Biological Sciences Divisional Committee: Who are we and what do we do?

Kent Weigel, Co-Chair (CALS)
Tracy Baker, Co-Chair (SVM)

Ricki Colman, incoming Co-Chair (SMPH)
Vincent Cryns, incoming Co-Chair (SMPH)
The Committee

• Elected representatives of tenure-track faculty

• 12 members
  • From Schools and Colleges across campus
  • 3-year terms = 1/3 of committee turns over each year
  • Co-chairs, elected from the committee

• Roles
  • Evaluate dossiers for promotion to Associate Professor with tenure
  • Evaluate dossiers for appointments with tenure
  • Make recommendations for certain awards and lectures
Primary Role of the Committee: Evaluate Tenure Dossiers

• Establish guidelines for promotion and appointment
  • Tenure guidelines and instructions for dossiers available on the Biological Sciences Divisional Committee website

• Evaluate dossiers
  • Evaluative, not investigative
  • Make recommendations to Deans
  • Sample tenure dossiers are available from the Divisional Committee Office
Evaluation of the Dossier

Research – Teaching – Outreach/Extension – Service

• One area of Excellence and one area of Significant Accomplishment
  ▪ Area of Excellence cannot be service
  ▪ Clinical service does not count as accomplishment in service
• Integrated case
  ▪ Used when 3 different areas (e.g. Research, Teaching, and Outreach) are synergistic and not easily separated from each other
• Exceptional Circumstance (rarer): Single area of Extraordinary Accomplishment
Integrated Case: Synergy
Evaluation of the Dossier

Tenure clock: 6 year “probationary period”

- Defined in offer letter
- Decision must be made by end of 6th year
- Review is based ONLY on probationary period
- Can “go up” early but not encouraged
- Tenure clock extensions are common, not questioned, and incur no penalty
- If candidate previously held an independent tenure-track position elsewhere:
  - Activities from prior appointment can be included
  - Needs to be explicit in offer letter or explained in chair’s letter of dossier
Evaluation of the Dossier

Holistic review – “impact” and “trajectory” are key
• Not based on specific numbers of publications or grants
• Not based on journal impact factors
• Review focuses on:
  • **Impact**: accomplishments and contribution of the total body of work in the candidate’s field during the probationary period
  • **Trajectory**: convincing evidence that a high level of performance will continue

*Context matters: The chair’s letter and letters from external reviewers are key in evaluating the impact and trajectory of your work*
Establishing a Record of Excellence: 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 and how you contribute

Team Science

• How is your contribution integral to the research?
• Why is it necessary to continue to publish with your mentor?
  • Example: Analysis algorithm BME
Establishing a Record of Excellence: Teaching

• More than just being an outstanding teacher!
• Generate impactful scholarly work in the advancement and development of teaching
  ▪ Course materials, pedagogy, innovation, publications, etc
  ▪ New methods, approaches, and technologies that lead to scholarly work in teaching with impact beyond campus
  ▪ National/international recognition
• Demonstrate that your teaching activities have significant impact
  ▪ Teaching portfolio
    • Discipline specific
  ▪ Peer-review committee reports on repeated direct observation of all teaching activities
Establishing a Record of Excellence: Outreach

• Most often used by faculty funded by Division of Extension
• Outreach is supported by, and integrated with, the candidate’s research
• “Wisconsin Idea” in action
  ▪ Identify educational needs of the community you serve
  ▪ Craft strategies to reach these audiences (not one-size-fits-all)
  ▪ Translate research into an understandable format
  ▪ Disseminate knowledge beyond UW-Madison campus
  ▪ Document the scope and impact of your work

• Innovation, impact, and leadership are more important than activity!
• Outreach section can be moved to the front of your dossier
Evidence for Integrated Case

- Activities in research, teaching, and service or outreach are integrated in such a way that their impact on the field, when viewed as a whole, is demonstrably enhanced and represents excellence.
- Three areas are so closely integrated that achievements cannot be assigned to specific areas.
- Evidence of sustained impact within each area must be present.
- Evaluation will consider overall impact on a field or the target community.
- Justification for integrated case must be provided:
  - Chairs letter
  - Summary statement on integration of activities
  - Integration should be addressed in specific activity area statements
- Letters should address the impact of the integrated activities upon the field or target community.
Deeper Dive: Supporting evidence in the dossier

Example: Excellence in Research, Significant Accomplishment in Teaching

The big picture:
- Become recognized for something(s) in particular
- Make an impact on your field
- Establish a national/international reputation
Evidence for Excellence in Research

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

• First/senior author publications in peer-reviewed journals with high impact
  ▪ Not H-index
  ▪ Caution in publishing with previous mentors

• Competitive, extramural peer-reviewed funding as PI or MPI

• Invited presentations, especially national or international

• External (arms-length) letters – experts familiar with your area without joint publications or grants

• Team science and collaborations are valued
  ▪ Best if your role is critical to the project
  ▪ Non ‘arms-length’ letters are helpful for context
Evidence for Significant Accomplishment in Teaching

• Beyond quantity of teaching
  ▪ High quality teaching – annual peer review is required
  ▪ Creativity – a new curriculum, course, training program
  ▪ Leadership – a course, training, curricula

• Mentored teaching is necessary, not sufficient – can support and strengthen a teaching case, especially if trainee success is documented (i.e., publications, presentations, awards)

• Document teaching quantity & context of teaching in tabular format
Teaching load varies **widely** across the Biological Sciences

Chair’s letter should state how your teaching load compares to department standards

Summarize teaching in tabular format to help reviewers understand the breadth of your teaching effort

Document quantitative scores for student evaluations of all courses taught

Include student evaluations from 2 most recent courses

Include at least two peer evaluations, with at least one evaluator providing a longitudinal assessment

Provide a reflective teaching statement

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### Classroom Teaching (graduate & undergraduate)

<table>
<thead>
<tr>
<th>Years</th>
<th>Course Title</th>
<th>Credits</th>
<th>Students</th>
<th>Grade Distribution</th>
<th>Contact Hours</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>Bio152 Intro to Biology</td>
<td>3</td>
<td>653</td>
<td></td>
<td>3h/wk x 5 wks</td>
<td>lecture</td>
</tr>
</tbody>
</table>

**Guest Lectures (graduate & undergraduate)**

<table>
<thead>
<tr>
<th>Years</th>
<th>Course Title</th>
<th>Credits</th>
<th>Students</th>
<th>Grade Distribution</th>
<th>Contact Hours</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-18</td>
<td>Micro 130</td>
<td>3</td>
<td>20-22</td>
<td></td>
<td>1x 75 min</td>
<td>lecture</td>
</tr>
<tr>
<td>2019</td>
<td>&quot;</td>
<td>2</td>
<td>21</td>
<td></td>
<td>1x 75 min</td>
<td>lecture</td>
</tr>
</tbody>
</table>

**Medical School Teaching**

<table>
<thead>
<tr>
<th>Years</th>
<th>Course Title</th>
<th>Credits</th>
<th>Students</th>
<th>Grade Distribution</th>
<th>Contact Hours</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>Anatomy 400</td>
<td>2</td>
<td>80-95</td>
<td></td>
<td>3 x 75 min/yr</td>
<td>lecture</td>
</tr>
</tbody>
</table>

**Clinical Teaching (postgraduate trainees/clinical trainees, including fellows and residents)**

<table>
<thead>
<tr>
<th>Trainee name and year(s) of training</th>
<th>Face-to-Face Contact Hours</th>
<th>Teaching Context*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19 Jane Doe</td>
<td>120 hours</td>
<td>clinic</td>
</tr>
</tbody>
</table>

*e.g., clinic, operating room, procedures suite, simulation center

### Continuing Medical Education Courses

<table>
<thead>
<tr>
<th>Years</th>
<th>Course Title</th>
<th>Students</th>
<th>Hours</th>
<th>Sponsor-Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017, 18, 19</td>
<td>JBD Update</td>
<td>~50</td>
<td>3/week</td>
<td>Mayo Clinic</td>
</tr>
</tbody>
</table>

**Mentor Teaching**

### Postdoctoral Mentees

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

**Graduate Student Mentees**

<table>
<thead>
<tr>
<th>Years</th>
<th>Name</th>
<th>Degree Program</th>
<th>Current Position or expected defense date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-</td>
<td>Nico Nueva</td>
<td>Ph.D. (CMB)</td>
<td>In progress, defense anticipated Spring 2023</td>
</tr>
<tr>
<td>2016-2022</td>
<td>Sami Smart</td>
<td>Ph.D. (CMBS)</td>
<td>Post doc, Stanford University</td>
</tr>
</tbody>
</table>

**Undergraduate Student Mentees (direct mentor teaching)**

<table>
<thead>
<tr>
<th>Years</th>
<th>Name</th>
<th>Program(s)</th>
<th>Credits</th>
<th>Degree earned / Awards received / Subsequent position(s) (if known)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2013</td>
<td>Jazz Jacobs</td>
<td>Bio152, Ophth 699, Capstone</td>
<td>5</td>
<td>BS 2020/UW-Madison SVM Class of 2025</td>
</tr>
</tbody>
</table>
Evidence for Significant Accomplishment in Service

- Significant administrative & major committee assignments
- Professional & Review Panel Service
- Editorial Service
- Clinical Service: Development of new treatment approaches or establishing new regional/national programs
- Outreach service and community engagement (documented impact/review by peers)

*NOT applicable as a secondary area if primary area is outreach/extension*
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 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:

- Include a “COVID-19 Impact Statement” describing if/how productivity was impacted by pandemic
- COVID-19 extensions are treated like any other clock extension and claims of COVID-19 impact are taken at face value
- Chair’s letter should state:
  - How the candidate’s productivity was affected
  - How the department considered its impact in their evaluation
- Tenure clocks may have been extended; tenure standards have not been relaxed
DOSSIER ORGANIZATION

• Specific instructions available from Secretary of Faculty - use as template
  ▪ please review successful dossiers!

• Chair’s letter and Promotion Oversight/Mentoring Committee report
  ▪ Statement of Integration (if applicable)

• Statement of area of Excellence (2 pages)
  ▪ Followed by documentation

• Statement of area of Significant Accomplishment (2 pages)
  ▪ Followed by documentation

• Statement of Service (2 pages)

• Arm’s length letters (5 minimum; 8 maximum)
  ▪ Candidate may suggest names to assist but they do not dictate selection of evaluators
  ▪ Check with School/College on policy for compiling list and selection

• Non-arm’s length letters (3 maximum)
  ▪ not required; can clarify roles in collaborations, discuss independence

• 2 most significant papers
Dossier preparation

• Don’t wait - start documenting immediately!
• Document, document, document on an ongoing basis
  ▪ Keep CV up to date using the required tenure dossier format
    ▪ Format publication list to include your contribution
    ▪ Keep tables of trainees, students, grants, etc.
    ▪ Use annual activity report to keep track of activities
• Meet with your (pre-)promotion oversight/mentoring committee often
• Draft your statements early and review at least annually
Other general advice

• Context matters - it is up to you, your committee, and the chair to provide appropriate context for your contribution to area of excellence and significant accomplishment

• Document - did we mention that?

• People will have ‘myths’ about the following:
  ▪ Divisional committee in general
  ▪ H-index
  ▪ Just get by with your teaching
  ▪ Never do “X”

• Read example dossiers

• We are here to support you

• If you have questions, reach out!
Questions?