Biological Sciences Divisional Committee:
What is it and what is its role?

James Stein, Co-Chair (Medicine)
Suresh Marulasiddappa, Co-Chair (Pathobiological Sciences)
Gretchen Schwarze, incoming Co-Chair (Surgery)
David Eide, incoming Co-Chair (Nutritional Science)
The Committee

- Elected representatives of tenure track faculty
- 12 members
  - 3-year terms = 1/3 of committee turns over each year
  - Co-chairs, elected from the committee

Roles
- Primary: Evaluate dossiers for promotion to Associate Professor with tenure
- Secondary: Evaluate dossiers for appointments w/tenure; recommendations for certain awards and lectures
Primary Role of the Committee: Evaluate Tenure Dossiers

- Establish guidelines for promotion and appointment
  - Tenure guidelines and instructions & format for tenure dossiers are available on the Biological Sciences Divisional Committee web site
- Evaluate dossiers (more on that next)
  - Evaluative, not investigative
  - Make recommendations to Deans
  - Sample tenure packets are available at the Campus Divisional Committee office
Evaluation of the Dossier

• Research – Teaching – Outreach/Extension – Service
  • An area of Excellence (can’t be Service) and an area of Significant Accomplishment
  • Alternative (rare): Integrated case
  • Alternative (rare): Single area of Extraordinary Accomplishment
Evaluation of the Dossier

• Tenure clock: 6 year “probationary period”
  • Decision must be made by end of 6th year of appointment
  • Review is based on probationary period
  • If candidate previously held an independent tenure-track position elsewhere
    • Probationary period determined by appointment letter
    • Typically not >6 years, unless tenure clock extension
      (more on COVID-19 pandemic later)
  • Tenure clock extensions/stoppages are common, not questioned, and incur no penalty
    • Automatic COVID-19 extension if applied for; unclear future years
      (more on COVID-19 pandemic later)
Evaluation of the Dossier

• Holistic review - “trajectory” is key
  • Not based on journal metrics
  • Not constrained by an arbitrary number of years
  • Review focuses on accomplishments, impact, and total body of work during the probationary period and if they provide convincing evidence that a high level of performance will continue
Establishing a Record of Excellence

• In Research
  • Perform and disseminate high quality, impactful, original research
  • Generate new knowledge
  • Establish your independence: Make it clear you are the driving force behind your research

• In Teaching
  • Beyond outstanding teacher: contribute creatively to the art and practice of teaching in the field; national/international recognition
  • Innovation in curriculum design: new methods, approaches, and technologies that leads to scholarly work in teaching with impact beyond campus
Establishing a Record of Excellence

• In Outreach (extension appointments only)
  • Wisconsin Idea in action: translational science
  • Commitment to outreach/extension of your work
  • Independent scholarly activity that develops innovative practices, approaches, or programs with major impacts outside the University
    • Address community problems
    • Disseminate knowledge outside the University
  • Document scope and impact of your work in the community you serve
Evidence for Excellence in Research

• **High quality, impactful, independent** research

• First/senior author publications in peer-reviewed journals with high impact in **your** discipline or beyond
  • Not impact score, H-indexes
  • Caution with previous mentors

• Competitive, extramural peer-reviewed funding, as PI
  • Team science is valued; demonstrate your independent role

• Invited presentations, esp. national or international
  • Use these to network for future letter writers

• External letters – from experts familiar with your area
Evidence for Excellence in Research

- Become recognized for something(s) in particular
- Make an impact in your field
- Establish a national/international reputation
Evidence for Significant Accomplishment in Teaching

- Document teaching quantity & context of teaching in tabular format (next slide)
- More than quantity of teaching
  - High quality teaching – annual peer review is required
  - Creativity - a new curriculum, course, training program
  - Leadership – a course, training
- Mentored teaching is necessary, not sufficient – can support & strengthen a teaching case, especially if their trainee success is documented (i.e., publications, presentations, awards)
Teaching varies across the Biological Sciences division

Helps reviewers understand & appreciate candidate’s teaching effort

<table>
<thead>
<tr>
<th>Classroom Teaching (graduate &amp; undergraduate)</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Years</td>
<td>Course Title</td>
<td>Credits</td>
<td>Students</td>
<td>Grade Distribution</td>
</tr>
<tr>
<td>--------</td>
<td>--------------</td>
<td>---------</td>
<td>----------</td>
<td>-------------------</td>
</tr>
<tr>
<td>2018</td>
<td>Bio 152 Intro to Biology</td>
<td>5</td>
<td>653</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guest Lectures (graduate &amp; undergraduate)</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2016, 2018</td>
<td>Micro 370</td>
<td>3</td>
<td>20-22</td>
<td>1 x 75 min</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Medical School Teaching</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Years</td>
<td>Course Title</td>
<td>Credits</td>
<td>Students</td>
<td>Contact Hours</td>
</tr>
<tr>
<td>--------</td>
<td>--------------</td>
<td>---------</td>
<td>----------</td>
<td>---------------</td>
</tr>
<tr>
<td>2017, 18</td>
<td>Anatomy 400</td>
<td>2</td>
<td>80-95</td>
<td>3 x 75 min/yr</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinical Teaching (postgraduate trainees/clinical trainees, including fellows and residents)</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainee name and year(s) of training</td>
<td>Face-to-face contact hrs</td>
<td>Teaching Context*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jane Doe</td>
<td>120 hours</td>
<td>clinic</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Continuing Medical Education Courses</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Years</td>
<td>Course Title</td>
<td>Students</td>
<td>Hours</td>
<td>Sponsor-Venue</td>
</tr>
<tr>
<td>--------</td>
<td>--------------</td>
<td>---------</td>
<td>------</td>
<td>--------------</td>
</tr>
<tr>
<td>2017, 18, 19</td>
<td>IBD Update</td>
<td>10</td>
<td>3 hrs/year</td>
<td>Mayo Clinic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Postdoctoral Mentees</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Years</td>
<td>Name</td>
<td>Current Position</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>2016-18</td>
<td>Xiao Huang</td>
<td>Assistant Professor of Biology, U. Iowa</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Student Mentees</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Years</td>
<td>Name</td>
<td>Degree Program</td>
<td>Current Position</td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
<td>----------------</td>
<td>------------------</td>
</tr>
<tr>
<td>2016</td>
<td>Nico Nueva</td>
<td>Ph.D. (CMB)</td>
<td>In progress</td>
</tr>
</tbody>
</table>

*e.g., clinic, operating room, procedures suite, simulation center*
Community-Engaged and Scholarly Activities in Support of D/E/I

• Community-engaged scholarship and scholarly activities in support of diversity, equity, and inclusion are valued in tenure considerations
  • Efforts to create or promote opportunities to include diverse populations at the UW-Madison or in the candidate’s field
  • Creating/leveraging partnerships of UW knowledge and resources with public and private sectors to enrich scholarship and generate mutual benefits (e.g., community-based research)
• Explicitly recognize the contributions of faculty members who choose to put effort into these activities; not mandatory
COVID-19 Pandemic

• Anticipate issues that may impact promotion - apply for extension ASAP

• Dossier reviews are holistic
  • Treat COVID-19 extensions like any other clock extension and will accept claims of COVID-19 impact at face value
  • Review will not be prejudiced by number or length of extensions and will not assume any norm for the length of a review period

• Chair’s letter: how the candidate’s productivity was affected; how Department considered its impact in their evaluation

• Candidate: one paragraph “COVID-19 Impact Statement” describes if/how productivity was affected by pandemic

• Tenure clocks may have been extended, tenure standards have not been relaxed
Dossier Format

• Instructions available from Secretary of Faculty - use as template
• Letter from the Chair/Mentor Committee
• Area of Excellence
• Area of Significant Accomplishment
• Teaching summary
• Arm’s length letters (5 minimum; 8 maximum)
• Non-arm’s length letters (not required; can be useful to clarify relationships, discuss independence; 3 maximum)
• 2 most significant papers
Dossier Preparation

• Document, document, document
  • Keep CV up to date
  • Track activities & progress using the required tenure format
  • Use annual activity report to keep track of activities
• Manage your tenure committee – meet with them often
• Draft versions of your 2-page statements beginning in Year 2 and update them annually