Advice on “Academic Affairs” for Assistant Professors with Clinical Responsibilities

Balancing clinical activity, research, teaching, and other obligations while a junior faculty member can be challenging. Nonetheless, many physician-scientists have succeeded in the past, and your colleagues and leaders do want you to succeed. Here is some advice you may find helpful:

BEFORE YOU ACCEPT A POSITION:
You may have some idea of the ideal balance of research, clinical activity, and teaching for you as a faculty member. If not, you should think carefully about this. In your discussions with your prospective chair and/or section chief, you should consider this and make certain that THEIR expectation and YOUR expectation are congruent.

AS YOU ACCEPT A POSITION:
You may agree on a track of appointment as assistant professor. There are 4:
• Research Scholar (=Tenure) track: implies limited clinical activity (often 20% or less of total effort) and a major commitment to research. Promotion will be based primarily on research accomplishment (although excellence in education and clinical activity are also required). You will normally need to qualify for tenure by the time you are promoted.
• Clinical Scholar track: implies moderate clinical activity, and a lesser but still substantial commitment to research. Promotion will be based primarily on research accomplishment (although excellence in education and clinical activity are also required), but you will not need to qualify for tenure by the time you are promoted.
• Clinician-Educator track: implies extensive clinical activity (80% or more of total effort), during which you are expected to excel in clinical education and/or administration. Research is valued but not required. This track is discussed at the very end of this document.
• Undifferentiated track: for beginning faculty who genuinely cannot make up their mind or whose eventual career path is unclear. ...and a final option

• Instructor: Two of the above tracks, Research Scholar and Clinical Scholar, have time limits; either you must be promoted or leave. Spending time as an instructor can give you more time to start your research or prepare to do so.

This document has been prepared as a tool for use by faculty and staff in the Division of the Biological Sciences. This document is not intended to address every question that may arise or to provide definitive answers. For definitive answers, contact the Office of Academic Affairs at 773 702-6504. The contents are presented for information purposes only, are not intended to create any contract or agreement, and are subject to addition, deletion, and change without prior notice.
PLUSES AND MINUSES:

• **Research Scholar (=Tenure) track**
  + Much protected time for research
  - Ordinarily must qualify for tenure at 6.5 years
  - Less time for clinical activity (Think about the implications of this for your total compensation.)
  - Often must obtain grants to support research

• **Clinical Scholar** track:
  + Balance of protected time for research and time for clinical activity
  + Can obtain tenure, but need not do so within a specified time
  - Moderate clinical activity expectation (not good if you prefer to be doing research, but think about the implications of this for your total compensation.)
  - Must satisfy research accomplishment requirement at 6.5 years or later
  - Often must obtain grants to support research

• **Clinician-Educator** track (discussed at the end of this document):
  + Much time for clinical activity (Think about the implications of this for your total compensation.)
  + No research requirement to satisfy; least pressure to obtain grants
  + Can obtain tenure, but need not do so within a specified time
  - Less time for research (not good if you prefer to be doing research)
  - Tenure infrequent

• **Undifferentiated** track
  +/- As above, because this track can lead in to any other track
  + Maximum freedom
  - May not get a good start on satisfying the requirements for promotion in any track

• **Instructor**
  + More time to prepare for research career; extra time until you must satisfy requirements for promotion
  - Status; you are not an assistant professor
CHECKLIST:

• All tracks
  ___ Will you have a reasonable educational assignment - but not so much teaching that it prevents you from meeting other expectations nor so little that you cannot develop or hone your educational skills?
  ___ Will you have a reasonable clinical load - not so large that it prevents you from meeting other expectations, and not so small that you cannot develop or hone your clinical skills?

• Research Scholar (=Tenure) track
  ___ Do you have the background and training to begin research immediately? (Remember, the tenure clock starts ticking when you start. If you are not ready, it may be prudent to use the Instructor rank as a way to prepare and/or train.)
  ___ Will you have the resources and facilities to begin research immediately? (Remember, the tenure clock starts ticking when you start. If resources and facilities are not ready, it may be prudent to negotiate provisions for catching up.)
  ___ Do you fully understand the requirements for being promoted in this track, and the expectations of your department and section with respect to clinical activity, educational activity, grant support, administrative activity, etc.?

• Clinical Scholar track:
  ___ Do you have the background and training to begin research immediately? (Remember, the promotion clock starts ticking when you start. If you are not ready, it may be prudent to use the Instructor rank as a way to prepare and/or train.)
  ___ Will you have the resources and facilities to begin research immediately? (Remember, the promotion clock starts ticking when you start. If resources and facilities are not ready, it may be prudent to negotiate provisions for catching up.)
  ___ Do you fully understand the requirements for being promoted in this track, and the expectations of your department and section with respect to clinical activity, educational activity, grant support, administrative activity, etc.?

• Clinician-Educator track (discussed at the end of this document):
  ___ Is promotion a career goal for you? [Indefinite reappointment at the rank of assistant professor is permissible in this track.]
  ___ If so, will your clinical and educational duties leave enough time for you to meet the requirements for being promoted?
  ___ Do you fully understand the requirements for being promoted in this track, and the expectations of your department and section with respect to clinical activity, educational activity, grant support, administrative activity, etc.?

• Undifferentiated track
  ___ Are your proposed duties actually consistent with your being able to choose among tracks 3-4 years hence? For example, if you “fall behind” in research accomplishment because your clinical load is too large, the Research Scholar track will not be a viable option for you. Carefully consider the checklist items for every track!
  ___ Do you fully understand the requirements for being promoted in this track, and the expectations of your department and section with respect to clinical activity, educational activity, grant support, administrative activity, etc.?

• Instructor:
  ___ If you are using this rank to prepare to be an assistant professor, will you actually have enough “protected time” to accomplish this goal?
If you are not on schedule, don't panic! Instead, meet with your department chair, section chief, and/or mentor to seek advice. These diagrams are not policies, but rather tools intended to motivate advice-seeking.

*TYPICAL MEANS JUST THAT, AND NOT REQUIRED OR EXPECTED. BE CERTAIN TO READ THE NOTES THAT FOLLOW!*
**CLINICAL SCHOLAR TRACK, WHERE CLINICAL OBLIGATIONS ARE MODERATE**

If you are not on schedule, don’t panic! Instead, meet with your department chair, section chief, and/or mentor to seek advice. These diagrams are not policies, but rather are tools intended to motivate advice-seeking.

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**TYPICAL MEANS JUST THAT, AND NOT REQUIRED OR EXPECTED. BE CERTAIN TO READ THE NOTES THAT FOLLOW!**
*NOTES ON “TYPICAL” CAREER DEVELOPMENT SCHEDULES IN THE RESEARCH-REQUIRING TRACKS (RESEARCH SCHOLAR [= Tenure] AND CLINICAL SCHOLAR)

1. Typical means just that -- neither required nor expected. Many successful junior faculty follow this schedule, but many others do not. What is important is that you arrive at your destination (research accomplishment commensurate with the track, excellence in significant educational and clinical programs) by the time of promotion review, not the exact path you take.

2. Research accomplishment (and not grants) are what the Dean and Provost require for promotion. But research accomplishment of physician-scientists usually requires external funding. External funding, moreover, is often an indicator of research merit. Your department and sectio may have different expectations than the Dean and Provost; it would be prudent for you to learn these expectations.

3. No specific grant type is required. You may hear mentioned NIH K and NIH R01s. Funding of other kinds is just as good. The critical aspect is that you achieve the status of an independent “Principal Investigator”.

4. **TEACHING BY FACULTY WITHOUT CLINICAL RESPONSIBILITIES:** These numbers represent one opinion as to minimally acceptable annual teaching effort. In fact, the BSD target for teaching effort is considerably greater. The actual teaching effort is a matter for discussion between faculty members and their section chiefs and/or department chairs.

5. Reappointment is an opportunity for assessing progress, making mid-course corrections, choosing or changing tracks, but seldom a time for termination. Assuming your department will recommend your reappointment, this recommendation will seldom (i.e., not once in the last 5 years) be reversed by the Dean and/or Provost.

6. December 15th of your seventh year [sixth year if you’ve been an Instructor for 4 years] is the time when, by statute, you must be notified whether you will be promoted or not offered a further contract. The review preceding this decision is when you must demonstrate you’ve met all the requirements for promotion.

7. The Provost does not accept excuses or extenuating circumstances for not meeting the requirements for promotion by the pre-December 15th review. Thus, if anything goes awry with your career development schedule (e.g., facilities not ready, can’t attract trainees to your lab, unexpected need for you to increase your clinical activity, grant application not funded), you should seek counsel as soon as possible. Remember that once the clock starts ticking, almost nothing can stop it.

8. There are many pathways to promotion. Not everyone shows a linear increase in research accomplishment with time. In fact, typically assistant professors are more more productive during their second term than during their first. Thus, as long as you can count on increased research productivity during the second term, don’t fret about its absence during the first term. Note, however, that you need to show that research accomplishment can be expected regularly and will not be an uncommon exception.
REAPPOINTMENT IN THE RESEARCH-REQUIRING TRACKS (RESEARCH SCHOLAR AND CLINICAL SCHOLAR)

Reappointment is an opportunity for assessing progress, making mid-course corrections, choosing or changing tracks, but seldom a time for termination. Assuming your department will recommend your reappointment, this recommendation will seldom (i.e., not once in the last 5 years) be reversed by the Dean and/or Provost.

Reappointment issue checklist:

___ Which track is right for you? Or, does the track in which you began still make sense for you?

___ Do you fully understand the requirements for promotion in your chosen track?

___ Will you really have enough protected time for research, facilities, personnel, and funding to qualify for promotion on your selected track [and, if not, what do you propose to do about it]?

___ Will your research program actually produce the research accomplishment needed to support promotion [and, if not, what do you propose to do about it]?

___ Are you taking appropriate steps to obtain the external recognition needed to support promotion [and, if not, what do you propose to do about it]?

___ Do you have a (a) significant and (b) documented and (c) excellent educational program [and, if not, what do you propose to do about it]?

___ Do you have a (a) significant and (b) documented and (c) excellent clinical program [and, if not, what do you propose to do about it]?

___ What can others (your mentor(s), your section, your department, etc.) do to help improve your chances of being promoted?
STEPs IN THE REAPPOINTMENT PROCESS IN THE RESEARCH-REQUIRING TRACKS
(RESEARCH SCHOLAR AND CLINICAL SCHOLAR)

1. About 1-1.5 years before your current term of appointment ends, you meet with your section chief and/or department chair to
discuss the timetable, due dates, and materials required for reappointment review, and track choice.

2. You prepare your materials for reappointment review (described on the following page) and transmit them to your department or
section.

3. The section and/or department (this varies from department to department) will consider these materials and vote on a proposal to
reappoint you in a specified track for a specified term. Assuming this vote is positive and the chair wants to move on to the next
step:

4. The chair transmits your materials and the department’s analysis of your materials to the Office of Academic Affairs, the office in
the BSD Deans Office responsible for administering the next steps.

5. The Committee on Reappointment of Assistant Professors (COROAP), a standing committee of BSD, will consider both your
materials and your department’s analysis of them. Its major role is to provide advice to you, your section chief and departmental
chair, the Dean, and the Provost on how best to enhance your chances of being promoted.

6. The Dean receives and considers COROAP’s advice, and formulates his own recommendation to the Provost. He might, for
example, endorse the departmental recommendation, or might decide that a different track and/or term make more sense for you.

7. The Provost receives and considers the Dean’s advice. He might, for example, approve the Dean’s recommendation, or might decide
that a different track and/or term make more sense for you.

8. You must be notified of the Provost’s decision 6.5 months before the end of your contract (typically this is December 15th).

9. You should then meet with your department chair, section chief, or whoever is designated by them. At this meeting, COROAP’s
advice and any other useful feedback should be transmitted to you.

Please remember that this process, although it may seem long and burdensome, has as its primary objective improving your chances of
eventual promotion. Assuming your department will recommend your reappointment, this recommendation will seldom (i.e., not
once in the last 5 years) be reversed by the Dean and/or Provost.
PREPARING YOUR MATERIALS FOR REAPPOINTMENT

1. Assemble a current curriculum vitae, research and educational statements, up to 5 exemplary publications or other products, and any educational materials you have prepared.

2. Point to http://pondside.uchicago.edu/~feder/Forms.htm and download the e-form for REAPPOINTMENT AS ASSISTANT PROFESSOR for the track in which you expect to be reappointed.

3. Fill in the blue fields in this e-form (but not the red or green). This is fairly self-explanatory, and will lead you through all of the items on the reappointment checklist several pages back. Note that, where appropriate, you may “cut and paste” from your curriculum vitae and research/educational statements into this form.

4. Provide the following computer files to your department:
   (a) The e-form, with your entries in the blue fields
   (b) PDFs of up to 5 exemplary publications
   (c) Any electronic educational materials you have prepared, which you would like to submit as documentation of your educational activities. These might include Powerpoint presentations, etc.

5. Provide the following paper documents to your department:
   (a) Your curriculum vitae (for the Provost’s files)
   (b) Your research and educational statements (for the Provost’s files)
   (c) Up to 5 exemplary publications (for the Provost’s files)
   (d) Any educational materials you have prepared, which you would like to submit as documentation of your educational activities. These might include syllabi, handouts, Powerpoint presentations, etc.
TRACK CHANGES AFTER REAPPOINTMENT

Sometimes the duties of an assistant professor may undergo a genuine change. For example, you may be in the Research Scholar track and make an exciting discovery that leads you into a translational research program whose culmination is not expected until after tenure review. Or you might want to accept a clinical opportunity that leaves less protected time for research. Or you might make an exciting discovery that justifies increasing your research program and downsizing your clinical activity. Each such change might mean that you become better suited to a faculty track other than the one in which you have been reappointed. If so, you and/or your section and/or your department can initiate a request to the Dean that your track change.

You (and/or your section and/or department) have until one year before the end of your current appointment to change track (providing, that is, that the Dean and Provost agree with the rationale for a track change). It is, however, best that you initiate a track change as soon as you are certain it is warranted, as this will give you the maximum time to work on meeting your new track’s specific requirements for promotion.

Once within 1 year of the end of your current appointment, rightly or wrongly the Dean and Provost will assume that requests to change track are because you are failing to meet the requirements for promotion in your present track and that you are attempting to switch to a track that you think has less demanding requirements. On this basis, requests to change track within a year of the end of a current appointment are not considered.
REQUIREMENTS FOR PROMOTION IN THE RESEARCH-REQUIRING TRACKS (RESEARCH SCHOLAR AND CLINICAL SCHOLAR)

From ASSISTANT PROFESSOR to ASSOCIATE PROFESSOR

• Documented excellence in a significant program of educational activity, and commitment to its continuation at an appropriate level.
• Distinction in scholarship comparable to that of associate professors in the candidate's field, discipline, or specialization at a comparable career stage both here and at peer institutions. That is, there should be an identifiable research accomplishment, it should be of high quality and of appropriate magnitude, and there should be the promise of future research accomplishment of similar or greater quality and magnitude. This requirement is the sine qua non of appointment at this rank or above.
• Excellence in a significant program of clinical activity and commitment to its continuation at an appropriate level.
• Appropriate visibility/stature/reputation/eminence/recognition in an appropriate peer group. Often (but not always) this peer group will be at least a national one. The candidate should be recognized as on the path to becoming a leading figure in the candidate's field, discipline, or specialization.

From ASSISTANT PROFESSOR to ASSOCIATE PROFESSOR*

• *= for a term, requiring that the faculty member satisfactorily undergo complete review (including external levels and COAP) before any subsequent faculty appointment
• Great likelihood that all of the above criteria will be satisfied within a specified term, and significant progress towards their satisfaction.
• Explicit statement of the accomplishments that will satisfy the above criteria, and when these accomplishments will occur.
• Circumstances must include appropriate clinical obligations that slow scholarly productivity, and/or research problems that by their nature require extended time for resolution. That is, this option is not to be used to provide more time when clinical obligations have been inappropriately large or when problems unrelated to the nature of the research have slowed progress.

From ASSISTANT PROFESSOR to ASSOCIATE PROFESSOR WITH TENURE

• Same as From ASSISTANT PROFESSOR to ASSOCIATE PROFESSOR
• In addition, the research accomplishment must be original and have fundamental significance/impact. "Fundamental" means, for example, that the research could shift research directions, provide novel insights into established areas of research, or initiate new areas of inquiry. The term “path-breaking” is sometimes used to describe tenurable scholarship. The accomplishment could properly arise from theoretical insight, basic laboratory science, clinical investigation, or translational inquiry, among others. In some instances, such originality and impact may arise from educational, clinical, or public service activity. In all instances, however, the originality and impact will be evident to an appropriate peer group outside the institution.
FREQUENTLY-ASKED QUESTIONS ABOUT REQUIREMENTS FOR PROMOTION IN THE RESEARCH-REQUIRING TRACKS (RESEARCH SCHOLAR AND CLINICAL SCHOLAR)

Q: Is clinical/translational research tenurable?
A: Yes, as long as it is “path-breaking”

Q: How many grants must I have to be promoted?
A: Strictly speaking, the Provost requires none. But you must have research accomplishment and the promise of future research accomplishment, which usually derive from grant support. Grant support is often a good indicator of external peer esteem. Your department may feel differently than the Provost; ask.

Q: How many publications must I have to be promoted?
A: There is neither a minimum nor maximum number. Their quality is more important than their quantity. But publications should be regular rather than extremely infrequent.

Q: Given that there are no explicit expectations for grant or publication numbers, isn’t this frustratingly vague?
A: Yes. We apologize. The explanation is that the promotion process rewards excellence, which cannot always be equated with numbers.

Q: Does collaborative research count towards promotion and/or tenure?
A: Yes, as long as the individual contributions of each collaborator can be stated and verified.

Q: Is teaching really required?
A: #1: Yes. People who do only research are appointed as Research Associates, not as faculty

   #2: Actually, “education” is required, where “education” takes numerous forms. It occurs in lecture rooms, in small discussion groups, in research seminars, at the bedside in medical school, in laboratories, in reading courses, in the supervision of dissertations, and in the guidance of research assistants, postdoctoral students, and residents in hospitals. It includes curriculum planning, the design of particular courses, and other educational activities that go beyond the face-to-face teaching of students.

   #3: Education, however, must be more than an incidental by-product of one’s clinical activity. It must be evaluated by trainees for it to count. Education that fulfills important institutional needs (e.g., core courses) is valued more highly than “boutique” or eclectic teaching.

Q: What if, due to circumstances beyond my control or not my fault, I do not satisfy the requirements?
A: In that case you have a serious problem. The Provost does not accept such excuses. This is why previous pages have urged you to think carefully about your progress towards promotion, anticipate problems and resolve them aggressively, use the reappointment process to obtain useful feedback, use the Instructor rank when you are not yet ready to begin research, etc.

Q: Aren’t these requirements so demanding that meeting them is impossible?
A: In recent years, the vast majority of assistant professors have succeeded in being promoted. This fact speaks for itself.
STEPS IN THE PROMOTION PROCESS IN THE RESEARCH-REQUIRING TRACKS
(RESEARCH SCHOLAR AND CLINICAL SCHOLAR)

1. At least 1.5 years before your assistant professorship will end, meet with your department chair and/or section chief to review requirements for promotion, timeline for provision of materials, other procedures (e.g., some departments require a research seminar presentation), etc.

2. You prepare your materials for promotion review (described on the following page) and transmit them to your department or section.

3. The section and/or department (this varies from department to department) will consider these materials and vote on a proposal to promote you in a specified track, with either tenure or for a specified term. As part of this process, the department will obtain confidential evaluations of you from references outside the University. Assuming this vote is positive and the chair wants to move on to the next step [if the chair does not proceed, you are not offered an additional contract]:

4. The chair transmits your materials and the department’s analysis of your materials to the Office of Academic Affairs, the office in the BSD Deans Office responsible for administering the next steps.

5. The Committee on Appointments and Promotions (COAP), a standing committee of BSD, will consider both your materials and your department’s analysis of them. Its major role is to help the Dean and Provost decide whether you meet the requirements for the proposed promotion.

6. The Dean receives and considers COAP’s advice, and either formulates his own recommendation to the Provost or does not transmit the proposal to the Provost [in which case you are not offered an additional contract].

7. The Provost receives and considers the Dean’s advice. He either approves the Dean’s recommendation or does not [in which case you are not offered an additional contract].

8. You must be notified of the Provost’s decision 6.5 months before the end of your contract (typically this is December 15th). As all prior steps are confidential and all but the last are advisory to the Provost (i.e., non-binding), this will be the first positive notification you will receive. That is, up to this point, no news is good news.

Please remember that although this process may seem intimidating, in recent years the vast majority of assistant professors have succeeded in being promoted. We pride ourselves on appointing assistant professors who can eventually be promoted, and invest heavily in having them succeed. But it is obviously up to you to supply the basis on which you can be promoted.
PREPARING YOUR MATERIALS FOR PROMOTION

1. Go back two pages and review the requirements. Each requirement is best met if you have begun preparations the day you began as an assistant professor, if not before.

2. At least 1.5 years before your assistant professorship will end, meet with your department chair and/or section chief to review requirements for promotion, timeline for provision of materials, other procedures (e.g., some departments require a research seminar presentation), etc.

3. Assemble a current curriculum vitae, research and educational statements, up to 5 exemplary publications or other products, and any educational materials you have prepared. You may want to anticipate the questions that the e-form asks in preparing these statements.

4. Point to http://pondside.uchicago.edu/~feder/Forms.htm and download the e-form for FIRST APPOINTMENT OF CURRENT FACULTY AS ASSOCIATE PROFESSOR for the track in which you expect to be promoted.

5. Fill in the blue fields in this e-form (but not the red or green). This is fairly self-explanatory, and will lead you through all of the items on the reappointment checklist several pages back. Note that, where appropriate, you may “cut and paste” from your curriculum vitae and research/educational statements into this form.

6. One item on the e-form requires careful thought: your recommendations of persons from whom letters of reference will be obtained. Not that you would do such a thing -- but some senior faculty believe that references recommended by a junior faculty member will be chosen because they are expected to provide a favorable review, and hence must be discounted. It is therefore recommended that you not suggest more than 20% of the references who will eventually be contacted.

7. Provide the following computer files to your department:
   (a) The e-form, with your entries in the blue fields
   (b) PDFs of up to 5 exemplary publications
   (c) Any electronic educational materials you have prepared, which you would like to submit as documentation of your educational activities. These might include syllabi, handouts, Powerpoint presentations, websites, etc.

8. Provide the following paper documents to your department:
   (a) Your curriculum vitae (for the Provost’s files)
   (b) Your research and educational statements (for the Provost’s files)
   (c) Up to 5 exemplary publications (for the Provost’s files)
   (d) Any educational materials you have prepared, which you would like to submit as documentation of your educational activities. These might include syllabi, handouts, Powerpoint presentations, websites, etc.
OTHER ACTIONS IN THE RESEARCH-REQUIRING TRACKS (RESEARCH SCHOLAR AND
CLINICAL SCHOLAR)

PROMOTION TO PROFESSOR

• Continued documented excellence in a significant program of educational activity, and commitment to its continuation at an appropriate
  level.
• Continued distinction in scholarship comparable to that of associate professors in the candidate's field, discipline, or specialization at a
  comparable career stage both here and at peer institutions. That is, there should be an identifiable research accomplishment, it should be of
  high quality and of appropriate magnitude, and there should be the promise of future research accomplishment of similar or greater quality
  and magnitude. The research accomplishment must be beyond that justifying appointment at one’s current rank. It could be distinct from
  the prior research accomplishment, or could derive from the expansion of the prior research accomplishment into a complete and mature
  body of work. This requirement is the sine qua non of appointment at this rank.
• Continued excellence in a significant program of clinical activity and commitment to its continuation at an appropriate level.
• Appropriate visibility/stature/reputation/eminence/recognition in an appropriate peer group. Often (but not always) this peer group will
  be at least a national one, and may be international. The candidate should be recognized as a leading figure and authority in the candidate's
  field, discipline, or specialization.
• There is no set time for promotion to Professor. It may be proposed whenever the requirements have been met.

CONFERRAL OF TENURE

• Tenure is justified when the research accomplishment is original and has fundamental significance/impact. "Fundamental" means, for
  example, that the research could shift research directions, provide novel insights into established areas of research, or initiate new areas of
  inquiry. The term “path-breaking” is sometimes used to describe tenurable scholarship. The accomplishment could properly arise from
  theoretical insight, basic laboratory science, clinical investigation, or translational inquiry, among others. In some instances, such
  originality and impact may arise from educational, clinical, or public service activity. In all instances, however, the originality and impact
  will be evident to an appropriate peer group outside the institution.
• In some cases, research accomplishment may satisfy the criteria for tenure after appointment to one’s current rank. In such cases,
  conferral of tenure may be proposed without a change in rank or in conjunction with a proposed promotion. That is, even if you
  presently are at the rank of associate professor or professor and do not have tenure, you can become eligible for tenure when you meet the
  requirements for tenure.
• Such independent conferral of tenure is a new option. It will take time to establish procedures and vet all the worthy candidates.
  Procedures will be announced as they are established. In the meantime, please be patient.
THE CLINICIAN-EDUCATOR TRACK

DIFFERENCES FROM THE RESEARCH-REQUIRING TRACKS (RESEARCH SCHOLAR AND CLINICAL SCHOLAR)

- Research, while valued, is not required for reappointment or promotion
- Promotion itself is not required. That is, one can be reappointed as assistant professor for an indefinite number of terms as long as one meets the educational/administrative and clinical requirements for reappointment.
- Typically 80% or more of one’s time is devoted to clinical practice, during which educational/administrative activity occurs.
- Technically, Clinician-Educators are BSD faculty but not University faculty, which has implications for voting rights in University affairs and some other aspects. But there is no public distinction of title, which means that you may legitimately represent yourself as an assistant professor of The University of Chicago.

REQUIREMENTS FOR FIRST REAPPOINTMENT

- Documented excellence in a significant program of educational and/or administrative activity, and commitment to its continuation at an appropriate level.
- Excellence in a significant program of clinical activity and commitment to its continuation at an appropriate level.
- Where performance has been less than excellent, a feasible plan for attaining excellence. As long as such a plan is included, requests for first reappointment are seldom if ever denied at the level of the Dean and Provost.
- *If promotion is a career goal*, a feasible plan for attaining promotion.

REQUIREMENTS FOR SUBSEQUENT REAPPOINTMENTS

- Same as above, except that excellence is expected to have been achieved rather than be a work in progress.

REQUIREMENTS FOR PROMOTION TO ASSOCIATE PROFESSOR CE

- Documented excellence in a significant program of educational and/or administrative activity, and commitment to its continuation at an appropriate level.
- Excellence in a significant program of clinical activity and commitment to its continuation at an appropriate level.
- Appropriate visibility/stature/reputation/eminence/recognition as a Clinician-Educator in an appropriate peer group external to the University AND/OR significant and documented impact on educational and/or administrative practice within the institution, with corresponding evaluation in external peer review.

REQUIREMENTS FOR PROMOTION TO PROFESSOR CE

- Documented continued excellence in a significant program of educational and/or administrative activity, and commitment to its continuation at an appropriate level.
- Continued excellence in a significant program of clinical activity and commitment to its continuation at an appropriate level.
- Appropriate visibility/stature/reputation/eminence/recognition as a leading Clinician-Educator in an appropriate peer group external to the University (typically at least nationally).
STEPS IN THE REAPPOINTMENT PROCESS IN THE CLINICIAN-EDUCATOR TRACK

1. About 1 year before your current term of appointment ends, you meet with your section chief and/or department chair to discuss the timetable, due dates, and materials required for reappointment review, and track choice.

2. You prepare your materials for reappointment review (described on a preceding page) and transmit them to your department or section.

3. The section and/or department (this varies from department to department) will consider these materials and vote on a proposal to reappoint you in a specified track for a specified term. If, for any reason, the department wishes not to reappoint you, the chair is urged to communicate this decision to you at least 6.5 months before your appointment ends if not earlier. Assuming this vote is positive and the chair wants to move on to the next step:

4. The chair transmits your materials and the department’s analysis of your materials to the Office of Academic Affairs, the office in the BSD Deans Office responsible for administering the next steps.

5. The Committee on Reappointment of Assistant Professors (COROAP), a standing committee of BSD, will consider both your materials and your department’s analysis of them. Its major role is to provide advice to you, your section chief and departmental chair, the Dean, and the Provost on the proposal to reappoint you.

6. The Dean receives and considers COROAP’s advice, and formulates his own recommendation to the Provost. He might, for example, endorse the departmental recommendation, or might decide that a different track and/or term make more sense for you.

7. The Provost receives and considers the Dean’s advice. He might, for example, approve the Dean’s recommendation, or might decide that a different track and/or term make more sense for you.

8. You will be notified of the Provost’s decision before the end of your contract (typically by June 15th).

9. You should then meet with your department chair, section chief, or whoever is designated by them. At this meeting, COROAP’s advice and any other useful feedback should be transmitted to you.

STEPS IN THE PROMOTION PROCESS IN THE CLINICIAN-EDUCATOR TRACK

These are the same as for the other tracks, except that different materials are submitted as specified by the corresponding e-form.