023-09-16 2023-11-01	9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	St Louis Univ Main Campus, Master of Science - Other, 2002 AT Still University Health Svc, Doctor of Osteopathic Medicine, 2017 Illinois Wesleyan Univ, Bachelor Degree - Other, 2014;	Christie
Phelps	Hannah	Eve	smth268	2021-08-16	2021-08-16	9999-12-31	CLIN INSTR, CI MED (1-859)	Clinical Sciences	0	Illinois Wesleyan Univ, Master of Science - Nursing, 2018 Northern Illinois Univ, Bachelor of Science, 1975;	Carle
Picchietti	Daniel	L	dpicchie	2018-10-01	2018-10-01	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Chicago, Doctor of Medicine, 1979 Villanova Univ, Bachelor of Science, 2000;	Carle
Piccone	Connie	Marie	cpiccone	2021-08-16	2021-08-16	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	Drexel Univ, Doctor of Medicine, 2003 SUNY Coll at Geneseo, Bachelor of Science, 2003;	Carle
Plowright Pogue	Leon Lucas	N Charles	lnp lpogue	2020-03-01 2021-02-08	2020-03-01 2021-02-08	9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	Penn State U Hershey Med Cntr, Doctor of Medicine, 2007 Rush Medical College, Doctor of Medicine, 1998 Univ of Wyoming, Bachelor of Science, 2012;	Other Affiliate Other Affiliate
Polek Poltes Porter	James Gregory Ryan	Samuel Matthew Garrett	jpolek2 gpolltes rgporter	2022-08-16 2023-04-16 2018-07-01	2022-08-16 2023-04-16 2018-07-01	9999-12-31 9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN PROF, CI MED (1-859) CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences Clinical Sciences	0 1 0	Univ of Ill Coll of Med-Peoria, Doctor of Medicine, 2017 Univ of Illinois at Chicago, Doctor of Medicine, 1996 Loyola Univ Chicago, Doctor of Medicine, 2005 Loyola Univ Chicago, Master of Arts, 2012;	Sarah Bush Lincoln UI Carle
Przednowek Puher	Tomasz Rebecca	E	przedno1 rpuher	2023-05-01 2020-03-09	2023-05-01 2020-03-09	9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	Univ of IL Urbana-Champaign, Bachelor Degree - In Progress; Chicago College Osteopathic, Doctor of Osteopathic Medicine, 2017 W Virginia Sch Osteo Med, Doctor of Osteopathic Medicine, 2006	Carle-BroMenn Carle
Qasim Quirke Radish	Mohammed Kevin Aaron	Usman P Christopher	mqasim kquirke aradish	2024-02-16 2020-03-09 2020-12-16	2024-02-16 2020-03-09 2020-12-16	9999-12-31 9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences Clinical Sciences	0 0 0	American U Caribbean Sch Med, Doctor of Medicine, 2015 Loyola Stritch Sch of Medicine, Doctor of Medicine, 2016 Touro University Nevada, Doctor of Osteopathic Medicine, 2014 Univ of IL Urbana-Champaign, Doctor of Medicine, 2008;	Christie Carle Carle
Rafferty Raheemi	Carla Usman	Marie M	bilotto uraheemi	2018-10-01 2023-08-16	2018-10-01 2023-08-16	9999-12-31 9999-12-31	CLIN ASSOC PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	Univ of IL Urbana-Champaign, Admin Graded Cumulative UIC St George's University, Doctor of Medicine, 2016 DeVry University, Master of Business Admin, 2008;	Carle Carle
Ramadan Ramkumar Rancharo	Nabih Davendra Bernie	P Charles	nramadan ramkumar rancharo	2020-03-09 2020-03-09 2019-12-16	2020-03-09 2020-03-09 2019-12-16	9999-12-31 9999-12-31 9999-12-31	CLIN PROF, CI MED (1-859) CLIN ASSOC PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences Clinical Sciences	0 0 0	American U Beirut, Doctor of Medicine, 1985 Univ Coll of The West Indies, Doctor of Medicine, 1993 Univ of IL Urbana-Champaign, Master of Science, 1997	Carle Christie Sarah Bush Lincoln
Rasheed Rauther Reese Regan	Mehmooodur Shabeera Donald John	Husain S	mrasheed srauther dr9 js-regan	2017-03-10 2017-05-12 2018-11-01 2020-07-16	2017-03-10 2017-05-12 2018-11-01 2020-07-16	9999-12-31 9999-12-31 9999-12-31 9999-12-31	CLIN ASSOC PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences Clinical Sciences Clinical Sciences	0 0 0 0	Dow Medical College, Bachelor Medicine & Surgery, 1991 Madurai Medical College, Doctor of Medicine, 2001 U of Tennessee Hlth Sci Center, Doctor of Medicine, 2010 Indiana U All Campuses, Doctor of Medicine, 1986 Univ of Florida, Associate Degree - Arts, 2008; Univ of Florida, BA Liberal Arts and Science, 2009; Univ of Florida, Bachelor of Music, 2009;	Carle Carle Carle Christie
Reid	Jonas	Allen	jaeid85	2021-10-16	2021-10-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Temple Univ, Doctor of Medicine, 2014 Univ of IL Urbana-Champaign, BS Liberal Arts and Science, 1999;	Carle
Reifsteck	Brent	Douglas	bdreifst	2018-07-01	2018-07-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Illinois at Chicago, Doctor of Medicine, 2005 Northwestern Univ, Bachelor of Arts;	Carle
Rhee Richards	Benjamin Victoria	Jee Hyun E	brhee1 verique5	2018-10-01 2020-09-01	2018-10-01 2020-09-01	9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 1	Univ of Illinois at Chicago, Doctor of Medicine Univ of Arizona, Doctor of Philosophy, 2004	Carle UI

Riddle Righter Riskin	Tara Kari Barry	L Jane Jay	triddle krighter bjriskin	2018-10-01 2021-04-16 2020-03-09	2018-10-01 2021-04-16 2020-03-09	9999-12-31 9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN INSTR, CI MED (1-859) CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences Clinical Sciences	0 0 0	Eastern Illinois Univ, Master of Arts, 2006; Sacred Heart Univ, Bachelor of Science; Ohio U All Campuses, Doctor of Philosophy, 2011 St Louis Coll of Pharm, Doctor of Pharmacy, 2016 Rush Medical College, Doctor of Medicine, 1988 Heartland Cmty Coll, Associate Degree - Other, 2010; Methodist College, Bachelor of Science, 2012; Univ of Illinois at Chicago, Doctor of Nursing Practice, 2020; Methodist College, Bachelors Degree Inst; Heartland Cmty Coll, Admin Earned Cumulative UIC; Heartland Cmty Coll, Primary Transfer Inst UIC	Carle Carle Christie	
	Robbins	Annette	Alyse	arobbi5	2023-05-01	2023-05-01	9999-12-31	CLIN INSTR, CI MED (1-859)	Clinical Sciences	0	Eastern Illinois Univ, Bachelor of Science, 1973;	Carle-BroMenn
	Roberts	Timothy	G	tgrobrts	2020-01-16	2020-01-16	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	Southern Ill Univ Sch of Med, Doctor of Medicine, 1976	Carle
Robinson Rodriguez	Walker Juan	Francisco	walker77 jrodrig	2018-08-01 2023-05-16	2018-08-01 2023-05-16	9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	Morgan State Univ, Bachelor of Science, 1962; Univ of Maryland Baltimore, Doctor of Medicine, 1970 Univ of Illinois at Chicago, Doctor of Medicine, 2016 Univ of IL Urbana-Champaign, BS Liberal Arts and Science, 1978; Univ of Illinois at Chicago, Doctor of Philosophy, 1982; Univ of IL Urbana-Champaign, Admin Earned Cumulative UIC, 1978;	Carle Carle	
Rosencranz Rosser	Holly Cortney	A Noel	harosen rosser	2018-07-01 2020-11-16	2018-07-01 2020-11-16	9999-12-31 9999-12-31	CLIN ASSOC PROF, TCH, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	Univ of Illinois at Chicago, Admin Earned Cumulative UIC, MD; Univ of Illinois at Chicago, Admin Earned Cumulative UIC, 1982 Saba Univ Sch of Medicine, Doctor of Medicine, 2008 Univ of Illinois at Chicago, Bachelor of Science, 2000; Univ of Illinois at Chicago, Master of Science - Nursing, 2013; Univ of IL Urbana-Champaign, Admin Earned Cumulative UIC; Univ of Illinois at Chicago, Admin Earned Cumulative UIC, 2000	UI Other Affiliate	
Rounds Rowitz Rowland	Lisa Blair Kendriith	Kay Martin M	leinf1 browitz rowland2	2021-10-16 2016-11-16 2017-05-12	2021-10-16 2016-11-16 2017-05-12	9999-12-31 9999-12-31 9999-12-31	CLIN INSTR, CI MED (1-859) CLIN PROF, CI MED (1-859) CLIN PROF, RESEARCH, CI MED (1-859)	Clinical Sciences Clinical Sciences Clinical Sciences	0 0 0	Univ of Illinois at Chicago, Admin Earned Cumulative UIC, 2000 Rush Medical College, Doctor of Medicine, 1993 Univ of Illinois at Chicago, Doctor of Medicine, 1980 Univ of Maryland Eastern Shore, Bachelor of Science, 1981; Fuhs/Chicago Medical School, Doctor of Medicine, 1991 Mount Holyoke Coll, Bachelor of Science, 2006; Univ of Illinois at Chicago, Doctor of Medicine, 2017; St Joseph Coll, Master of Science, 2010;	Carle Carle Carle	
Roy	Patricia	L	proy	2024-05-01	2024-05-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of IL Urbana-Champaign, Bachelor of Arts; Univ of III at Chicago Hlth Sc, Doctor of Medicine, 2009;	Carle	
Royston Royyuru	Sara Sasikala	Elizabeth Durga	sroysto2 sroyyuru	2023-01-16 2022-08-16	2023-01-16 2022-08-16	9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	Univ of IL Urbana-Champaign, Doctor of Philosophy, 2014 Case Western Reserve Univ, Doctor of Medicine, 2010 SUNY at Buffalo, BS Liberal Arts and Science, 2006;	Christie Carle	
Rubin	Rachael	Danielle	rrubin2	2020-03-09	2020-03-09	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of IL Urbana-Champaign, Doctor of Psychology, 2013 Prior College Unknown, Doctor of Medicine, 2012;	Carle	
Rubush	Amanda		arubush	2018-08-16	2018-08-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Prior College Unknown, Admin Rec UIS Michigan State Univ, Advanced Degree, 2014; Univ of IL Urbana-Champaign, Bachelor of Arts; Univ of III at Chicago Hlth Sc, Doctor of Medicine, 2009;	Carle	
Ruggieri Sadiq Sadiqua	Rafael Shamim Nazmeen	Miguel	rruggie sadiq786 nsadiqua	2018-10-01 2021-04-16 2018-10-01	2018-10-01 2021-04-16 2018-10-01	9999-12-31 9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences Clinical Sciences	0 0 0	Univ of IL Urbana-Champaign, Admin Earned Cumulative UIC G M College Srinagar, Doctor of Medicine, 1991 Dhaka Medical College, Doctor of Medicine, 1992 NI Inst Tech Newark Coll Eng, BS in Bioengineering, 2007; St George's University, Doctor of Medicine, 2013	Christie Carle Carle	
Sahai	Tanmay		tsahai	2022-02-01	2022-02-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Indiana Univ Bloomington, Bachelor of Arts, 2011; Ball State Univ, Master of Arts, 2012;	Carle	
Sajjad	Sohaib		ssajjad	2022-08-16	2022-08-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	American U Caribbean Sch Med, Doctor of Medicine, 2017 Eastern Illinois University, Bachelor of Science, 1984; Eastern Illinois University, Master of Business Admin, 1996;	Carle	
Salmons	Sally	J	ssalmons	2017-03-10	2017-03-10	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of IL Urbana-Champaign, Doctor of Medicine, 2000 Albion Coll, Bachelor of Arts, 2008;	Carle	
Saluja Sanchez-Torres Santeler	Rasleen Reinaldo Scott	Kanwal R	rsaluj2 rsanchez santeler	2021-08-02 2021-03-16 2017-03-10	2021-08-02 2021-03-16 2017-03-10	9999-12-31 9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859) CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences Clinical Sciences	0 0 0	Univ of Illinois at Chicago, Doctor of Medicine, 2015 U of Puerto Rico Medical Sci, Doctor of Medicine, 1999 Univ of Chicago, Doctor of Medicine, 2002 Univ of Pennsylvania, Bachelor of Arts, 2013; Univ of Texas Southwestern Med, Doctor of Medicine, 2017;	UI Carle Carle	
Santiago Sarua	Romero Kalika	Navaranjan Prasad	romeros ksarua	2023-05-01 2018-10-01	2023-05-01 2018-10-01	9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences	0 0	U of Texas Sch Pub Hlth, Master of Public Health, 2017 All India Inst of Med Sci, Doctor of Medicine, 1983 Missouri Univ of Sci & Tech, Bachelor of Science, 1999; Univ of Ill Coll of Med-Rockfo, Doctor of Medicine, 2005;	Carle Carle	
Sather Schmitz Schroeder	Carl Anna Stefanie	Allen Lisa Anne	csather schmitza sas84	2019-07-01 2018-07-01 2020-02-01	2019-07-01 2018-07-01 2020-02-01	9999-12-31 9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences Clinical Sciences	0 0 0	Univ of IL Urbana-Champaign, Master of Science, 2001 U of Wisconsin Madison, Doctor of Medicine, 2007 AT Still University, Doctor of Osteopathic Medicine, 2015 Villanova Univ, Bachelor Degree - Other, 1981; St George's University, Doctor of Medicine, 1985;	Carle Carle Carle	
Scott Seibly Seidl	William Jason Robert	S M K	wscott jseibly rksidl	2018-06-01 2023-12-01 2020-07-16	2018-06-01 2023-12-01 2020-07-16	9999-12-31 9999-12-31 9999-12-31	CLIN ASSOC PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences Clinical Sciences	0 0 0	U of Oklahoma Hlth Sci Cntr, Master of Public Health, 1993 Nova Southeastern Univ, Doctor of Osteopathic Medicine, 2002 Rush Medical College, Doctor of Medicine, 1990 National Ukrainian Medical Univ, Doctor of Medicine, 2012;	Carle Carle-BroMenn Other Affiliate	
Seniutkin Serrai Shaik Shakeel	Oleksii Hacene Ibrahim Qasim		oleksen hserrai is7 qshakeel	2023-07-16 2022-02-16 2019-05-16 2018-06-01	2023-07-16 2022-02-16 2019-05-16 2018-06-01	9999-12-31 9999-12-31 9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) RES ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences Clinical Sciences Clinical Sciences	0 0 0 0	Texas A&M University, Master of Science, 2017 U Rennes, Doctor of Science, 1997 Deccan Coll Medical Sci India, Bachelor Medicine & Surgery, 2004 Wayne State Univ, Doctor of Medicine, 2012 Loyola Univ Chicago, Bachelor of Science, 1984;	Carle Carle Carle Carle	
Shepherd	James	L	jlshphe	2018-07-01	2018-07-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Loyola Univ Chicago, Doctor of Medicine, 1988 U of Minnesota - Twin Cities, Advanced Degree, 2005; Univ of Iowa, Doctor of Medicine, 1999	Carle	
Shihabi	Ahmad	H	shihabi1	2019-05-16	2019-05-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Illinois Wesleyan Univ, Bachelor of Arts, 2004; Loyola Univ Chicago, Master of Arts, 2006;	Carle	
Shima	Mark	T	mshima	2019-08-16	2019-08-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	AT Still University Health Svc, Doctor of Osteopathic Medicine, 2010 CUNY Brooklyn Coll, Bachelor of Arts, 2002;	Carle	
Shodunke Shubert Shukla	Temitope April Vijeta	Jimoh D Vijetas	shodunke ashubert vijetas	2019-05-16 2020-03-09 2020-07-01	2019-05-16 2020-03-09 2020-07-01	9999-12-31 9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) INSTR, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences Clinical Sciences	0 0 0	American University of Antigua, Doctor of Medicine, 2009 U of Nebraska Medical Center, Master of Science - Nursing, 2013 Kasturba Medical College, Doctor of Medicine, 2010	Carle Carle Carle	
Shyu Sinanon-Reid Singh	Charles Sophia Gurpreet	Chao Yuen	csyhu ssinanon gsingh80	2019-12-16 2023-10-16 2023-09-16	2019-12-16 2023-10-16 2023-09-16	9999-12-31 9999-12-31 9999-12-31	CLIN ASST PROF, CI MED (1-859) CLIN INSTR, CI MED (1-859) CLIN ASST PROF, CI MED (1-859)	Clinical Sciences Clinical Sciences Clinical Sciences	0 0 0	New York Medical Coll, Doctor of Medicine, 2003 Chamberlain Coll Nurs Chicago, Master of Science - Nursing, 2020 Government Med Coll Patiala, Bachelor Medicine & Surgery, 2004	Christie Carle Carle-BroMenn	



Warren	Daniel		danielwa	2024-01-01	2024-01-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Michigan Ann Arbor, Bachelor of Science, 2012; Wayne State Univ, Doctor of Medicine, 2017 Ateneo De Manila U, Bachelor of Science, 1987; Univ of IL Urbana-Champaign, Master of Arts, 1993; Univ of IL Urbana-Champaign, Master of Business Admin, 2010;	Carle
Wee	Emily		ewee	2019-08-16	2019-08-16	9999-12-31	RES ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Missouri Columbia, Master Degree - Other, 1996; Univ of Missouri Columbia, Doctor of Philosophy, 2004 Univ of IL Urbana-Champaign, BA Liberal Arts and Science, 1999; Univ of IL Urbana-Champaign, BS Liberal Arts and Science, 1998;	Carle
Weir	William	Bradley	wbw	2017-04-13	2017-04-13	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Illinois at Chicago, Doctor of Medicine, 2003	Carle
Wels	Blake	Alexander	bwels	2019-10-16	2019-10-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Northeastern Ohio Univ Col Med, Doctor of Medicine, 2013	Carle
Welch	Janet	Watson	jwtch	2020-03-09	2020-03-09	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	Michigan State Univ, Doctor of Medicine, 1986 University of Michigan, Bachelor of Science, 1972;	Carle
Wellman	Robert	Bruce	rwelldm	2017-04-13	2017-04-13	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	University of Michigan, Doctor of Medicine, 1974 Univ of IL Urbana-Champaign, BA Liberal Arts and Science, 1999;	Carle
Wheatley	Brian	J	bjwheat	2017-05-12	2017-05-12	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	Southern Ill Univ Sch of Med, Doctor of Medicine, 2004 Univ of Cal Santa Barbara, Bachelor of Arts, 1982;	Carle
Whisenand	James	M	jmwhsnnd	2019-11-16	2019-11-16	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	St Louis U All Cam, Doctor of Medicine, 1986 Univ of Missouri Rolla, Bachelor of Science, 1984; Univ of IL Urbana-Champaign, Doctor of Medicine, 2001;	Carle
White	Karen	C	kcwhite	2017-03-10	2017-03-10	9999-12-31	CLIN PROF, CI MED (1-859)	Clinical Sciences	0	Washington Univ in St Louis, Master of Science - Other, 1987;	Carle
White	Keith	Bryan	kbwhite	2018-10-01	2018-10-01	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	Penn State U Main Campus, Doctor of Philosophy, 1991	Carle
Whiting	Mark	Douglas	mwhiting	2020-07-01	2020-07-01	9999-12-31	CLIN ASSOC PROF, RES, CI MED (1-859)	Clinical Sciences	0	Ohio State U Main Campus, Doctor of Philosophy, 1995 Virginia Commonwealth U, Doctor of Philosophy, 2007 Loyola Univ Chicago, Bachelor of Science, 2002;	Carle
Whitmore	Elsa	Jane	ejw26	2021-01-16	2021-01-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Azcom of Midwestern University, Doctor of Osteopathic Medicine, 2011; Azcom of Midwestern University, Doctor of Osteopathic Medicine, 2011; Villanova Univ, None	Carle
Whitton	Elizabeth	Ann	whitton	2023-08-16	2023-08-16	9999-12-31	CLIN INSTR, CI MED (1-859)	Clinical Sciences	0	Chamberlain Coll Nurs Chicago, Bachelor of Science in Nursing, 2021; Chamberlain College of Nursing, Master of Science - Nursing, 2021;	Carle-BroMenn
Wiebe	Erica	D	ewiebe	2020-03-09	2020-03-09	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	High School for HR use, Non-High School Grad Univ of Missouri Columbia, Bachelor of Science, 2004; Univ of Missouri Columbia, Doctor of Medicine, 2010 Univ of Notre Dame, Bachelor Degree - Other, 1983; Univ of Ill at Chicago Hlth Sc, Doctor of Medicine, 1987;	Carle
Wieland	John	Murray	vwieland	2022-02-01	2022-02-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Harvard Univ, Master of Science - Other, 2014 Southern IL Univ Carbondale, Bachelor of Science, 2010;	Carle
Willard	Jared	W	vwillard	2022-07-29	2022-09-16	2025-08-15	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0.1	Southern IL Univ Carbondale, Doctor of Medicine, 2015 St Louis Univ Main Campus, Bachelor of Arts, 2011;	Christie
Willard	Sarah	Jessica	swillard	2022-08-16	2022-08-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Saint Louis University, Doctor of Medicine, 2015 Eastern Illinois Univ, Bachelor of Science, 1983;	Christie
Williams	John	M	johnmw7	2018-11-01	2018-11-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Illinois Coll of Optometry, Doctor of Optometry, 1987	Carle
Williams	Sherry	Michele	sherrymw	2022-06-16	2022-06-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Southern Ill Univ Sch of Med, Doctor of Medicine, 2007 Addis Ababa University, Certificate of Medicine, 2004;	Carle
Woldegabriel	Elias	Nigusie	eliasw	2020-03-09	2020-03-09	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Jimma University, Doctor of Medicine, 1995	Carle
Wolf	Richard	M	wolf1	2017-05-12	2017-05-12	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	The University of Toledo, Doctor of Medicine, 1976	Carle
Wood	Alyssa	Justine	alwood	2023-01-16	2023-01-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Kansas City U of Med and Biosc, Doctor of Osteopathic Medicine, 2015 Univ of IL Urbana-Champaign, BS Liberal Arts and Science, 1990; Univ of IL Urbana-Champaign, Master of Business Admin, 2001;	Carle-BroMenn
Woodward	Robert	T	rtwoodwa	2020-03-09	2020-03-09	9999-12-31	CLIN PROF, CI MED (1-859)	Clinical Sciences	0	Southern Ill Univ Sch of Med, Doctor of Medicine, 1994 Univ of Chicago, Bachelor of Arts, 1994;	UI
Wozniak	Michael	Fredrick	mwoz	2023-05-01	2023-05-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Rush Medical College, Doctor of Medicine, 2000	Carle
Wrigley	Catherine		cwrigley	2020-07-16	2020-07-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	U Coll Dublin, Bachelor Medicine & Surgery, 2010	Christie
Wrigley	Peter	William	pwrigley	2019-11-16	2019-11-16	2025-09-15	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	U Coll Dublin, Doctor of Medicine, 2010	Carle
Yadav	Mukesh	K	myadav3	2020-11-16	2020-11-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Kathmandu University Nepal, Doctor of Medicine, 2006	Carle
Yang	Glen		glenyang	2018-07-01	2018-07-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Cal San Francisco, Doctor of Medicine, 2007 Southern Ill U Edwardsville, Bachelor of Nursing, 2014;	Carle
Yantis	Bryce	Andrew	byantis	2021-03-16	2021-03-16	9999-12-31	CLIN INSTR, CI MED (1-859)	Clinical Sciences	0	Oliver Nazarene Univ, Master of Science - Nursing, 2017 Howard Univ, Diplomate, 2019; New York Medical Coll, Diplomate, 2022;	Carle
Yaqoob	Hamid		hyaqoob	2023-11-01	2023-11-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Health Sciences Lahore, Doctor of Medicine, 2011 Univ of IL Urbana-Champaign, BS Liberal Arts and Science, 1999; Univ of IL Urbana-Champaign, BS Liberal Arts and Science, 2000;	Christie
Yasunaga	Judith	April	yasunaga	2017-02-06	2017-03-10	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	Southern Ill Univ Sch of Med, Doctor of Medicine, 2004 Illinois State Univ, Bachelor of Nursing, 2002;	Carle
Yeager	Brenda	Joy	bfuss	2023-01-16	2023-01-16	9999-12-31	CLIN INSTR, CI MED (1-859)	Clinical Sciences	0	Illinois State Univ, Master of Science - Nursing, 2007	Carle-BroMenn
Yekkirala	Lalitha		yekkiral	2021-08-16	2021-08-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Calcutta Natl Medical College, Doctor of Medicine, 1993 Michigan State Univ, Doctor of Medicine, 2014;	Carle
Yen	Eugene		ecyen	2018-11-16	2018-11-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Michigan Ann Arbor, Master of Public Health, 2010 Univ of IL Urbana-Champaign, Doctor of Medicine, 2001;	Carle
Yerrabolu	Meera		yerrabol	2023-05-01	2023-05-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Kurnool Medical College, Doctor of Medicine, 1993;	Carle-BroMenn
Yoon	Harold	Abraham	hyoon1	2023-11-01	2023-11-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Kurnool Medical College, Doctor of Medicine, 2001 Univ of Ill Coll of Med-Rockfo, Doctor of Medicine, 2003 Univ of Illinois at Chicago, Bachelor of Arts; Univ of Illinois at Chicago, Master of Arts, 2007;	Private Practice
York	Catherine	M	cshart1	2018-11-01	2018-11-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Illinois at Chicago, Doctor of Philosophy, 2013; Univ of Illinois at Chicago, Admin Earned Cumulative UIC Univ of IL Urbana-Champaign, Bachelor of Science, 2008;	Carle
Youakim	Jon	Paul	vyouak2	2019-07-01	2019-07-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Ill Coll of Med-Peoria, Doctor of Medicine, 2012 Illinois State Univ, Bachelor of Science, 1991;	Carle
Young	Julie	Ann	vyulie	2020-02-01	2020-02-01	9999-12-31	INSTRUCTOR, CI MED (1-859)	Clinical Sciences	0	Midwestern Univ, Master of Science, 1996 Univ of IL Urbana-Champaign, Bachelor of Nursing, 2004;	Carle
Young	Rachael	Morgan	rmkelle	2020-04-16	2020-04-16	9999-12-31	INSTRUCTOR, CI MED (1-859)	Clinical Sciences	0	Univ of Southern Indiana, Master of Science - Nursing, 2014;	Carle
Youse	Jeremy		vyouse	2020-08-16	2020-08-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Parkland Coll, Admin Graded Cumulative UIC Univ of Missouri Columbia, Doctor of Medicine, 2006	Private Practice

Ypya	Whitney	Jordan	waterma2	2021-03-16	2021-03-16	9999-12-31	CLIN INSTR, CI MED (1-859)	Clinical Sciences	0	Univ of Illinois at Chicago, Bachelor of Science, 2013; Univ of Illinois at Chicago, Bachelor of Science, 2013; Univ of Illinois at Chicago, Doctor of Nursing Practice, 2020; Univ of Illinois at Chicago, Bachelors Degree Inst; Univ of IL Urbana-Champaign, Admin Earned Cumulative UIC; Parkland Coll, Admin Earned Cumulative UIC; Univ of IL Urbana-Champaign, Primary Transfer Inst UIC Univ of Florida, Bachelor of Science, 2004; Boston Univ, Master of Arts, 2007;	UI
Yu	Robert	John	rjyu	2021-02-08	2021-02-08	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Ross University School of Med, Doctor of Medicine, 2011 Univ of Chicago, Bachelor of Science, 1996; Univ of Illinois at Chicago, Doctor of Medicine, 2002;	Carle
Yu-Ballard	Aimee	C	ameeyu	2018-12-16	2018-12-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of IL Urbana-Champaign, Doctor of Philosophy, 2000 Brown Univ, Bachelor of Science, 1998;	Carle
Yunyongying	Pete		pying	2018-10-01	2018-10-01	9999-12-31	CLIN PROF, TEACHING, CI MED (1-859)	Clinical Sciences	0	Univ of Maryland Baltimore, Doctor of Medicine, 2002	Carle
Zabaneh	Sami	S	szabaneh	2020-03-09	2020-03-09	9999-12-31	CLIN ASSOC PROF, CI MED (1-859)	Clinical Sciences	0	U Jordan, Doctor of Medicine, 1989	Christie
Zafar	Abu-Bakar		abzafar	2018-10-01	2018-10-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Univ of Alabama-Birmingham, Doctor of Medicine, 2011	Carle
Zahnd	Melissa	Schera	zahnd	2019-11-16	2019-11-16	9999-12-31	INSTR, CI MED (1-859)	Clinical Sciences	0	Illinois State Univ, Master of Science - Nursing, 2008 Aligarh Muslim U, Bachelor of Science, 2003;	Carle
Zaidi	Syed	Javed Hasan	syzaidi	2022-12-16	2022-12-16	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	High School For HR use, High School Equivalency, 1996	Carle
Zech	John	R	johnzech	2018-10-01	2018-10-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Albany Medical Coll, Doctor of Medicine, 1980	Carle
Ziemer	Anna	Louise	aziemer	2023-09-01	2023-09-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	U of Wisconsin Madison, Doctor of Medicine, 2012 Misc College/University, BS in Agricultural Studies, 1997;	Carle
Zimmerman	Jerrad	P	jerradzi	2018-10-01	2018-10-01	9999-12-31	CLIN ASST PROF, CI MED (1-859)	Clinical Sciences	0	Misc College/University, Doctor of Medicine, 2001	Carle
Zindars	Jessica	Joyce	jzindars	2023-08-16	2023-08-16	9999-12-31	CLIN INSTR, CI MED (1-859)	Clinical Sciences	0	Olivet Nazarene Univ, Master of Science - Nursing, 2015	Carle



Dean's Administrative Staff

ORIGINAL	BUILD Since Start	BUILD Since Oct 2022
<b>Recruitment/Hiring</b>		
	Hired, Not Started	
	Active search	
	Future search (ST)	
	Future search	
	Future Eff Date	
	Details TBD	

**Health Innovation Professors**

Joe Bradley Wawrzyniec Dobrucki Iwona Jasiuk Mariana Kersh Michael Oelze Jimeng Sun	Eren Ahsen Ujjal Mukherjee Rebecca Smith Sridhar Seshadri	Catherin Blake Jacinda Darioitis Wentao David Huang Girish Krishnan Deana McDonagh Mary Pietrowicz Laura Shackleford Sonali Shah Brad Sutton	Vidya Haran Brent Roberts Sara Pedron Haba Caroline Gao Gustavo Caetano-Anolles Nir Ben Moshe
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**Teaching Faculty, Medical Education Facilitators**

JoAnn Archey, Clinical Assoc Prof Chester Brown, Teaching Asst Prof Nasser Gayed, Teaching Prof Samar Hegazy, Teaching Asst Prof Manuel Hernandez, Teaching Assoc Prof Amale Laouar, Teaching Assoc Prof Cristina Medrano, Teaching Asst Prof	Grace Park, Clinical Assoc Prof Lisan Smith, Teaching Asst Prof JP Swigart, Teaching Asst Prof Ann-Perry Witmer, Teaching Assoc Prof Jaya Yodh, Teaching Prof
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**UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN**

Appendix P

**MARTHA U. GILLETTE**

CENTER FOR ADVANCED STUDY PROFESSOR  
CELL & DEVELOPMENTAL BIOLOGY ALUMNI PROFESSOR  
CHAN ZUCKERBERG INVESTIGATOR, CZ BioHUB CHICAGO  
DIRECTOR, NEUROSCIENCE PROGRAM  
PROFESSOR AND PAST HEAD OF CELL & DEVELOPMENTAL BIOLOGY  
PROFESSOR OF MOLECULAR & INTEGRATIVE PHYSIOLOGY, BIOENGINEERING,  
NEUROSCIENCE, CARLE ILLINOIS COLLEGE OF MEDICINE,  
THE BECKMAN INSTITUTE FOR ADVANCED SCIENCE & TECHNOLOGY, AND  
CARL WOESE INSTITUTE FOR GENOMIC BIOLOGY  
THE COLLEGES OF LIBERAL ARTS & SCIENCES, MEDICINE, AND ENGINEERING

DEPARTMENT OF CELL & DEVELOPMENTAL BIOLOGY  
B107 CHEMICAL AND LIFE SCIENCES LABORATORY  
UNIVERSITY OF ILLINOIS, MC-123  
601 SOUTH GOODWIN AVENUE  
URBANA, IL 61801

September 4, 2024

Deborah Young, PharmD, BCPS, BCC

Associate Dean for Faculty Affairs and Development, Carle-Illinois College of Medicine

Kenneth Aronson, MD, Medical Director Carle Neuroscience Institute and Radiology.

Clinical Assistant Professor and Section Head Neurology and Neurosurgery, Carle-Illinois College of Medicine

RE: New Neurology & Neurosurgery Department, Carle-Illinois College of Medicine

Dear Deb and Ken,

Thank you for the informative discussion last week regarding the plan to develop a new Department of Neurology and Neurosurgery in the Carle-Illinois College of Medicine. I write on behalf of the Neuroscience Program (NSP) at the University of Illinois Urbana-Champaign. The NSP represents >100 faculty in 28 departments within 8 colleges across our campus. Although we have significant translational and clinical neuroscience research presence, neurology and neurosurgery has very low representation. Your development of this department within the CI-MED would address this deficit, and has the potential to significantly strength neuroscience on our campus overall. I look forward to the potential development of a new Medical Scholars Program in this domain, which would be a huge positive on many levels. It is my pleasure to provide my strongest support for this new program.

Yours truly,

Martha U. Gillette

Cell & Developmental Biology Alumni Professor  
Chan Zuckerberg Investigator, CZ BioHub Chicago  
Director, Neuroscience Program



## *Appendix Q: Jeffries Center (formerly OMSA) Programs*

**TRiO Upward Bound (UB).** UB is the oldest Federal TRiO program and funded to serve 102 pre-college students in Champaign, Urbana and Rantoul, Illinois. UB was created in 1964 by the Economic Opportunities Act to increase secondary graduation rates and prepare first generation, low-income for college success and graduation. The University has successfully administered the UB federal award for more than 50 consecutive years. And the program has been a part of the Jeffries Center since OMSA's inception.

**TRiO Talent Search (TS).** TS is a Federal TRiO program funded to serve 500 pre-college students in Champaign, Urbana and Decatur, Illinois. TS was created in 1965 by the Higher Education Act to increase the number for disadvantaged youth completing secondary education, enrolling in and completing post-secondary degrees.

**TRiO Student Support Services (SSS).** SSS is a Federal TRiO program funded to serve 250 undergraduate students at UIUC. SSS was created in 1968 by an amendment to the Higher Education Act to increase college retention and graduation rates for first generation and low-income students.

**TRiO Ronald E. McNair Post-baccalaureate Achievement Program (McNair).** McNair is the Jeffries Center's fourth and final Federal TRiO program funded to serve 36 undergraduates at UIUC. McNair was created in 1986 by an amendment to the Higher Education Act to encourage underrepresented students to pursue doctoral studies and increase their attainment of a Ph.D.

**Tutoring and Academic Services (Tutoring).** The Jeffries Center's Academic Services Center, assists students in developing the confidence, independence, and active learning skills necessary to meet the University's academic standards and students' individual educational goals. This skill development is facilitated via **tutoring, review sessions, supplemental instruction, study skills workshops, academic enrichment activities, and by helping students navigate the network of college and departmentally based academic resources on the campus.** The Center's commitment to universal student success requires us to serve every student that requests our assistance. Yet, our core population of students for whom we focus our services are incoming students who are:

- First time first-year students
- 1st Generation
- Low-income
- Historically underrepresented U.S. minorities (i.e., African American, Latino/a, Native American, and Native Hawaiian/Pacific Islander)
- Multi-racial (with at least one historically underrepresented racial identity)
- A student with one of the following banner attributes: Educational Opportunities Program (EOP), President's Awards Program (PAP), DGS Enrichment students, and LAS's AAP students (declared only), AHS's I-LEAP students, I-Promise students, and Chez Scholars.

**Advising and Mentoring (A&M).** Illinois students at all grade levels can take advantage of the Jeffries Center's general advising and mentoring services by making an appointment or by simply dropping-in. Student Success Advisors (SSAs) help with a range of personal, career, financial, and academic issues and refer students to valuable resources throughout the campus and community.

A&M's individualized and intensive retention support services such as academic coaching and mentoring is geared towards approximately 1,300 of the most vulnerable students who meet the first criteria and either the second or the third criteria below:

- The student cannot qualify for duplicative mentoring services from other campus units (e.g., LAS's Access and Achievement Program; AHS's Mannie L. Jackson Academic Enrichment and Leadership Program, the Jeffries Center's Student Support Services program, or the Chez Family Scholars program, etc.).
- The student must be a first-time first-year student AND from a historically underrepresented US minority group (multi-racial students are included).
- The student must be a first-time first-year student from a non-US minority group who is a) first generation, b) an EOP or PAP student, and C) earned a composite ACT score between 17 and 24, inclusive.

Our SSAs receive training prior to mentoring students. These staff members are not academic advisors but collaborate with academic advisors to ensure student success. SSAs are assigned to students before classes begin. Students are introduced to their SSA and to other academic support and retention services at a special seminar focused on student success before classes begin. Even when a student is excelling academically, we are there to help students reach beyond their coursework to experience all the University has to offer.

## **All Students**

- **I-Connect Diversity & Inclusion Workshop** is an experiential training designed to help incoming students embrace differences and recognize shared experiences in order to build a welcoming and engaged campus community. Facilitated by fellow students, I-Connect uses collaborative exercises and engaging discussion to build participants' communication skills and their ability to collaborate, learn, and work in diverse environments. All of us—regardless of our experiences or social group membership—must understand both our similarities and our differences in order to work and live with one another. I-Connect workshops provide students with an opportunity to begin these important discussions and learn from each other.
- **University Housing Inclusion and Leadership Education** focuses on promoting social justice initiatives and resolving social issues in residence halls. Inclusion and Leadership Mentors are specially trained to handle social conflicts in the residence halls so that every resident feels safe and comfortable in the halls.

## **African American Student Programs, Support, and Services**

- **Bruce D. Nesbitt African American Cultural Center:** The mission of the Bruce D. Nesbitt African American Cultural Center is to provide a network of programs and support services promoting the individual, social, cultural and academic well-being of Illinois' African American students.
- **Black Geek Week:** the Bruce D. Nesbitt African American Cultural Center launched its inaugural "Black Geek Week" as part of Black History Month festivities in 2013. The week's events highlighted the achievements of Africans Americans in academia, STEM (science, technology, engineering and mathematics) and arts that have pushed the boundaries of thought and technology. Moreover, the programs seek to expose the Illinois community to a demographic of "nerds" and "geeks" who are rarely highlighted in pop-culture and contemporary discussions on geek culture (e.g. comics, gadgets, science fiction, computers, etc.).
- **The Black and Latino Summit:** The summit is concentrated in the decolonization of concepts that have impacted and continue to negatively impact Black and Latino communities. Our purpose is to deconstruct narratives, build consciousness as to who we are as men of color, and to continue our drive to serve as an agent of positive change in our communities. The summit also provides a space to develop strategies to achieve academic success, professional development, wellness, and awareness of campus resources. The summit aims to create an experience that sparks reflection and ignites action from its participants. Furthermore, we aim to provide a safe space to have deep conversations as well as to promote camaraderie, coalition building, and community between Black and Latino participants.
- **Housing Division Men of Impact** is a student organization that is dedicated to serving the needs of Black men. We address the needs and concerns facing Black men in our community, via education and service activities. Our primary goal is to equip Black men with the necessary tools to overcome the social stigmas facing them in society today.

- **Housing Division Central Black Student Union** is to support African American students in the residence halls, serve and assist Black Student Unions in the residence halls, and meet the needs of supporting organizations and the campus-wide community.

### **Latino/a Student Programs, Support, and Services**

- **La Casa Cultural Latina** promotes a welcoming and dynamic atmosphere through the development of educational, cultural, socio-political, and social programs that lead to greater recruitment, retention, advancement, and empowerment of Latina/o students. La Casa engages current and future leaders through mentorship, civic engagement, and the promotion of social advocacy.
- **Conéctate** is an early move-in program designed for first generation Latino/a students to experience the fast-paced campus life that awaits at Illinois. This program is intended to create opportunities for Latinos/as to understand college life based on non-traditional narratives rather than framing one's story on the experiences of the dominant group. This two-day program will provide opportunities to Latino/a college students in a predominantly white institution (PWI) to embrace the concept of Latino/a—by empowering their sense of belonging and identity—to learn about academic rigor from current faculty; and to understand the importance of balancing all sorts of responsibilities. The program consists of three different modules: Sense of belonging, Developing student-faculty relationship, and Balancing responsibilities.
- **The Black and Latino Summit (See Above)**
- **The Latinx Resilience Network** provides support for Latinx students on campus, increases mental health wellness and awareness, and works as a space for students to share their campus climate experiences to build resilience. The Resilience Network:
  - Educates students and faculty about mental health awareness and resources
  - Trains students to be peer coordinators, facilitators, and listeners
  - Fosters Latinx success on campus
- **The La Casa META Program** is designed for all undergraduate students to forge paths and create networks to achieve academic success and personal growth. Through the META Program, La Casa Cultural Latina promotes retention, service, and achievement to turn today's students into tomorrow's leaders, professionals, and community organizers. The program encourages students to define and set goals and work together, develop strategies and timelines to achieve those goals, and direct students to campus resources.

### **Additional Student Programs, Services, and Support**

- **Asian American Cultural Center:** The University of Illinois Urbana-Champaign has one of the largest and most vibrant Asian American university communities in the Midwest, where 37% of students are of Asian descent. Opened in Fall 2005, the Asian American Cultural Center provides the University of Illinois community with space to gather and share experiences of our diverse and rich cultures. As a unit of the Office of Inclusion & Intercultural Relations, the AACC promotes cross-cultural understanding that supports the academic and personal

growth of students, along with learning experiences that help shape a lifetime commitment to ethical and engaged citizenship.

- **Gender & Sexuality Resource Center** is a resource not only for the LGBTQIA+, queer, nonbinary, and gender nonconforming community but for the entire university community. The GSRC exists for anyone who is who is interested in learning about LGBTQIA+, queer, nonbinary, and gender nonconforming people, issues, and concerns. For the LGBTQIA+, queer, nonbinary, and gender nonconforming community, the GSRC provides support for full inclusion of everyone in the university — including those who experience discrimination or who need support as members of the campus community.
- **Native American House:** (NAH) serves as a support and resource center for Native American students, including all students and the campus. Specifically, Native American House provides events and programs throughout the year that allow students the opportunity to enrich their cultural and academic experiences at the University of Illinois. While fostering a university community that values and actively supports inclusiveness and diversity, the support provided for students ensures a rewarding educational experience.
- **Salaam Middle East & North Africa (MENA) Cultural Center** provides a home for a border-fluid MENA community and to inspire holistic student success, inclusion, and belonging. By fostering the development of critical, intercultural citizens and global leaders who are better equipped to read and engage our complex and nuanced world, Salaam hopes to leave our communities better places than we found them.
- **Women's Resources Center** is a fun, active center on campus where students of all genders can come to learn a new skill, hear a great workshop, enjoy tasty food treats (including vegan options), explore an arts and crafts talent, or participate in a stimulating discussion on a variety of "hot" topics! Women's Resources Center provides students with CONFIDENTIAL support and advocacy services when they are faced with difficult or emotionally traumatic incidents such as harassment, stalking, sexual assault, or abuse within a relationship. Women's Resources Center is responsible for the First Year Campus Acquaintance Rape (FYCARE) program to ensure that all students are aware of issues related to sexual assault and other interpersonal crimes and the resources available to them.

From: Eweek <ewee@illinois.edu>

Sent: Sunday, October 27, 2024 9:07 AM

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 ILLINOIS

EWEEK

NOTICES FOR FACULTY AND STAFF AT ILLINOIS

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Announcements for the week of October 27, 2024

Announcements


Events

[Public Hearing: Establish Four New Departments in CIMED](#)

The Senate seeks information regarding establishing the Departments of Oncology, Surgery and Digestive Health, Cardiovascular Medicine and Surgery, and Neurology and Neurosurgery in the Carle Illinois College of Medicine. A public hearing will be held at 4 p.m. on Nov. 5, 2024. Follow [this link](#) for Zoom link and more information, to RSVP to the hearing or to provide comments.

November 5, 4 pm • [Follow link for Zoom information](#)

[Nolan Miller](#) • Senate Committee on Educational Policy

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# EWEEK

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Announcements for the week of November 3, 2024

## Announcements


## Events

### [Public Hearing: Establish Four New Departments in CIMED](#)

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November 5, 4 pm • [Zoom](#)

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**SENATE COMMITTEE ON EDUCATIONAL POLICY  
TUESDAY, NOVEMBER 5, 2024  
PUBLIC HEARING MINUTES**

**PUBLIC HEARING**

As per Section 8, C.4 of its *Bylaws*, on November 4, 2024, at 4:00 pm, the Senate Committee on Educational Policy (EP) held a Public Hearing via Zoom on four proposals for Carle Illinois College of Medicine: Establish the Department of Oncology in the Carle Illinois College of Medicine (EP.25.029), Establish the Department of Surgery and Digestive Health in the Carle Illinois College of Medicine (EP.25.030), Establish the Department of Cardiovascular Medicine and Surgery in the Carle Illinois College of Medicine (EP.25.031), and Establish the Department of Neurology and Neurosurgery in the Carle Illinois College of Medicine (EP.25.032). Notice of this public hearing was published through the Illinois Faculty/Staff Notices on October 27, 2024 and November 3, 2024 (Eweek) online bulletin.

The following faculty members from the Carle Illinois College of Medicine were in attendance: Mark Cohen (Dean) and Deb Young (Associate Dean for Faculty Affairs & Development). Other guests in attendance included: Nolan Miller (EP Chair), Wojtek Chodzko-Zajko (Dean, Graduate College), Stephen Boppart (Professor, Electrical and Computer Engineering), Justin Aronoff (EP Subcommittee Chair and Assistant Professor, Speech and Hearing Science), Claire Stewart (Dean, University Library) Olena Kindratenko (Senior Research Coordinator, NCSA), Robert Healy (Clinical Professor, Carle Illinois College of Medicine), Amy Edwards (Associate Provost and Director of the Division of Management Information, Office of the Provost), and Rashid Bashir (Dean, Grainger College of Engineering).

EP Chair Nolan Miller introduced the four proposals. Deb Young gave an overview of the four proposals and the need to separate out these areas into smaller specialized departments in order to make it easier to manage them and comply with accreditation requirements.

Dean Bashir shared that having been involved in the college from the very beginning and just understanding how it functions, he believes this part of the college has grown significantly because of the very large number of faculty from Carle involved. It seems logical to him that this will help more of the administrative functions and as mentioned reviews and potentially hiring. Dean Bashir feels that as long as there is some cross connectivity across these four areas, as the goal was always to build something unique here that is more integrative and doesn't necessarily mimic traditional medical schools. It appears that this step is necessary just to be able to manage and do the right thing in terms of reviews and providing constructive feedback and be able to delegate that function. Dean Bashir is supportive of these proposals.

Stephen Boppart shared that he thinks this is exciting evidence of growth for the College.

Wojtek Chodzko-Zajko shared that he is thoroughly supportive of this initiative. He's been involved with the Carle Illinois College of Medicine on the Joint Liaison Committee well before the first student came on campus. It makes a lot of sense to provide some structure within the Clinical Sciences Department. He thinks it's pretty clear that the interdisciplinary nature of the curriculum remains



intact and really what is being done here is helping put some organizational structure around the clinical faculty that are within Carle.

When no further questions or comments were forthcoming, Chair Miller thanked everyone and ended the Public Hearing at 4:26 pm.