

# **Report of the Tenure Task Force**

**University of Wisconsin  
School of Medicine and Public Health**

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## PREFACE

Tenure remains an integral part of our faculty development and promotion process. For most new faculty appointments, there is a general understanding of the “tenure process” and steps to achieve this goal. However, at the level of specific detailed knowledge of how to achieve tenure, the level of understanding by faculty is minimal with considerable level of confusion, concern, and naivety about the tenure process. These concerns about tenure and its relationship to the development of medical school faculty have added to the perceived complexity and unknowns of the evaluation process associated with the granting of tenure and ultimately achieving this goal. The Tenure Task Force was appointed to evaluate the policies, procedures, and framework for tenure within UWSMPH and to provide guidance in preparing the candidates and clinical departments for evaluation of tenure. This Task Force also makes recommendations about improving the tenure management process and suggests modifications to the criteria employed by the Executive Committees of faculty divisions.

There are numerous other existing questions linked to tenure within the UWSMPH. The most dominant concern is the appointment to faculty-like positions in the professional schools, e.g. the so-called CHS faculty. Definition and implementation of a CHS track of faculty is fundamental to the success of these schools and in particular the SMPH. These issues are of considerable importance to the strength and structure of the UWSMPH, but are not components of this report. Rather, our focus and activity were limited primarily to the processes associated with traditional tenure and how to develop a more uniform approach to this activity. Our report discusses aspects of preparing the candidate and department to successfully complete the tenure process and also makes recommendations to both the University of Wisconsin School of Medicine and Public Health and to the University at large to improve the conduct of the tenure process and also consider other faculty issues related to tenure and faculty appointment.

### I. Introduction and Background

#### A. Rationale:

This document is the product of the Tenure Task Force, convened in the School of Medicine and Public Health in spring 2007, with the charge from Dean Robert Golden to evaluate the policies, procedures, and framework for tenure within the SMPH. The goal was to provide a definition of excellence meriting tenure, and provide recommendations on best practices to assist departments and the SMPH in achieving tenure for qualified faculty.

#### B. Background:

A recent article in *Academic Medicine* (Bunton and Mallon, 2007 and attached)<sup>1</sup> provides data from a 2005 Faculty Personnel Policies Survey of 125 U.S. medical schools. This survey, sponsored by the Association of American Medical Colleges, provides evidence of a gradual but sustained evolution in tenure policies at U.S. Medical Schools. These policy changes have arisen in response to changes in health care delivery and reimbursement, changes in needs of the work force, and financial pressures exerted on medical schools. In general, more medical schools are lengthening probationary periods, the definition of scholarship has broadened, and there is greater recognition of interdisciplinary and team science. This medical school fits the general pattern observed in the 2005 survey. Changing expectations regarding scholarship, a resurgence of clinician-researchers, and a need for flexibility in appointments and tenure track policies provided a strong driving force for the work of the Tenure Task Force.

#### C. Process:

The committee focused on the many aspects associated with the process of working toward tenure, including tenure track extension policies. From these efforts, the committee provides recommendations on how to best demonstrate excellence and significant accomplishment in research or teaching, including recognition of clinical teaching. The committee provided recommendations regarding the initial appointment and appointment letter, the process for oversight, and preparation of the final tenure document. Particular attention is paid to the Chair's letter and obtaining outside letters.

#### D. Goals:

The purpose of this document is to clarify the tenure criteria and expectations, and the process for obtaining tenure. The document is intended to clarify for new tenure track faculty what they should expect and what they need to accomplish to advance for tenure. It should provide a template to departments, mentor committees, internal review committees, and medical school leadership to assist in appointing and preparing tenure-track faculty for promotion.

<sup>1</sup>Bunton SA, Mallon WT. The continued evolution of faculty appointment and tenure policies at U.S. Medical Schools. *Acad Med* 2007; 82:281-289.

E. Contents:

The document first explains the appointments process. The appointment letter should explain the percent of FTE allotment to research, teaching, clinical and administrative or service activities. Specifics are preferable to generalities. There should be a reasonable explanation of the specific duties including in regard to research.

Second, the document provides an overview of the process of renewals of appointments and tenure. The mentor committee is essential to the review process. The mentor committee should meet every 6 months to 1 year, and provide recommendations to the individual and the departmental oversight committee or leadership.

Third, the document deals with the process of tenure-clock extensions. There is no negative judgment placed on obtaining extension. There is also no judgment placed on going up early for tenure review, should the package be ready for promotion.

Fourth, the process of preparing the tenure package is discussed. The guidelines issued by the Biological Sciences and Social Studies Divisions form the cornerstone for this discussion. These guidelines are robust and clear, and should be read by every tenure track faculty member and departmental member involved in the tenure process. The guidelines clearly describe what constitutes excellence or significant accomplishment in research or teaching or service. The research path by which excellence or significant accomplishment is obtained is not limited to individual investigation; it may include interdisciplinary or team science, or clinical, applied, or translational research. There is no negative judgment placed on the type of research. Teaching excellence or significant accomplishment may include clinical teaching, but this aspect of instruction will need to be well defined and have appropriate assessment instruments.

The candidate's statement is essential to the tenure package. Clarity and conciseness of the statement, without the use of jargon, is key. The teaching statement should explain the teaching context of the faculty member (for example, clinical teaching consists of x, y, and z). The Department Chair's letter is also critical; our report provides guidelines for the preparation of the Chair's letter. The document also discusses the importance of outside letter-writers and provides suggestions regarding selection of letter-writers.

F. Conclusion:

This document is prepared with the goal of serving new faculty, their mentor committees, and departmental and UWSMPH leadership in assessing and assisting in the development and promotion of tenure track faculty. The task force recognizes that there are broad and changing needs of this school, and other medical schools, and emphasizes flexibility in the tenure track pathway to meet the goal of a diverse and excellent tenure faculty.

## II. Overview of Departmental Responsibilities for the Newly Appointed Tenure Track Faculty

A. At or shortly after appointment, there should be an orientation process.

1. New faculty members should be provided with criteria regarding tenure requirements, expectations, process, roles, and guidance on development and preparation of the tenure package. Information should be transparent and should include guidelines regarding who is responsible for assisting with package preparation.
2. Orientation should include answers to Frequently Asked Questions (e.g. "What if I have a baby while on tenure track?" "What if I decide to reduce my percent time below 100%?" "What do I do if for unforeseen reasons, my section head or chair requests that I take on a clinical load that I feel jeopardizes my academic program?" "Is it my responsibility to get my mentor committee to meet?" "Who assigns members of my mentor committee and how do I add or remove a member?" "How do I go about hiring a technician?" "How do I get access to graduate students?")
3. New faculty members should be advised to establish a file in the first year and to "save everything" that documents and provides an evaluation of accomplishments and effectiveness.

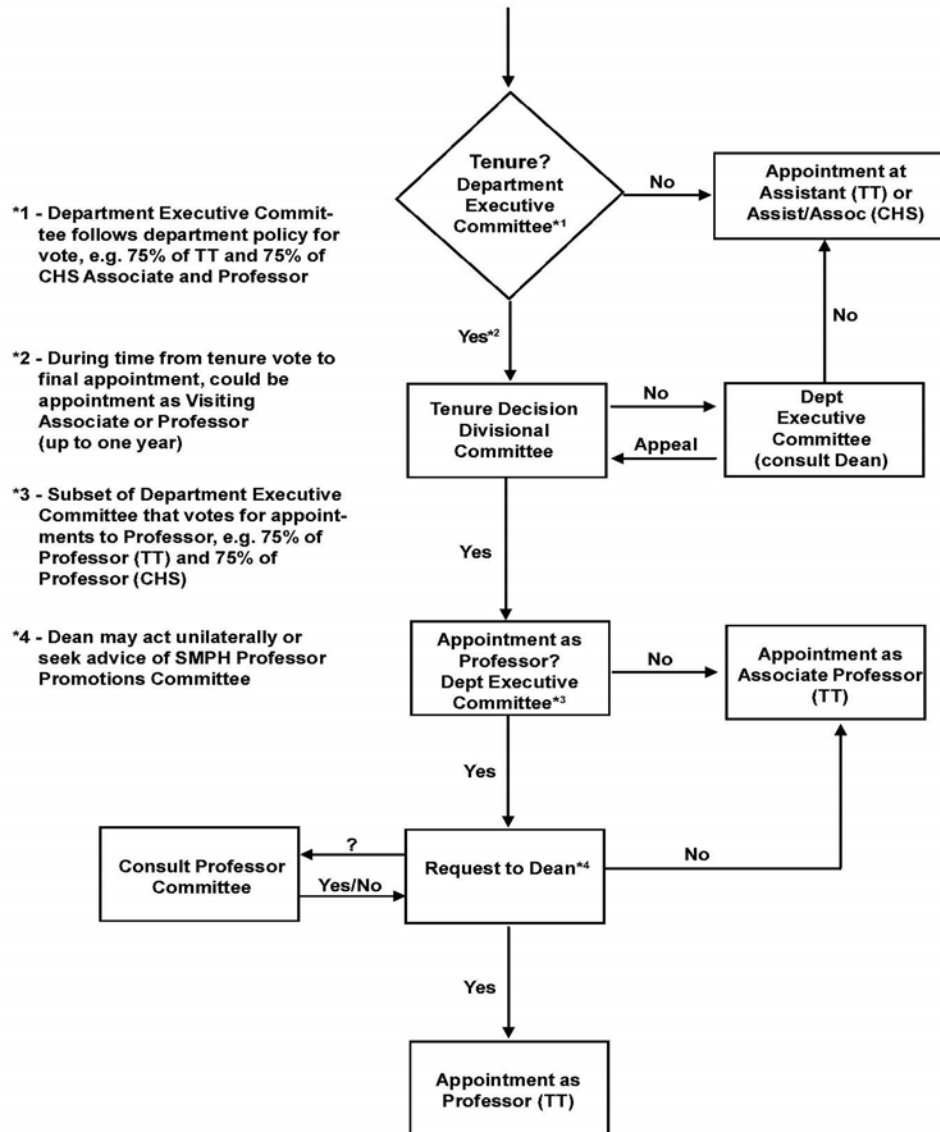
- B. During the Assistant Professor's probationary period:
1. Candidates should receive feedback on file/CV preparation in the first year and each subsequent year.
  2. Each department should establish mechanisms to ensure that peer review of teaching occurs. Classroom and clinical teaching evaluations should be provided to the candidate each year based on peer review and feedback from learners.
  3. Each department should establish mechanisms to ensure that research time is provided as per the appointment letter. If temporary unforeseen circumstances diminish the allocation of protected research time as described in the appointment letter, then an extension of the tenure clock is reasonable and encouraged.
  4. The mentor committee should meet at least once to twice yearly and should discuss its recommendations with the faculty member. Prior to the mentor committee meeting, the faculty member should complete an annual evaluation of his or her own progress and of the institutional facilitators and barriers to progress. These should be incorporated for discussion in the mentor committee's report.
  5. Mentor committees should be knowledgeable and forthcoming regarding criteria for promotion and guidelines for package preparation.
  6. Departments should actively identify, address, and redress modifiable factors that may impede a faculty member's progress; this should begin early on.
  7. There should be an annual evaluation letter from the departmental chair as to progress, areas needing attention, and an "overall" evaluation.
  8. Departments should keep previous successful promotion packages on file as a resource.

### III. Appointment of New Faculty, Probationary Appointments & Renewal, and Steps Toward Granting Tenure.

This section outlines the key features of the appointment and promotion process. Several flow diagrams and fact sheets illustrating the various steps and choices are included along with the descriptive materials.

New faculty are appointed at the rank of Assistant, Associate, or Full Professor. **Figure 1** on the following page, illustrates this appointment process. Independent of rank, all appointments to the faculty require the positive action of the department(s) Executive Committee and the concurrence of the Dean. Finally, appointment to the rank of Assistant Professor requires the positive action of the department(s) Executive Committee and the Dean. Note that appointment to the rank of Assistant Professor is a probationary appointment and discussed below. If the appointment is to the rank of Associate or Full Professor, the department(s) Executive Committee must approve and forward this recommendation to the Dean, who then seeks the advice of the most appropriate Divisional Executive Committee and, as appropriate, forwards to the Provost. Appointment as full Professor requires review for tenure in the usual manner and further must meet SMPH requirements for Professor rank. The latter decision is made by the Department and School. The Dean may act unilaterally or seek the advice of the SMPH Tenure Track Promotions committee for initial appointments to the rank of Full Professor. Finally, if while seeking an initial appointment to Associate Professor, the appointment to tenure fails, an appointment at the rank of Assistant Professor as probationary faculty is possible. Similarly, failure to achieve appointment at the rank of Professor allows the appointment at the rank of Associate Professor with tenure. In seeking appointment at the rank of Associate or Full Professor, the timeline can be protracted to allow the review process to proceed, during which appointment to the title of Visiting Associate or Visiting Professor is possible for up to one year.

# Appointment of New Faculty



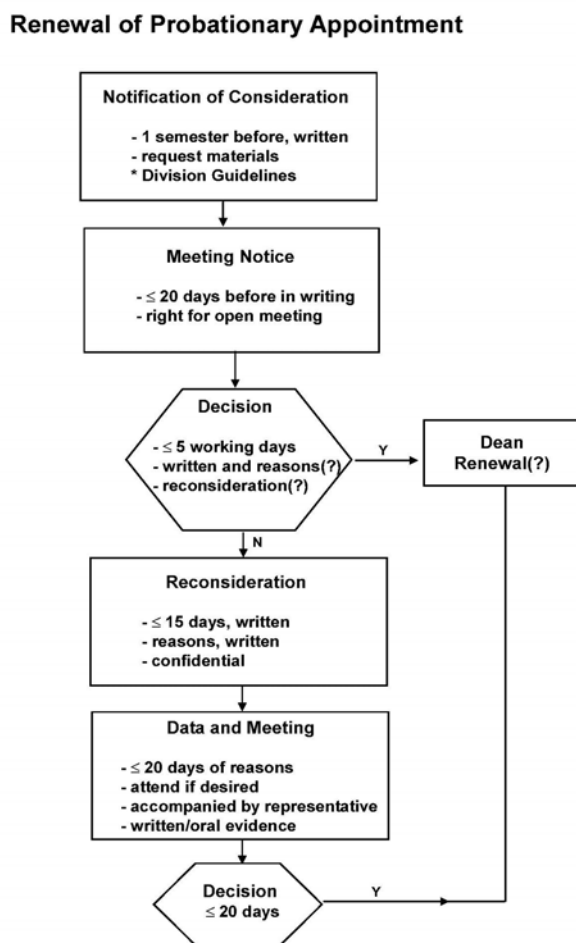
**Figure 1**  
Process for appointment of new faculty flow diagram

Attached to the appointment of a probationary Assistant Professor is the determination of the probationary period. The attainment of an appointment to tenure must be achieved by the end of the probationary period. Generally for new faculty the probationary period is seven (7) full-time-equivalent (FTE) years. As indicated in the Fact Sheet shown in **Figure 2**, below, an FTE-year is an appointment for one year of > 75%. Appointments of 50 to 75 percent of full time per year constitute a 50% FTE year. The maximum probationary period in terms of calendar years is 12 years (clock extensions and certain leaves of absence may extend this term). The initial probationary period can be extended for several reasons. Especially important is the extension for childbirth/adoption. Granting of this extension is automatic upon application to the Provost and requires no action or approval by the Department or the Dean. Other reasons for probationary period extension include dependent care, disability or chronic illness, or circumstances outside of the probationary faculty's control that hinder the probationary faculty member's quest for tenure, such as an unexpected increased clinical load in excess of appointment letter, undue and significant delay in establishing laboratory or hiring personnel, etc.

<b>Figure 2</b>	
<b>Facts Regarding Probationary Appointments</b>	
<b>Probationary Appointment</b>	
<ul style="list-style-type: none"> <li>● <b>Hiring (recruitment) and Appointment</b> <ul style="list-style-type: none"> <li>- Executive Committee Decision (UWS 3.02)</li> </ul> </li> <li>● <b>Probationary Period (FPP 7.04)</b> <ul style="list-style-type: none"> <li>- ≤7 FTE years</li> <li>- ≤12 calendar years</li> <li>- ≤3 FTE years of prior service</li> <li>- ≥50% AND ≤75% FTE = 1 year</li> <li>- &gt;75% FTE = 1 year</li> </ul> </li> <li>● <b>Extension of Period (UWS 3.04(3)) (FPP 7.04)</b> <ul style="list-style-type: none"> <li>- 1 or 2 semesters academic appointment</li> <li>- 6 or 12 months annual appointment</li> <li>○ childbirth/adoption <ul style="list-style-type: none"> <li>- in writing to Provost ≤1 year after</li> <li>- 1 year automatically granted</li> <li>- multiple requests okay</li> </ul> </li> <li>○ elder/dependent care, disability or chronic illness <ul style="list-style-type: none"> <li>- Executive Committee approval</li> <li>- in writing to Provost</li> <li>- University Committee approval needed</li> <li>- no more than 1 year total</li> </ul> </li> <li>○ extension due to nature of appointment <ul style="list-style-type: none"> <li>- usually at time of appointment</li> <li>- at time of significant and substantial change in duties</li> <li>- requests to Provost in writing based on recommendations of departmental Executive Committee and Dean</li> </ul> </li> <li>○ other circumstances beyond the faculty's control</li> <li>○ request before 6<sup>th</sup> year of probationary period</li> </ul> </li> <li>● <b>Review of Probationary Appointments</b> <ul style="list-style-type: none"> <li>○ Department Executive Committee may review at any time</li> <li>○ Department Executive Committee <u>must</u> review in time to allow any administrative actions needed</li> <li>○ If renewal is decided by Department Executive Committee, satisfactory progress essential</li> <li>○ Department Executive Committee can <ul style="list-style-type: none"> <li>- renew with recommendation for tenure</li> <li>- renew for fixed period</li> <li>- non-renew</li> </ul> </li> <li>○ Conversion to Academic Staff <u>not</u> allowed</li> </ul> </li> </ul>	

As mentioned, appointment to the rank of Assistant Professor is, by definition, a probationary appointment; that is, it is a limited term appointment. Specifically all probationary appointments have a fixed period of time attached to their appointment usually three (3) years. By the end of the year (June 30 or December 31) preceding the final year of the appointment, a renewal decision must be made. Figure 3 provides a flow chart of this renewal process, one of the most important appointments in the career of probationary faculty. The outcome of the renewal decision is either: 1) negative, that is no renewal with the final year of the probationary period being the last year of the university appointment, or 2) positive. If positive, several actions can be taken. Amongst them is a renewed appointment for an additional three (3) years, or in some cases appointment on an annual basis with a renewal decision taken every year. Since the renewal decision is an employment action, the process is a complex sequence of checks and balances. As indicated in **Figure 3**, the probationary faculty is deeply involved in this process with many opportunities for input and appeal of negative actions. Despite these remarks, the most common situation is simply reappointment for the maximum probationary period, usually an additional three (3) years.

**Figure 3: A flow chart describing the renewal of probationary appointments**



The process of granting tenure, that is promotion to the rank of Associate Professor, is shown in **Figure 4** as a flow chart. The governance reduces to the assent of three agents: (1) the department(s) Executive Committee, (2) the Dean taking into consideration the advice of the Divisional Committee, and (3) the Provost. As indicated, the Dean can disagree with the department(s) Executive Committee as well as the Divisional Committee. The Provost can disagree with the Dean's decision. In all cases, appropriate appeals processes are in place for the probationary faculty member. Also, as noted throughout this report, all aspects of the probationary faculty member's career must be aligned with the goal of achieving success in the tenure process.

### Granting of Tenure

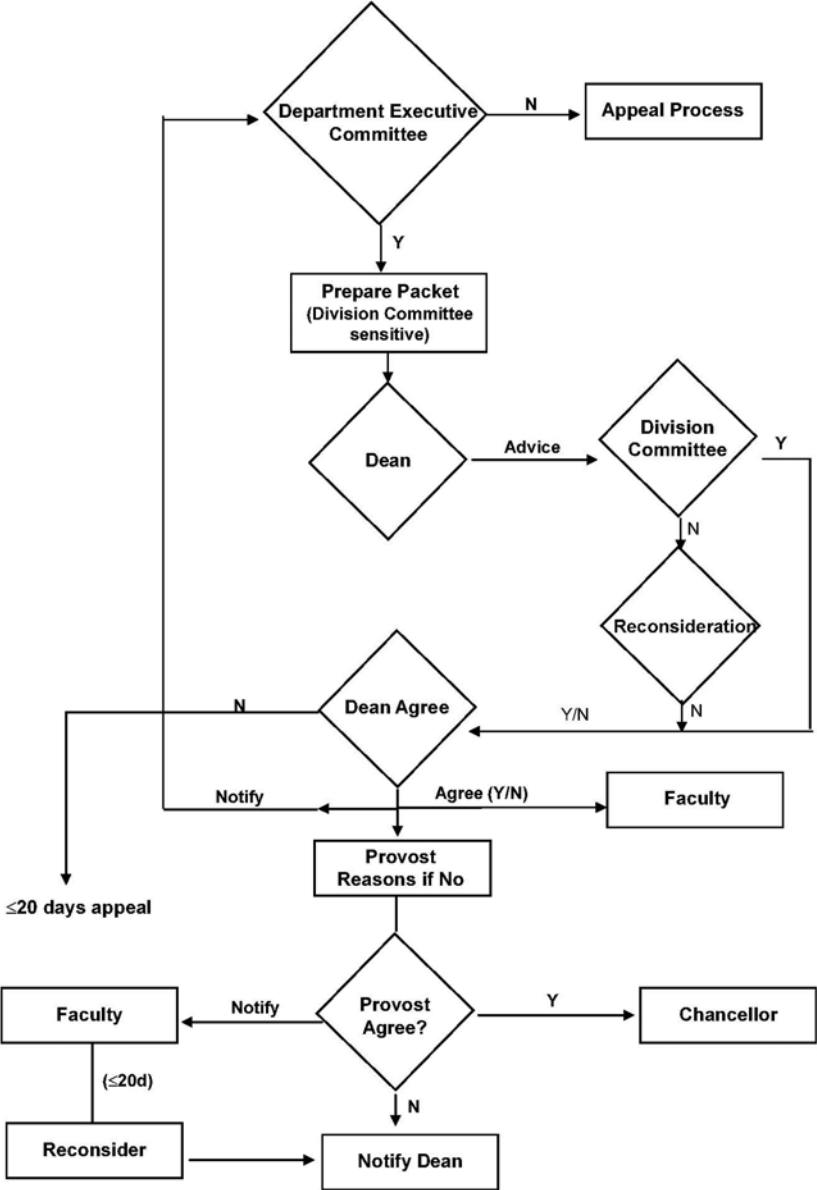


Figure 4: A flow chart of the tenure granting process.

#### IV. Overview to Selection of Tenure Document Template

The tenure document template depends on the Division in which the faculty seeks tenure. This is typically determined at the time of the appointment, but may be changed subsequently. The choice of Division depends primarily on the type of research the candidate performs; teaching and service duties may also be relevant. In general, the division with the most experience with the candidate's area of expertise will be most appropriate. The Departmental Chair or Associate Dean for Faculty Affairs may seek guidance from Divisional Committee Chairs to determine the most appropriate Divisional Committee.

#### V. Template for Biological Sciences Divisional Committee Tenure Document

##### A. Standards and Criteria for Tenure in the Biological Sciences Division

Tenure requires proof of excellence in past performance and convincing evidence that a high level of performance will continue. The Divisional Committee's criteria for granting tenure are intended to preserve and enhance the quality of this university's programs.

To achieve tenure, a candidate must demonstrate an ability to: (1) generate new knowledge or develop new approaches to problem solving and/or teaching that indicates creativity and has substantial impact on the intended audience; (2) effectively communicate scholarly information orally and in written form to students, colleagues and the public; and (3) enhance the scholarly environment of the University community. A candidate must demonstrate at least a national reputation in his or her area of excellence. There is no entitlement to tenure based on a record that is merely competent and satisfactory.

The Divisional Committee recognizes that the contributions of faculty will differ and that it is not possible to provide precise criteria for all potential tenure cases. It is the intent of the committee to evaluate all candidates--those with credentials that do not fit neatly with the guidelines as well as those that do--in the fairest manner, with the intent of meeting the goal of enhancing University excellence. (For full discussion, refer to existing tenure guidelines document listed in Appendix II).

1. Excellence and significant accomplishment in research  
Excellence and significant accomplishment in research refer to the generation of knowledge and its communication to the scientific community. For excellence in research, the candidate must have developed an original research program of high quality, which is making a continuing and substantial contribution to science. The development of one or more, independent, coherent, and significant lines of research is important.
2. Excellence and significant accomplishment in teaching  
Significant accomplishment in teaching refers to the quality of the candidate's classroom or clinical teaching. Clinical teaching may include teaching through articles, textbooks, and other mediums to local, regional, and national audiences. Mentor teaching may strengthen a case but cannot ordinarily serve as the primary basis for accomplishment in teaching. For excellence in teaching, a national or international reputation as demonstrated by scholarly work is required. For either excellence or significant accomplishment in teaching, the percent of faculty work devoted to teaching needs to be at or near the percentage indicated in the appointment letter and needs to represent an adequate percent effort consistent with significant accomplishments.

Meaningful evaluation of teaching performance requires the availability of credible evidence obtained by peer review as well as student evaluations. Thus, the biological sciences divisional committee has established the following system of peer review for teaching.

- a. When a case for either significant accomplishment or excellence in teaching is to be made, the department is required to provide an evaluation based on peer review of the candidate's teaching activities covering the probationary period.

The exact format of the peer-review process is at the discretion of the department. The peer review should be continuing, beginning in the second year. There should be substantial observation of the candidate.

- b. When a tenure case is to be based on teaching as the area of excellence, the department, in addition to the ongoing departmental peer review, must provide additional credible evidence for excellence in teaching. It is recommended that the departmental executive committee appoint

an ad hoc peer-review committee composed of two or more members from outside the department.

Selection of a credible committee is essential, and it is recommended that faculty, who are known to be excellent teachers, be selected. In order to provide time for a substantive review and evaluation, the ad hoc committee should begin its work not later than one and one-half years before preparation of the case for tenure. The review should consist of interviews with the candidate and members of the department to review the candidate's teaching activities and materials and to ascertain the candidate's role in the departmental teaching mission. Most important, repeated direct observation of all of the candidate's teaching activities (classroom, laboratory and/or clinical) is essential. The ad hoc committee will submit a written report to the departmental executive committee regarding the merits of the candidate's teaching but should make no recommendation for or against promotion. The department is to include the entire ad hoc committee report in the tenure document.

3. Excellence and significant accomplishment in outreach/extension

Under most circumstances, excellence in outreach/extension may serve as a basis for tenure only for those with a formal appointment of at least 50 percent in an outreach/extension program. Extension activities result in the dissemination of information and the application of the results of scholarly inquiry in basic and applied disciplines for the benefit of society. The impact tends to be statewide but may extend to regional, national, or even international clientele. Program funding and publication tend to be state, regionally, or internationally oriented. It is, therefore, necessary that the tenure package documents innovative program developments and applications that have made a continuing and substantial contribution to state, regional, or international development. A demonstrated capability to develop an independent, cohesive, and integrated extension program is essential.

Evidence of excellence and significant accomplishment must be provided by recognized outreach/extension specialists in the candidate's field outside UW- Madison. The candidate must demonstrate that (1) designed and implemented programs are innovative and of high quality, (2) a favorable impact has resulted from these programs, and (3) successful outreach/extension research results have been published in an effective manner.

4. Significant accomplishment in service

**Service cannot function as the primary area** (i.e., as the area for demonstration of excellence) for the granting of tenure, but it may serve as an area of significant accomplishment.

Most cases will be based on significant accomplishment in two areas (from teaching, research, and outreach/extension) with **clearly demonstrated excellence** in at least one of these areas.

**B. Table of Contents for the Biological Sciences Tenure Proposal**

1. Table of contents with page numbers
2. Cover letter from chair (10-12 pages)
  - Include paragraphs summarizing the Department Executive Committee vote including number of eligible voters and the exact vote. Indicate percentage of positive votes required for approval. Number of years counted on the tenure clock.
  - Clearly specify candidate's area of excellence and area of significant accomplishment.
  - Two to three paragraphs focused and summarizing background, training, and appointments prior to joining the faculty.
  - Discussion of why the candidate meets tenure requirement. This section could include departmental "criteria" or activity that determine this assessment or expectation.
  - Research. Summary of research activity and accomplishments: significance of observations; and comment on potential for future accomplishment. Explain delays or barriers to data accrual that may be relevant in the candidate's field of work (e.g. slow pace of accrual of data in large epidemiologic studies or genetic studies, etc).
    - (a) Comment on publications (impact factor, prestige of journal, and "number of publications").
    - (b) Honors/Recognition. Can include invited lectures, awards, and other recognitions that are indicated.
    - (c) Funding. Discuss funding over time, current, sources, and potential for future funding. Include contributions to grants/awards where not PI.
    - (d) Outside letters
      - (i) Indicate who they are, why selected, and stature.
      - (ii) Extract quotes to support promotion

- Teaching
    - (a) Overview that summarizes teaching activities, philosophy, departmental expectations, etc.
    - (b) Prepare table (in portfolio) of courses, evaluation forms.
      - (i) Undergraduate/Graduate
      - (ii) Postgraduate
    - (c) Clinical teaching – will need to describe and indicate methods of evaluation.
    - (d) Teaching
      - (i) Involvement – lectures, course director
    - (e) Evaluations – including peer reviews; address weaknesses and note improvement over time if documented
  - Service
    - (a) Explain value
    - (b) Indicate contribution to overall department and school goals.
3. Letter of initial appointment
  4. Summary statement from departmental internal review committee (maximum of one page)
  5. Background information on the candidate
  6. Performance
    - A. Teaching** – Provide documentation:
      - (1) Statement by the candidate of teaching goals and methods (maximum of two pages)
      - (2) Summary of teaching activities, including chronology (classroom, clinical, mentor) Include list of graduate/medical students supervised individually by candidate – include name of student, degree program, title of project, completion date of degree, current status of student – if possible separate by fellows, residents, medical students, PhD students, MS students, and undergraduate students
      - (3) Peer reviews of teaching (2 letters for faculty peers), the letters should be 2-3 paragraphs long with comments about observed teaching skills of the candidate
      - (4) Student evaluations; summaries of evaluations; all comments from two recent courses, compare to other department faculty. Other evidence of teaching quality (2 letters from students), should focus on how the candidate changed their careers or significantly influence their experience, needs to be very specific and not limited to platitudes.
      - (5) Two copies of other documentation, including: published materials, invited presentations, grants and awards, syllabi, identified as an Appendix. peer reviewed, books, peer review chapters, non peer review chapters, minor publications, conference papers, papers in progress
    - B. Research.** Document development of an original and significant research program that demonstrates the candidate's independence and productivity. Indicate candidate's effort in collaborative publications.
      - (1) Statement by candidate of goals and accomplishments (maximum of two pages) This is very important to walk the reviewers through the candidate's scholarly work. List the number of times major articles have been cited and by whom. Discuss the journals in which the candidate published. Present future plans for scholarship and writing.
      - (2) Publications. include two representative publications at end of dossier. Mark with an asterisk the five most noteworthy publications. Explain how the candidate contributed to each co-authored publication. Example: Key: (a) = concept development and design, (b) = data acquisition, (c) = analysis, and (d) = writing. Co-author, Candidate, Co-author. Title of publication. *Journal Name*. Year; volume(issue): page-page. (a) 70%, (b) 90%, (c) 80%, (d) 90%. I served as primary author and originator of the technique. (or, I was senior author and mentor to the first author.) Include evaluation of the peer review journals in which the articles appeared - one paragraph that summarizes the journals, their acceptance rates and citation record  
  
Evidence of acceptance of publications "in press."  
(3) List of invited research presentations  
(4) Research support (clearly identify role played in collaborative research)
    - C. Outreach/Extension.** Document development of an innovative, independent and useful outreach program.
      - (1) Statement by candidate of the program, accomplishments and goals (maximum of two pages)
      - (2) Documentation of activities such as publications and presentations, and the outcome or impact of these activities.
    - D. Service:** university and professional.
      - (1) Emphasize scholarship.

- (2) Provide two summary letters from peers about service contributions.
  - (3) Document service activities – a table is helpful that includes activity, year, major contribution.
  - (4) If a journal reviewer, list the total number of articles reviewed.
  - (5) If a grant reviewer, list the number of study sections or number of grants as primary or secondary reviewer.
7. Letters of evaluation
- A. At least six letters from recognized experts (at least five from arm's length writers). Additional letters can be included, however, referees should be selected to assess specific aspects of the candidate's performance.
  - B. Description of the process used to select letter writers
  - C. List of all persons solicited for letters, their qualifications, and relationship to the candidate. Approximately 100-word summary that describes the qualifications and credentials of each of the reviewers. A brief statement on whether the candidate and reviewer have worked together and if so, how.
  - D. A copy of the letter requesting evaluations (advise using the template provided by the divisional committee)
  - E. Information on those who declined to write.

## VI. Template for Social Studies Divisional Committee Promotion Document

### A. Standards and Criteria for Tenure in the Social Studies Division

The guidelines for tenure in Social Studies have a number of important differences from the Biological Sciences Division guidelines.

First: The candidate must demonstrate excellence in both research and teaching and have adequate evidence of service. Teaching and research carry equal weight.

Second: Scholarship, in the form of books or articles of high intellectual merit, count as research. Sole author articles carry more weight than multiple authored papers. The most important criteria for scholarship are related to the quality of the papers and the number of times an article is cited in other journals. Quantity is less important

Third: External funding, such as NIH or NSF grants, is less common among faculty in social studies. Hence, the importance of obtaining such grants is given less emphasis than in the Biological Sciences Division.

Fourth: Teaching is normally undergraduate and graduate school courses. It is more difficult for committee members to evaluate the excellence of clinical teaching.

### B. Table of contents for the Social Studies Division Tenure Proposal

#### Part One: Materials for the reviewers:

- A. One copy of the Ph.D. dissertation or equivalent; not required for candidates with more than ten years after the terminal degree.
- B. Two copies of all the candidate's significant professional publications and manuscripts of works accepted for publication (or for senior faculty, the most recent six-year period). Optionally include copies of unpublished manuscripts, grant proposals, or other evidence of work in process. (These publications will be returned.)
- C. One set of the originals of all student evaluations of teaching.
- D. Two copies of syllabi for all courses taught. (Include only the most recent syllabus for each course unless you wish to document significant changes in a course syllabus over time.)
- E. Documentation of peer/colleague observation of teaching.
- F. Samples of exercises, assignments, and/or other materials used in teaching.
- G. One or two sets of any other lengthy supporting materials relevant to documenting research, teaching, service or outreach, depending on their nature (consult with the Divisional Committee office for advice).

#### Part Two: The Dossier:

Table of contents with numbers

**Section I.** A letter of transmittal from the Dean(s).

**Section II.** Letter(s) of appointment, and documentation of any changes in appointment status.

**Section III.** The sponsoring department chair's letter (10-15 pages):

The chair letter is critical to help the committee understand why the department feels the candidate meets the universities criteria for tenure. The letter is particularly important if there are areas of weakness in the teaching or research portfolio.

- One paragraph that summarizes the vote of the department executive committee.
- Two to three paragraphs focused on the candidate's background, training, and prior jobs.
- Two to three paragraphs that provide a general overview of why the candidate meets tenure requirements for their department or school. This could be longer if this varies from normal criteria.
- Two to three paragraphs that list process of selection of outside letters of evaluation, list names of reviewers, and provide a summary of reviewer comments.
- Three to five pages that summarize the teaching portfolio. Tables are helpful. Include a brief description of the courses, evaluations, and the importance of these programs to the university. The chair may want to include a separate table that summarizes clinical teaching. If there are weaknesses in the portfolio, it is important to try to explain these observations or student comments. If there has been improvement over time, provide documentation for this change.
- Three to five pages that summarize scholarship. The letter should provide a brief review of major papers and the contributions of each to the literature or specialty area. Include the number of times these articles were cited by others. Review the strength of the journals in the candidate's context of the area of work. If there are major weaknesses in the publications, justify in the context of the departmental responsibilities of the candidate. Comment on expected productivity for the future. If the candidate is primarily going up for educational scholarship discuss how these papers meet the grade for excellent scholarly work. Highlight any external funding and justify if there is no current funding. If no external funding, justify in the context of the candidate's job and future academic work.
- Two to three paragraphs that summarize service in the context of academic excellence. Highlight work on any national committees, work on NIH reports or evidence-based clinical practice guidelines. Try to explain the candidate's role and contributions on these committees. List number of articles they have been asked to review by various journals.

An assessment of the candidate's anticipated contributions to the development of the department. The assessment should address the department's standing in comparison to departments in peer institutions, and the tenure standards applied in such departments, and the candidate's contributions to the department's mission and strategic goals.

Department letters should locate the candidate's work within the larger field within which the candidate works. This is especially important where the candidate's work cuts across disciplines. Where appropriate, letters should provide some explanation of the transdisciplinary or interdisciplinary fields to which a candidate's work contributes, indicating how the candidate's work fits into this area or these areas.

In the case of divided appointments, provide a summary of the contribution of the candidate to the other relevant departments. If the recommendation is to be made on the basis of an exceptional case, extensive documentation and justification are expected.

**Section IV.** Additional letters for interdisciplinary appointments.

- A. In cases where a candidate has a tenure home in more than one department, letters from all departments whose executive committee makes a tenure recommendation should be provided. The content of letters should follow III above.
- B. In cases where, in addition to a single tenure home appointment, a candidate is integrally involved with additional departments or programs, letters from each of these departments and/or programs should be provided. Such letters should speak to the teaching and service the candidate has contributed to these departments and/or programs. In addition, where appropriate, the committee recommends discussion of the inter- or multi-disciplinary character of the candidate's research.

**Section V.** Curriculum vitae with entries corresponding to the list below:

- Name;
- Formal Education;
- Title of Thesis;
- Positions Held (list chronologically with no time period unaccounted for);
- Special Honors and Awards;

-Research and Publications: Follow proper bibliographical form, listing the names of coauthors in sequence as published, and paging. Provide names of journals in full. Group as: books and monographs; research and other scholarly papers; minor publications and book reviews. Asterisk those that are peer reviewed. Identify publications not based on work performed as an assistant professor at UW-Madison. Separately identify extension publications. Number each publication in the vita and identify each publication submitted with that number.

- Research and Publications in Progress;
- Research Support (source, dates, and amount);
- Teaching (principal areas and experience);
- Service (public, university, and professional).

**Section VI.** Letters of evaluation from distinguished scholars in the candidate's field solicited by the departmental executive committee. At least five letters of evaluation, at least four of which should be from outside the University of Wisconsin-Madison. In most cases, more than eight letters is excessive. The department should make every effort to ensure that these letters are not from individuals who have a close relationship to the candidate (major professor, previous colleagues, collaborators, etc.). The department chair's cover letter must: (a) indicate how the outside evaluators were chosen; (b) include a copy of the letter requesting the evaluation; (c) account for everyone asked for a review, including those who declined, and including informal as well as formal contacts; and (d) state the nature of the relationship between the candidate and each evaluator. Letters from people not closely associated with the candidate are given more weight by the committee. Files for outreach candidates should also include letters from recognized experts in the candidate's field.

The department should provide a sample copy of the letter requesting an evaluation. The letter should include a request for general comments about the candidate's contributions. It should not include a department's assessment of a candidate or report on any votes that have been taken. The letter should also include a request to explain whether and how the evaluator knows the candidate.

A list of all potential evaluators contacted formally or informally should be provided. If any individuals from whom letters were requested do not respond, the reasons for non-response should be given. For those who do respond, the department should provide information on their affiliation and stature in the field. A statement should also be included acknowledging that all letters received have been submitted.

**Section VII.** Documentation of Teaching. As for research, departments may focus their documentation of teaching on the most recent six years of experience for senior candidates. If the candidate has not taught extensively during the most recent period, evidence of earlier teaching quality should be presented. Provide:

- A. A chronology of the candidate's teaching experience at the University of Wisconsin-Madison, and other teaching to the extent possible. Teaching at other institutions must be chronicled and documented with whatever evaluative evidence is available (e.g., student evaluations, peer review, sample syllabi). For classroom teaching, list each course by course number and title, and indicate its enrollment and whether undergraduate or graduate. For other teaching situations, off campus or nontraditional, be specific about the type of situation, duration, level, and audience or participants. This chronology should include a list of graduate students supervised. The department should summarize any contextual factors it has found important, such as size of class, required versus elective course, difficulty of material, preparation of students.
- B. A reflective statement by the candidate describing personal teaching philosophy, strategies, and objectives (2-3 pages).
- C. Course outlines, syllabi, bibliographies, scripts, and other teaching materials.
- D. Selected examples of course outlines, etc. should be accompanied by an evaluation by colleagues or other experts. Special consideration should be given to documentation of attempts at new or improved teaching methods and materials, and to evaluation of their effectiveness.
- E. Systematic surveys of student opinion. Such surveys are most useful if they have been prepared by departments for general and anonymous administration, using carefully selected questions that have proven useful in the particular teaching situation. In addition to reporting these data, a department must analyze this information by making comparisons (using response distributions, means and/or medians, and standard deviations) to other faculty and similar courses (perhaps considering factors

such as class size and purpose), and tracking changes in the candidate's performance over time. Information should be reported in an original scale metric rather than as standardized scores. In addition, the originals of all student evaluations should be provided to the committee for review of student comments. Teaching evaluations from other institutions should be presented as well, with the understanding that these evaluations may not be comparable to those collected at UW-Madison.

- F. Peer review. Evaluation by peers in the context of tenure review should be based on direct observation and examination of course syllabi, exams, and other teaching materials. Such evaluations may consist of statements from colleagues who have observed in the classroom or other instructional setting as members of a teaching team or as independent observers.
- G. Record of student advising, consultations, and research supervision. Information on effectiveness as a faculty adviser from present or former students. Some candidates for promotion to tenure, and most candidates for appointment to tenure, will have a record of such service as major professor to graduate students. Evaluation by these students may be included in the documentation. The subsequent performance of these students and advisees may provide useful evidence of the capabilities of a candidate.
- H. Honors or other recognition from colleagues such as a distinguished teaching award, publications related to teaching, grants awarded for teaching enhancement, or election to a committee on teaching should be included.
- I. As appropriate, other kinds of evidence may be included, such as evidence of student learning, assessment by workshop participants, clients, trainees, teaching assistants, or others. Such evidence should summarize systematically, rather than simply quoting a few laudatory comments.

#### **Section VIII. Documentation of Service.**

To be relevant in tenure decisions, service activities must clearly involve a high level of skill in communicating and applying the knowledge of one's professional competence. Documentation of service should evaluate the quality of such service, as well as highlight individual efforts that are especially significant. The discussion should identify the nature of the tasks performed and the particular responsibilities of the candidate. When service is a major aspect of a candidate's responsibilities, letters should be solicited from authorities in the field evaluating the quality and impact of the service and its importance to the university.

Evidence of public service may include:

- A. Consultations to the community and significant advisory work with government, business, or industry.
- B. Outreach program planning and development.
- C. Membership on committees and boards.
- D. Public lectures and presentations.
- E. Participation in radio and television programs.
- F. Service in official positions of public organizations or agencies.
- G. Publications for nonprofessionals.
- H. Testifying at public hearings.
- I. Preparation of reports.
- J. On site visits.
- K. The development of exemplary materials.

Evidence of university service may include:

- A. Major committee assignments in the department or the university.
- B. Chair or associate chair of a department or dean or associate dean of a school or college.
- C. Coordinator of statewide outreach programs.
- D. Special administrative assignments in a department, college, or university.

Evidence of professional service may include:

- A. Membership on state, regional, or national review panels, study sections, councils, etc.
- B. Membership on editorial boards of professional journals or other reviewing or editing activities.
- C. Office of national or international scientific, professional, and educational organizations.

- D. Leadership in the development of continuing professional education for personnel in the field.

**Section IX.** Documentation of Research Output. The Divisional Committee requires the following documentation for all candidates. For relatively senior candidates (e.g., more than ten years after the terminal degree), documentation may be limited to the most recent six-year period, with attention also given to earlier seminal work. The Divisional Committee requires:

- A. Each candidate is to prepare a succinct statement (not more than 3 pages) on his or her future research plans over the next five years.
- B. For coauthored publications give the full reference including the names of all coauthors and an indication of what role the candidate has played in the research and writing. Each candidate is to be asked to estimate his or her contributions in percentage terms to any jointly authored publication including the following data: (a) percent contribution to conceptualization; (b) percent contribution to methodology and data analysis and (c) percent contribution to writing.
- C. Clearly distinguish peer-reviewed articles from non-peer-reviewed on the candidate's curriculum vitae. For publications that are peer reviewed, the department chair should provide an evaluation of the quality and standing of the publication outlet. Journal Citation Reports available through the Memorial Library provides one "objective" source of data. When possible please include the acceptance rate of the various journals, which is often provided in official reports by the journal or can be obtained from editorial offices. For non-refereed publications, evaluation of the work's research and scholarly merit should be solicited from recognized authorities in the field. For outreach publications, also indicate for each publication outlet, any specialized nonacademic audiences for which it is designed and its influence on public policy and welfare or specific client groups.
- D. Evidence of acceptance for publications "in press" or "accepted for publication."
- E. The department chair should select two research publications that are considered most representative of the candidate's work and append them to the dossier. For candidates with significant outreach responsibilities, one of these documents should be illustrative of typical documents meant for use by client groups.

**Section X.** For outreach candidates, description of up to three significant outreach programs in which the candidate made a major contribution. Use the following format:

- A. Identify the problem, the clientele, and the needs assessment procedure.
- B. Outline the objectives.
- C. Provide details on the method of instruction and delivery, and on innovative teaching methods, materials, aids or approaches.
- D. Document the significance of the program and its relevance to the social problems in the state and nation, and its potential or demonstrated impact on public policy and welfare.
- E. Include relevant peer and client evaluations.

## **VII. Important Considerations Concerning Letters of Evaluation**

- A. A key element in a tenure packet is letters of support. Most of these letters are obtained from 'arms length' individuals who can evaluate and comment on the candidate. If teaching is the area of excellence, peer review letters are encouraged. For Biological Sciences, five arms length letters are required, and six to eight for Social Studies Division. "Grey zone" letters can be helpful but should be used judiciously (for example a letter from a former mentor can be helpful in describing independence) and cannot substitute for the arms length letters. Important elements of critique letters include the following
  1. Research and Scholarship
  2. Teaching skills
  3. Academic Accomplishments
  4. Significance of accomplishments
  5. Comparison with peers at their home institution

6. Potential for continued growth
- B. To most effectively benefit from these letters, care must be taken in the selection of those invited to write letters. Knowledge of the requested individual, as to awareness of the candidate's work, likely responsiveness to a request for a letter, and known objectivity are important. The letter writers should be well established in their field.
  - C. In selecting arms length individuals, the following steps can be considered:
    1. Input from the Mentor Committee
    2. Input from the candidate
    3. Input from senior or other knowledgeable faculty, including the Department Chair.
  - D. Definitions of "arms length."
    1. ARMS LENGTH: Committee Service, Study Section Service, Meeting Co-Moderators or Organizers, Visiting Professor Contact, familiar with their work from meetings, Co-Board Examiners. These would be "clean" unless otherwise declared by the candidate or letter writer.
    2. NOT ARMS LENGTH: Family Relative, Grant Co-Investigator, Primary Mentor, Residency Program Director, Ph.D. Mentor, Business Partner or Financial Relationship.
    3. GREY ZONE: Current/Past Faculty Colleague, Social Relationship, Academic Institution Affiliation, Publication Co-Authors, Residency or Ph.D. Co-Trainee, Prior Mentor, Prior Academic Supervisor. These would require specific definition of the relationship by the candidate and letter writer.

## **VIII. Conclusions and Recommendations of the Tenure Task Force**

### **A. Conclusions**

Although the process towards tenure has inherent complexities and challenges, there are well-defined steps and criteria to meet this goal. First, it is essential in the letter of offer to clearly define the time distribution and allow sufficient opportunity for scholarly activity. If circumstances outside the faculty member's control diminish the opportunity for scholarly activity, this should prompt a consideration for tenure clock extension. Second, it is necessary for new faculty to be oriented to the process of tenure and promotion, and for the Departmental Chair to clarify and fully explain the expectations of the appointment and goals needed to achieve tenure, with milestones and evaluations clearly defined and monitored. Finally, it is important to realize that the granting of tenure may be based upon an expanding framework of scholarly activity.

There are a number of key steps to the successful development of faculty and attainment of tenure, or promotion. First, the newly hired faculty needs to appreciate the culture and expectation of the department and how these standards interface with the larger requirements of the University. Second, the department needs to maintain a time distribution and opportunity for scholarly activity as indicated in the appointment letter. Third, the establishment of an engaged, knowledgeable and active mentor committee is essential. This group will monitor and mentor junior faculty progress and provide appropriate advice. Fourth, direction is needed on how to "collect" the necessary documents to verify activity and accomplishments. Finally, the candidate needs to be instructed on how to identify individuals outside the University who can most accurately assess and support the significance of their contributions.

A key contribution to the promotion effort is the letter by the departmental chair. In this letter, it is absolutely necessary to describe the culture and expectation of the department and how the candidate has met these standards. "Framing" the candidate to the department's culture is important.

The steps to promotion are straightforward, and begin with a good candidate who is fully informed as to expectation, and a departmental support structure that will monitor and mentor the new faculty during the probationary time. By following the stepwise processes identified and using the enclosed documents as "templates," it is anticipated that the process will be less confusing and foreboding and lead to a more uniform document to enhance the review process.

### **B. Recommendations**

Ambiguity, at all levels, remains an issue with the tenure process for many candidates and departments. Furthermore, in some cases, the department's assessment of an individual's achievements for tenure is often difficult or complicated by evolutions in the research/teaching/service environment or other confounding factors. Given these remaining hurdles, a number of recommendations are suggested.

In the development of our Task Force Report, we found our recommendations to be divided into those that are principally directed towards the University's system and are listed as "external recommendations." There are other recommendations that will apply more directly to the UWSMPH and are referred to as

“internal.” It needs to be also noted that some of our recommendations will apply to both aspects and will be listed in both areas for completeness.

1. Recommendations “external” to the UWSMPH

(a) Approval and adoption by the University of Wisconsin’s chancellor of the full 2005 Report of the Ad Hoc Committee on Tenure in Professional Practice entitled “Scholarly Clinical and Professional Practice and Contribution to Tenure.” This report is discussed in Appendix I of our report with reference to the website for the entire document. The essential four points are:

(i) Divisional committees should review tenure guidelines and practices to ensure contributions of scholarly professional practice is recognized as contributing to the teaching and/or research mission and/or service accomplishments of probationary faculty member. If guidelines need to be clarified, including guidelines for documentation, divisional committees should do that.

(ii) The University Committee and Faculty Senate should ensure UW FPP allows sufficient flexibility concerning maximum time to the tenure decision to reasonably accommodate circumstances of probationary faculty with substantial professional or clinical practice responsibilities as condition of their appointment.

(iii) Departments should review their hiring and mentoring processes. Clear expectations from the department and the candidate at the time of appointment, as well as frequent and accurate mentoring, are critical in helping probationary faculty with substantial clinical appointments succeed in the tenure process.

(iv) Probationary faculty with substantial clinical responsibilities should be encouraged to begin planning early in their career to build a strong tenure case in their teaching, research, and service. Planning can anticipate some time delays or long lead times for study completion and still allow a strong tenure case to be made.

(b) Excellence in research can be found in many forms including traditional investigator initiated and directed research. Research, however, also includes “team research” where multiple investigators are involved in a project and defining an individual’s contribution is often less clear but nonetheless essential to high quality investigations. Care is needed in describing and recognizing the candidate’s involvement in such research activity. In addition, clinical research, or translational research, has become particularly appropriate and important for faculty in Schools of Medicine and Public Health. Again, it is essential to define the individual’s contribution, but also for the Divisional Committees to appreciate the nature of these studies, funding sources, and defining the “PI.”

(c) Consideration should be given to an expanded and expanding view of scholarship. This is particularly applicable in the clinical departments where scholarly activity and leadership can be noted in other than traditional forms. Regardless of the form of scholarship, hallmarks of excellence remain: independence, national impact and likelihood of sustained contribution.

(d) Clinical teaching has been under-emphasized and under-documented, but is critical to our education mission of training physicians. To capitalize on this clinical teaching effort for tenure, we need clearly defined activities with assessment and an appreciation of the activity by Divisional Committees.

(e) The eventual positioning and integration of the CHS track into University faculty appointment are a significant need in our School. Although this effort will require another task force, it is essential that a close examination of current scholarly activities of CHS track appointees be made and, where appropriate, transfer to the tenure track be made.

2. Recommendations “internal” to UWSMPH

(a) Consideration should be given to an expanded and expanding view of scholarship. This is particularly applicable in the clinical departments where scholarly activity and leadership can be noted in other than traditional forms. Regardless of the form of scholarship, hallmarks of excellence remain: independence, national impact and likelihood of sustained contribution.

(b) Excellence in research can be found in many forms including traditional investigator initiated and directed research. Research, however, also includes “team research” where multiple investigators are involved in a project and defining an individual’s contribution is often less clear but nonetheless essential to high quality investigations. Care is needed in describing and recognizing the candidate’s involvement in such research activity. In addition, clinical research, or translational research, has become particularly appropriate and important for faculty in Schools of Medicine and Public Health. Again, it is essential to define the individual’s contribution, but also for the Divisional Committees to appreciate the nature of these studies, funding sources, and defining the “PI.”

(c) As the type of scholarly activity within Schools of Medicine and Public Health expands, faculty at our institution should consider utilization of the Social Studies Division. In this Division, excellence is needed in both teaching and scholarship, but definitions of the latter are more broad but equally rigorous. However, the scholarly activity of some of our faculty may be more appropriate for the scope in this Divisional Committee.

(d) Consideration should be given to providing a yearly orientation to appropriate Divisional Committees, to acquaint them with recommendations to faculty and departments in UWSMPH based on an expanding and expanded definition of scholarship in research and teaching.

(e) Consideration needs to be given to the election of faculty to the Divisional Committee that will provide an appropriate representation of clinical departments. This change may require a re-evaluation of candidate nomination procedures, and adoption of a proactive role by the School in nominating and educating faculty in these positions. Ideally, the School should have at least two representatives from clinical departments on the Biological Sciences Divisional Committee. In addition, it is important that members of the Divisional Committees have a full understanding of the activities in various departments within the UWSMPH and appreciation of the scholarly culture and expectation of these units. This should be done at the time of appointment and annually thereafter.

(f) Clinical teaching has been under-emphasized and under-documented, but is critical to our education mission of training physicians. To capitalize on this effort for tenure, clearly defined activities with assessment are needed as well as an appreciation by Divisional Committees.

(g) The School of Medicine and Public Health should establish an office to provide oversight and direction to faculty development and promotion.

(h) Utilization of appropriate clock extensions should be pursued. Often, the new faculty are unaware of opportunities where a reduction in the appointment effort can result in an extended tenure clock. In appropriate situations, this venue can be most helpful.

(i) The eventual positioning and integration of the CHS track into University faculty appointment are a significant need. Although this effort will require another task force, it is essential that a close examination of current scholarly activities of CHS be made and, where appropriate, transfer to the tenure track be pursued.

**Appendix 1: Report of the Tenure Task Force  
UW School of Medicine and Public Health**

**Toward an expanded definition of scholarship\***

Scholarly accomplishment is a critical component of the medical school's mission. Traditionally, for the purpose of tenure and promotion, scholarship was generally construed as largely in the context of discovery through *research* – that is conventional hypothesis-driven research or its clinical application. In the past decade, academic medicine has debated the notion of a broader more inclusive definition of scholarship, a definition including educational scholarship, the scholarship of knowledge integration and application, and those innovative and culture changing aspects of academic leadership. In a broader sense, these changes reflect the dramatically changing trans-disciplinary and translational environment that is founded in the rapid movement of discovery to applications.

In this appendix, we identify three potential strategies that will promote greater access of faculty that are involved in non-traditional scholarship to tenure and promotion.

In each case, these strategies focus on addressing the challenge often encountered by faculty where clinical care is a significant component of their daily responsibilities. The strategies include: 1) changing the tenure clock so that it runs for a percentage of appointment devoted to academic work (although the number of FTE years to tenure will not change from the current seven); 2) movement between tracks, *i.e.* CHS to tenure after three (or more) years to allow preparation before a clinical faculty member is ready to start their clock; and 3) a more optimal alignment of effort and preparation with the somewhat complex process of tenure preparation including for example an effectively prepared Chair letter that explains the department culture and describes clearly defined, well accepted criteria in the field that illustrate scholarship.

Yet, further modifications should be considered, in keeping with the Provost's 2005 Report of the Ad Hoc Committee on Tenure in Professional Practice entitled "Scholarly Clinical and Professional Practice and Contributions to Tenure" which can be found at:

[http://www.provost.wisc.edu/docs/Tenure\\_in\\_Prof\\_Practice\\_Final\\_October2005.pdf](http://www.provost.wisc.edu/docs/Tenure_in_Prof_Practice_Final_October2005.pdf).

Here and nationwide, medical schools are engaging in discussions that broaden the definitions of scholarship. Expanding the traditional notions of scholarship to include other types of scholarly activity, acknowledges the various career structures and pathways at a modern medical school. In fact, several medical schools have incorporated different forms of scholarship into their promotion and tenure guidelines (University of Michigan is one such example).

We repeat and paraphrase several of the highlights and recommendations of the Ad Hoc Committee here. Text shown in italics is taken directly from the report of the Ad Hoc Committee.

Most importantly the Ad Hoc Committee recognized the following two foundation concepts:

- Scholarly Academic clinical and professional practice is regarded to be of high quality when it has resulted in significant outcomes and there is evidence of these outcomes.
- High quality scholarly academic clinical and professional practice is often characterized by efforts to bridge gaps between theory and applied needs, issues or concerns.

For each of these foundation concepts, the task force gave specific and comprehensive guidance as to how significant accomplishments might be established and judged. In all cases, these criteria reflect the underlying need for creativity, innovation, and quality exhibited over a significant period of time with clear evidence of peer acceptance. For example, the task force adopted the concept that *Scholarly academic clinical and professional practice that is truly innovative should advance a discipline or profession*. They then provide numerous examples as to how this might be established. Fundamental to this concept is the process of establishing evidence of quality. To that end, the Ad Hoc Committee noted that *Documenting the impact of scholarly academic clinical and professional practice and its contribution to advancement of the discipline may be the most substantive element supporting the faculty member's case in the review process*. They then elaborate in how confirming evidence of quality might be acquired in some detail.

Most importantly, the Ad Hoc Committee made a series of recommendations, which we repeat and adopt.

- *Divisional committees .... should review tenure guidelines and practices to ensure contributions of scholarly professional practice is recognized as contributing to the teaching and/or research mission and/or service accomplishments of probationary faculty member. If guidelines need to be clarified, including guidelines for documentation, divisional committees should do that.*
- *The University Committee and Faculty Senate should ensure UW FPP allows sufficient flexibility concerning maximum time to the tenure decision to reasonably accommodate circumstances of probationary faculty with substantial professional or clinical practice responsibilities as condition of their appointment,*

- *Departments should review their hiring and mentoring processes. Clear expectations from the department and the candidate at the time of appointment, as wells as frequent and accurate mentoring are critical in helping probationary faculty with substantial clinical appointments succeed in the tenure process.*
- *Probationary faculty with substantial clinical responsibilities should be encouraged to begin planning early in their career to build a strong tenure case in their teaching, research, and service. Planning can anticipate some time delays or long lead times for study completion and still allow a strong tenure case to be made.*

An overarching goal of faculty appointment and tenure policies at our institution should be to structure career paths that address the needs of the school and its faculty to ensure academic quality, an attractive and rewarding work place, and a sustainable institution. Achieving this goal will require continuing modification of faculty policies to promote equity, retain the effectiveness of faculty members, and assure access to the academic ladder for young persons, members of minority groups and women, while at the same time allowing appropriate institutional responses to financial realities and problems.

\*Some of this text is from: Academic Medicine, Vol. 82, Number 3, March 2007.

**Appendix 2: Report of the Tenure Task Force  
UW School of Medicine and Public Health**

**Reference Document Locations and Additional Resources:**

The continued evolution of faculty appointment and tenure policies at U.S. Medical Schools  
Academic Medicine, Volume 82, Number 3, March 2007, pp 281-289

Full text: <http://gateway.ut.ovid.com/gw1/ovidweb.cgi>

Summary: [http://www.aamc.org/data/aib/aibissues/aibvol7\\_no1.pdf](http://www.aamc.org/data/aib/aibissues/aibvol7_no1.pdf)

Commitment to the Wisconsin Idea: Report of the ad hoc committee on tenure in Professional Practice, October 2005 ("Farrell committee")

[http://www.provost.wisc.edu/docs/Tenure\\_in\\_Prof\\_Practice\\_Final\\_October2005.pdf](http://www.provost.wisc.edu/docs/Tenure_in_Prof_Practice_Final_October2005.pdf)

Biological Sciences Division tenure guidelines, UW-Madison

<http://www.secfac.wisc.edu/divcomm/biological/TenureGuidelines.pdf>

Social Studies Division tenure guidelines, UW-Madison

<http://www.secfac.wisc.edu/divcomm/social/tenureguidelines.pdf>

Faculty Policies and Procedures, UW-Madison, Chapter 7, Faculty Appointments

[http://www.secfac.wisc.edu/governance/FPP/Chapter\\_7.htm](http://www.secfac.wisc.edu/governance/FPP/Chapter_7.htm)

Faculty Policies and Procedures, UW-Madison, 7.04, Tenure clock extensions

[http://www.secfac.wisc.edu/governance/FPP/Chapter\\_7.htm#704](http://www.secfac.wisc.edu/governance/FPP/Chapter_7.htm#704)

Letter from the Provost, January 2007

<http://www.provost.wisc.edu/memos/birthadopt.html>

Faculty Policies and Procedures, UW-Madison, Chapter 4.03, changing faculty divisions

[http://www.secfac.wisc.edu/governance/FPP/Chapter\\_4.htm#403](http://www.secfac.wisc.edu/governance/FPP/Chapter_4.htm#403)

New Faculty Workshop Series, UW-Madison, including advice on achieving tenure

<http://www.secfac.wisc.edu/newfac/cal.htm>