
Faculty in the Tenure System Clinical and Teaching (CT) 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

excellence in teaching

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

development of a
high quality clinical
practice

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**

high quality senior
author publications

independent
external funding or
evidence of
significant impact
on established
research program
required for
associate professor;
clear evidence of
independence and
continued external
funding for full
professor

reduced
expectations for
teaching and service
activity

peer recognition at
national level

Teaching

>50%

**medical &
biomedical
educators**

impactful teaching
record and positive
student engagement

high quality medical
teaching and
pedagogy

significant
contributions to
education program
through mentoring,
leadership and
committee service

record of scholarly
activity in the area of
medical education

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

CT Track

>50%

clinical scientists

development and/or application of creative advances in medical care

external funding encouraged but not required

significant scholarly activity resulting in substantial contributions in the field

development of a high quality clinical practice

excellence in teaching

peer recognition at regional or national level for associate professor;
peer recognition at national level for professor

Annual, Mid-Probationary, and Tenure Reviews

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

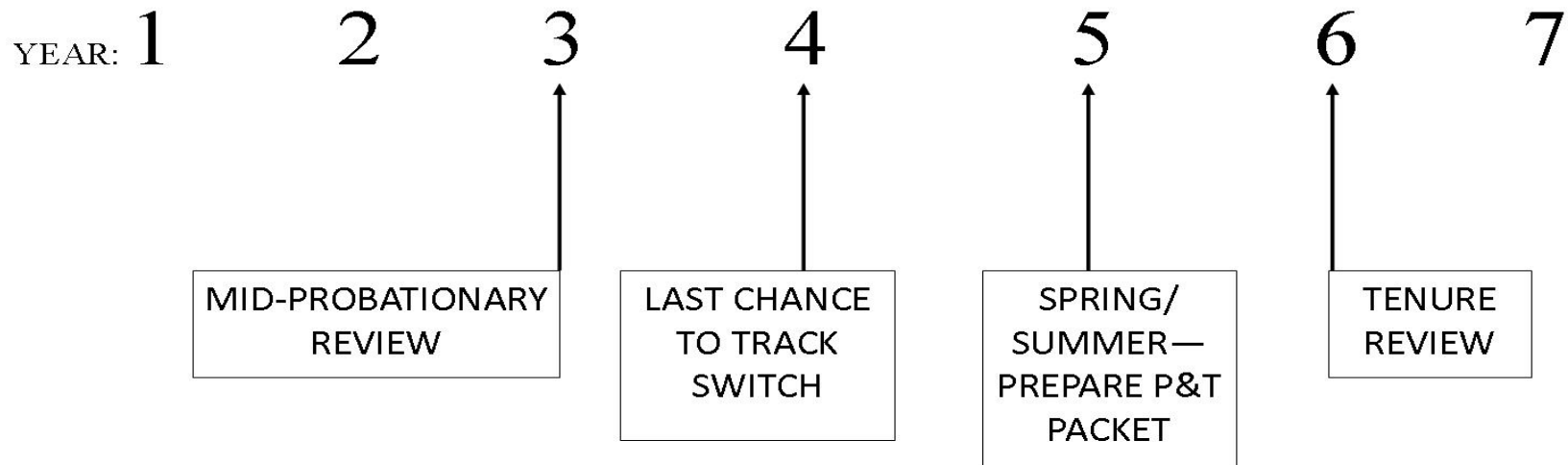
Tenure-track junior faculty will also have a formal **mid-probationary review** in Year 3 of their probationary period.

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



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.

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 clinical teaching, 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.

1.a. Annual Report of Faculty Teaching Effort at UIC- AYxx-xx

Name: _____ Department: _____

	DESCRIPTION OF TEACHING ACTIVITIES (Provide additional detail in the sections cited in parentheses.)	Scheduled Contact Hours per Year	Preparation Hours per Year	Total Hours per Year
1.0	Course and program planning, organization and coordination			
1.1	Classroom/Laboratory course			
1.2	Clinical clerkship			
1.3	Residency or fellowship			
1.4	Continuing medical education			
2.0	Lectures and seminars			
2.1	Course leading to profession or graduate degree			
2.2	Course for residents or fellows			
2.3	Continuing medical education			
2.4	Course leading to undergraduate degree			
2.5	Course leading to technical certificate			
3.0	Laboratory or other scheduled small group teaching			
3.1	Planner, coordinator, supervisor of the session			
3.2	Supportive role in laboratory or small group session			
4.0	Clinical teaching/attending			
4.1	Undergraduate clinical teaching			
4.2	Resident teaching rounds			
4.3	Combined resident/medical student rounds			
4.4	Ad hoc clinical teaching			
5.0	Research training/independent study			
5.1	Medical student			
5.2	Masters degree candidates			
5.3	Ph.D. candidate			
5.4	Resident			
5.5	Postdoctoral fellow			
6.0	Counseling/guidance			
6.1	Medical or graduate student			
6.2	Resident or fellow			
7.0	Educational committee work			
7.1	Local education committee			
7.2	College/campus education committee			
7.3	Education committee for national organization			
8.0	Curriculum development			
9.0	Other (describe on a continuation page)			
	TOTALS			

Please note: One report for each of the three years prior to review should be provided. Hours attributed to teaching should correspond to the % effort engaged in teaching, and be reported separately from clinical and research time.

(type Faculty Member name here) (signature)
Faculty Member

(type Dept/Head name here) (signature)
Department/Head

Advice for Tenure Track Faculty (continued)

Clinical Service

- Take time to document excellence in clinical service.
- Keep record of your patient load, referral base, and any other aspects to your clinical activities that may be unique to your role as a clinician.
- Maintain a file of patient testimonials and/or evaluations from external sources such as referring physicians.

P&T and Diversity, Equity and Inclusion

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.

Where can I access the P&T forms and policies?

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

medicine.uic.edu/office-faculty-affairs/promotions-and-new-appointments/

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

faculty.uic.edu/faculty/

faculty.uic.edu/hr/promotionandtenure/

facultyhandbook.uic.edu/