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

TENURE TRACK		NON-TENURE TRACK			
RT	**CT**	**Clinical Discipline**	**Research**	**Teaching**	**Clinical**
>50%	>50%	>50%	>50%	>50%	<50%
basic scientists & clinical scientists	**clinical scientists**	**clinical educators**	**research scientists**	**medical & biomedical educators**	**volunteer or part-time clinicians**
strong research focus	development and/or application of creative advances in medical care	excellence in teaching	high quality senior author publications	impactful teaching record and positive student engagement	excellence in teaching and service
competitive and funded independent research program	external funding encouraged but not required	development of a high quality clinical practice	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	high quality medical teaching and pedagogy	sustained commitment to the educatioal program and/or stature in the practice of medicine
generation of new information through creative and original research	scholarly activity resulting in substantial contributions in the field	record of scholarly activity		significant contributions to education program through mentoring, leadership and committee service	demonstration ofof scholarly activity and service
excellence in teaching	development of a high quality clinical practice	service/leadership on local and regional committees	reduced expectations for teaching and service activity	record of scholarly activity in the area of medical education	peer recognition at the regional level
peer recognition at national level	excellence in teaching	peer recognition at regional level for associate professor; national level for professor	peer recognition at national level	peer recognition at national level and service/leadership on regional or national committees for professor	
	peer recognition at regional or national level for associate professor; national level for professor				

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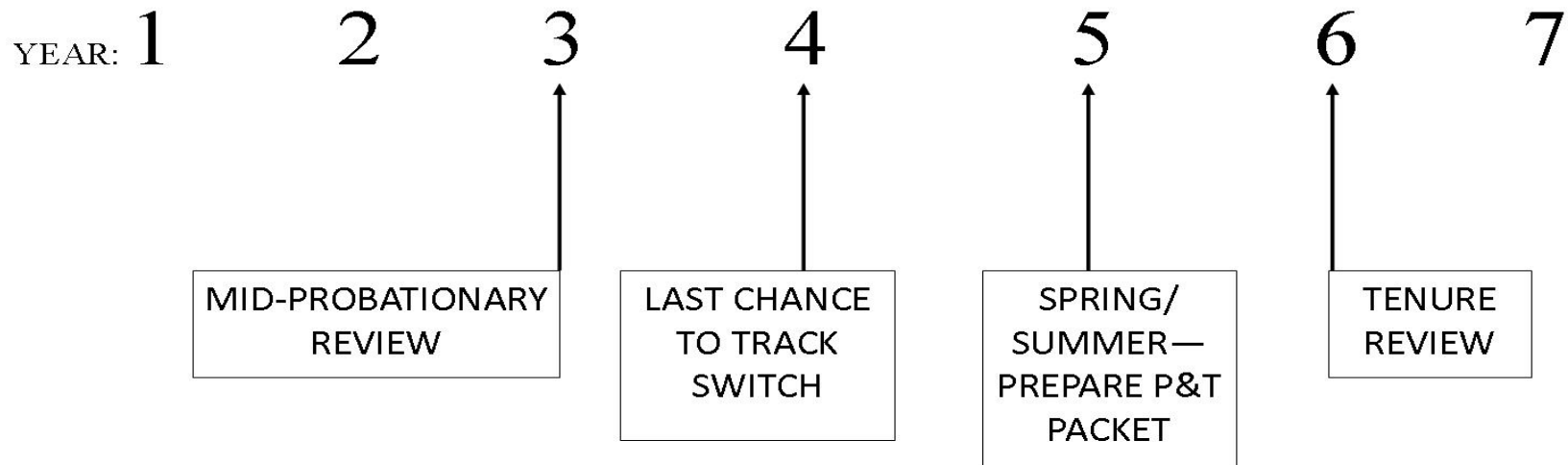
Tenure-track junior faculty will also have a formal **mid-probationary review** in Year 3 of their probationary period.

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   2   3   4   5   6   7

| MID-PROBATIONARY REVIEW | LAST CHANCE TO TRACK SWITCH | SPRING/ SUMMER— PREPARE P&T PACKET | 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.

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

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).

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.

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/

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 , 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 - 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 › BecomeAReviewer › ECR

Where can I access 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/