Faculty in the Tenure System
Research and Teaching (RT) Track
**TENURE TRACK**

- **RT**
  - >50%
  - basic scientists & clinical scientists
    - strong research focus
    - competitive and funded independent research program
    - generation of new information through creative and original research
    - excellence in teaching
    - peer recognition at national level

- **CT**
  - >50%
  - clinical scientists
    - development and/or application of creative advances in medical care
    - external funding encouraged but not required
    - scholarly activity resulting in substantial contributions in the field
    - development of a high quality clinical practice
    - peer recognition at regional or national level for associate professor; national level for professor

**NON-TENURE TRACK**

- **Clinical Discipline**
  - >50%
  - clinical educators
    - excellence in teaching
    - record of scholarly activity
    - service/leadership on local and regional committees
    - peer recognition at regional level for associate professor; national level for professor

- **Research**
  - >50%
  - research scientists
    - development of a high quality clinical practice
    - record of scholarly activity
    - service/leadership on local and regional committees
    - peer recognition at national level

- **Teaching**
  - >50%
  - medical & biomedical educators
    - impact of teaching record and positive student engagement
    - high quality medical teaching and pedagogy
    - significant contributions to education program through mentoring, leadership and committee service
    - peer recognition at national level and service/leadership on regional or national committees for professor

- **Clinical**
  - <50%
  - volunteer or part-time clinicians
    - excellence in teaching and service
    - sustained commitment to the educational program and/or stature in the practice of medicine
    - demonstration of scholarly activity and service
    - peer recognition at the regional level
RT Track

>50%

basic scientists and clinical scientists

strong research focus

competitive and funded independent research program

Generation of new knowledge through creative and original research

excellence in teaching

peer recognition at national level
Annual, Mid-Probationary, and Tenure Reviews

During the annual review, faculty and head should discuss unit expectations and review the criteria for promotion.

Tenure-track junior faculty will also have a formal mid-probationary review in Year 3 of their probationary period.

Tenure track assistant professors go up for tenure review in Year 6; packet preparation begins in spring of Year 5.

Faculty are evaluated under the norms in place at the time of hire, unless they choose to be evaluated under more recently adopted norms.

Going up early for promotion is permitted but risky as you are expected to not only meet but exceed the criteria. Early promotions are often turned down.
TENURE PROBATIONARY PERIOD TIMELINE

YEAR: 1

MID-PROBATIONARY REVIEW

YEAR: 2

YEAR: 3

YEAR: 4

LAST CHANCE TO TRACK SWITCH

YEAR: 5

SPRING/ SUMMER—PREPARE P&T PACKET

YEAR: 6

YEAR: 7

TENURE REVIEW
Advice for Tenure Track Faculty

Tenure Probationary Issues

**Timing** - Pay careful attention to what year of the “tenure clock” you are in.

**Track switching** - If your activities are not building towards a successful case for tenure, consider requesting a track switch before the end of Year 4.

**Rollbacks** - If you find yourself in a situation that is impeding your progress and may merit a rollback, look into it right away.
Advice for Tenure Track Faculty (continued)

Your CV should be clear, well-organized, and up-to-date.

*Scholarship*

- Number and quality of first or senior author publications since joining UIC will be scrutinized.
- Focus on high impact peer-reviewed articles.
- Strive to develop a theme to your scholarship.
- Evidence of independence from your department head or former mentors will be sought when you go up for review.
- Active federal funding is given the most weight.
Advice for Tenure Track Faculty (continued)

Teaching Evaluations

- Discuss with your department the mechanisms for collecting student evaluations for your teaching.
- Consider additional ways of obtaining student evaluations from instruction in the lab setting or external seminars.
- Ask your head to assign and retain peer appraisals of your instructional activities.
Keep track of your teaching effort, including names of trainees and hours per activity.
How about Service?

- A balanced service portfolio at the levels spanning from department, college, campus, professional societies, etc.
- Try to tie service with national recognitions (awards, fellowship inductions, editorial board memberships, national/international committees, etc).
- Student/postdoc supervision (may also be included in teaching).
All College of Medicine faculty, regardless of track or rank, are expected to demonstrate a commitment to Diversity, Equity, and Inclusion.

As part of the promotion process, candidates must include a personal statement on their philosophy, commitment, and work to promote diversity, equity, and inclusion at UIC. This is an opportunity for faculty to be recognized for their broad engagement in these important activities.

Note: The DEI statement is optional for those hired before August 16, 2021.
Practical strategies for success

Establish daily writing practice: Writing Accountability Groups sponsored by the UIC Center for Clinical and Translational Science. [https://ccts.uic.edu/training/wags/](https://ccts.uic.edu/training/wags/)

Feel supported: Empower yourself to create your personal, holistic internal/external support network

- UIC pays for institutional membership to the National Center For Faculty Development & Diversity [https://www.facultydiversity.org](https://www.facultydiversity.org), founded by former UIC professor Dr. Kerry Ann Roquemore. Register to receive Monday Motivator weekly emails and practical suggestions for thriving in the academy. Discussion of diversity, equity, and inclusion.

Specific Aims Clubs: Use your peer support pods to hold each other accountable for progress and exchange subject-matter specific feedback.

Peer review for journals: Create a relationship with editorial staff

Grantsmanship: Get practice sitting on study section

[NIH Early Career Reviewer (ECR) Program](https://public.csr.nih.gov › BecomeARevie...): The program aims to help early career scientists become more competitive as grant applicants through first-hand experience with peer review... [https://public.csr.nih.gov › BecomeARevie...](https://public.csr.nih.gov › BecomeARevie...)
Where can I access P&T forms and policies?

Forms, norms, policies, and instructions are posted at the **COM Faculty Affairs** website:


The **Office of the Vice Provost for Faculty Affairs**’ website has additional materials and resources for faculty:

[faculty.uic.edu/faculty/](http://faculty.uic.edu/faculty/)
[faculty.uic.edu/hr/promotionandtenure/](http://faculty.uic.edu/hr/promotionandtenure/)
[facultyhandbook.uic.edu/](http://facultyhandbook.uic.edu/)