

Ob-Gyn Department Tenure Promotion Guidelines – May 2023

The Department of Obstetrics and Gynecology (Ob-Gyn) is one of the clinical departments in the University of Wisconsin School of Medicine and Public Health (UWSMPH). It has a rich history of setting the standard for education, research, and clinical care in reproductive health. UW–Madison-trained physicians and researchers work across the world as committed partners in advancing research and promoting health. The faculty in Ob-Gyn include physician scientists, research scientists, clinician scientists and clinical faculty in five clinical and two research divisions that represent the depth and breadth of the specialty of obstetrics and gynecology.

The Department of Obstetrics and Gynecology provides oversight and guidance for tenure track faculty to assist with promotion from assistant to associate level with tenure, and guidance for tenure track faculty wishing to promote to professor level. In accordance with Faculty Policy and Procedures (FP&P), Chapter 7, section 7.14.D, this document “establishes written criteria and standards it will employ in recommending the granting of tenure” for the faculty in Ob-Gyn. It does not replace the UW divisional committee tenure guidelines. The majority of faculty achieve tenure at the Biological Sciences divisional committee. On rare occasions, a faculty member’s work may be more appropriate for review by another divisional committee. In such a case, the promotion oversight committee will follow and advise on those divisional committee guidelines. Where discrepancies between this document and the current divisional tenure guidelines are noted, the division tenure guidelines provide the key source for information.

Promotion to Associate Professor with tenure

Promotion or appointment to Associate Professor with tenure in Ob-Gyn is based on demonstrating academic excellence in research, teaching and service. Probationary faculty are expected to develop a record of scholarly work that generates new knowledge or new approaches to problem solving and teaching that is innovative and impactful in the field of reproductive health. Faculty must effectively communicate their scholarly work to trainees and colleagues as well as work to enhance the learning environment at the University of Wisconsin. Candidates should demonstrate excellence in one area (research or teaching) and significant accomplishment in a second (research, teaching or service), or through the integrated, synergistic combination of all three. Outreach is identified as an additional area of excellence or significant accomplishment but applies almost exclusively to faculty in the Division of Extension. Faculty efforts to support the participation of underrepresented individuals in their field is valued in considerations for tenure.

Research

Ob-Gyn faculty research spans the translational research continuum from basic research to population health. An individual faculty research program may be laboratory-based, patient-focused clinical research, population-oriented, community-based, health services research, quality improvement, informatics or an emerging field. Excellence in research for Ob Gyn faculty is demonstrated by clear and consistent evidence of impactful research in a unique aspect of reproductive health. Faculty members are expected to develop a high quality independent research program. Excellence is demonstrated by consistent success in securing extramural research funding as a principal investigator (PI) and publication in peer-reviewed journals. Faculty demonstrate their ability to communicate scholarly work by presenting peer-reviewed scientific abstracts and invited lectures at national scientific meetings.

The department formally acknowledges the value of cross-disciplinary collaboration. Candidates for promotion are encouraged to pursue innovative research areas including those at the edges

of disciplinary boundaries. A faculty member whose research depends on a collaborative team can demonstrate scientific excellence by identifying their unique contribution to the team and/or leadership role in a particular aspect of the team's research. The faculty member's role must be critical to the research such that, if the faculty member left the research team, the project would NOT be able to proceed without an additional expert being added to the team.

Excellence in research during the probationary period is noted by:

- Success in securing research funding as a principal investigator (PI), multiple principal investigator (MPI), or co-PI with a clearly defined role that demonstrates independence and unique research contribution
- R-level NIH funding and/or significant equivalent competitive private foundation funding
- Multiple peer reviewed publications for which the faculty is making a clear contribution as first or senior author
- Unique middle author publications in which the entire project would not be possible without the author contribution
- Consistent presentation of peer-reviewed scientific abstracts at national meetings
- Invitations to present research at peer academic institutions
- Participation on national research review panels
- Evidence of increasing research productivity with anticipated sustained contributions and future impact

Education

Faculty in Ob-Gyn primarily teach medical students, graduate students, allied health professional students, clinical residents and/or fellows and post-doctoral trainees. The teaching settings include classroom/didactic lectures, small group sessions, and clinical areas in the hospital or outpatient offices. Faculty regularly teach medical students in all phases of the SMPH Forward curriculum as well as in Ob-Gyn graduate medical education programs for general obstetrics and gynecology residency and subspecialty fellowship training. In addition, many Ob-Gyn basic science faculty teach and train in the Endocrinology and Reproductive Physiology graduate training program within UWSMPH.

Excellence in teaching for Ob-Gyn faculty is demonstrated by high quality teaching by the candidate in the classroom and/or clinical setting. Mentoring can strengthen a case but cannot serve as the primary basis for accomplishment in teaching. Excellence in teaching requires a national reputation as demonstrated by scholarly work. Faculty members demonstrate performance in education through curriculum development, course leadership, service on national and departmental or institutional education committees.

Excellence in education during the probationary period is noted by:

- Development and implementation of innovative curriculum models or teaching programs
- Peer teaching evaluations documenting effective instructional techniques
- Favorable evaluations by learners
- Leadership positions in education at the institutional level (medical school or university)
- Educational leadership positions in national organizations
- Invited visiting professorships in education at peer academic institutions
- Regular participation in continuing medical education events
- Contributions to educational research

- Serving as a peer reviewer of educational articles for journals and/or serving on the editorial board of education journals

Service

Service cannot function as the primary area of excellence for the granting of tenure, but it may serve as an area of significant accomplishment. Service to the UW Madison or the broader community is demonstrated by innovative and impactful work that advances the mission of the department and/or UW. Service roles may include work within the Department of Ob-Gyn, UWSMPH, UW Health, UW Madison campus, national professional societies, governmental agencies, and the community. Patient care or clinical service work within UW Health cannot serve as the single source of demonstrated excellence.

Excellence in service during the probationary period is noted by:

- Development, leadership, and management of innovative educational programs
- Creation of innovative and impactful clinical programs in the reproductive health
- Leadership in major campus, government, or non-governmental organization initiatives
- National leadership positions in professional societies, on editorial boards and other prominent organizations

Integrated case

Faculty in Ob-Gyn can be considered for promotion with tenure based on their overall impact in the field of reproductive health that spans research, education and service in a single area of focus. The integrated case takes into account the candidate's body of scholarly work, where the synergy among the areas of achievement demonstrates excellence, meets tenure criteria, and involves so much overlap that distinguishing the separate areas becomes difficult.

Department Mentoring/Promotion Oversight Committees (POC)

The *Ob-Gyn Mentoring Handbook* provides guidance on mentoring, establishing and best practices for promotion oversight committees, and a timeline from appointment to promotion for tenure track probationary faculty. This document outlines the schedule for reviews of progress towards promotion. Documentation of teaching, including mentoring, clinical and classroom teaching, has taken on increasing importance as evidence of excellence for promotion. Department guidance on documenting teaching excellence is included in this guideline.

Ob-Gyn guidance on documenting teaching excellence

Most SMPH tenure track faculty go up for promotion to associate level and tenure through the Biological Sciences Divisional Committee. See Bio Sci Guidelines for Recommendations for Promotion or Appointment to Tenure Track. A summary of Bio Sci teaching requirements for tenure track promotion is outlined in Appendix B below. The divisional committee guidelines explicitly state that mentoring of students (undergraduate, professional, or graduate), residents, post docs and other faculty can only provide support for teaching as an area of excellence or significant accomplishment. Mentored teaching is a vital part of the education of our students and trainees. It is strongly recommended that all faculty begin early in their appointment to keep good documentation for all types of teaching, including mentoring and clinical teaching. Useful

information to document for all types of teaching includes the year, course title, role, students and time; for mentoring, list of mentees, time spent, trainee feedback, and methods of teaching. Reviewing such records and including a summary of mentoring in the promotion packet, in addition to formal teaching and peer review evaluations, can be helpful in elucidating the promotion committee about the very important role of mentoring in professional education.

Peer review of teaching is required, and includes repeated, direct observation of the candidate's teaching activities with at least 2 peer reviews of teaching by the same reviewer to show progress over time, beginning in the second year of the faculty appointment. The faculty reviewer and faculty instructor being reviewed communicate in advance what aspects of teaching will be considered including teaching philosophy, course objectives, means of meeting these objectives, and assessment of student learning.

The peer review letter includes the course name and date instruction was observed as well as a brief non-evaluative description of the class or session visited such as size of class, how many lectures or other teaching activities does the instructor provide for this course, what material was being covered, what methods were used to present the material and how was time apportioned.

The evaluation of the class session provides information on how well material was organized and how clearly presented such as: did the instructor have a thorough knowledge of the material, did the instructor demonstrate and encourage critical thinking and analysis? Was time well utilized? Was the level of student involvement appropriate for the type of class? If there was discussion how well did the instructor moderate it?

Faculty Annual Performance Review by Calendar Year

All Ob-Gyn faculty receive an annual performance review, reviewing by calendar year. Faculty provide their updated CV highlighting achievements for the review year as well as noting areas of opportunity, and goals for the coming year. Two peers submit an evaluation of the reviewee's achievements, areas of opportunity and any additional comments. The annual review includes a meeting with, and evaluation submitted by the reviewee's director. All tenure track faculty reviews are completed prior to March 1st. This process is defined in detail in the "Annual Review Process" document.

Executive Committee Review of Progress to Promotion for Assistant Level Faculty on Tenure Track

For assistant level faculty on the tenure track, an annual summary report of progress to promotion is presented by the assistant faculty member's mentor committee chair at the May Ob-Gyn Executive Committee meeting. This includes confirmation of peer review of teaching and number of evaluations by the same reviewer over time, if possible. For assistant faculty selecting the Integrated Pathway, the summary identifies interdependence of the three areas – Research, Teaching, Service.

Prior to the May Executive Committee meeting, members of the committee are provided with the following documents for review: updated CV and promotion oversight committee chair's summary report. Following the promotion oversight committee chair's presentation of progress to promotion, Executive Committee members may ask questions and make suggestions.

Preparation of Promotion Packet

Tenure cases may be presented either as an integrated case, or focused on excellence in one area (research, teaching, or outreach (note that outreach is used almost exclusively by Division of Extension) with significant accomplishment in a second area (research, teaching, service (note that service can ONLY be used as significant accomplishment), or outreach (not generally used in SMPH cases).

The applicant should use their research statement to document their unique contributions to cross-disciplinary research teams in the formation, design, analysis, methodology and/or dissemination of the research program. Annotated publications in the candidate's bibliography should indicate and explain the candidate's unique scientific contribution to each manuscript. These unique contributions should also be documented in the department chair's letter and in non-arm's length letters from the project's principal investigator and/or investigators with first-hand knowledge who can describe and attest to the candidate's unique contribution to the team's research effort.

By late June of the year submitting dossier for promotion, candidate prepares CV in required format (see divisional tenure guidelines), and statements summarizing accomplishments in research, teaching, service, and for an integrated packet explanation of integration of all areas. The candidate presents these documents and a list of approximately 8 potential external letter writers to the Chair. The Chair reviews this list, selects up to 7 of the recommended external letter writers and adds at least one other name to the selected list of external letter writers. Letters requesting evaluation are sent from the Chair's office. The candidate is not informed of the final list.

Executive Committee Review of Promotion Packet prior to submission

Prior to submitting any packet for promotion of faculty, full quorum (2/3 of eligible tenured faculty) of the Executive Committee reviews the candidate for promotion. A simple majority of votes cast in open session vote constitutes approval. Documents provided to the Executive Committee include the candidate's statements, CV, and letters of support that have been received.

Next steps Following Submission of Promotion Packet

Promotion dossiers are submitted to the SMPH Promotion Team. After a thorough review, the dossier is returned to the department administrative staff responsible for responding to questions and concerns. Once these are addressed, the edited dossier is returned to the SMPH Promotion Team for a final review, and request by the Dean to the correct Divisional committee to review and provide recommendation on promotion.

The promotion dossier will be added to a Divisional Committee meeting, usually scheduled between January and May. If there are updates prior to that meeting (example, approval of a major grant, or publication of a manuscript), inform the SMPH Promotion Team.

Following the Divisional Committee meeting, the Department Chair will be informed of the decision. Details on the granting of tenure and on appealing denials can be found in Chapter 7 of FPP.

Five-year Post Tenure Review

Every five years after being promoted, five-year post tenure review is triggered by notification from SMPH HR identifying candidates for review. If Associate Professor level faculty elect to submit packet for promotion to Professor at the five-year point, this five-year post tenure review is waived. Ob-Gyn process for review is outlined in "Post Promotion Review".

Review of Progress to Promotion by the Committee of Tenured Professors

Following the annual performance review, any faculty member on the tenure track may request an extensive review of progress to promotion by the Committee of Tenured Professors (CTP). This request is made to the Chair's office. The Chair's office may also identify and request extensive review of progress to promotion following the annual review of assistant level tenure track faculty by the Executive Committee.

This comprehensive review of progress toward promotion is conducted by a subcommittee of Full Professors. This includes a review of the assistant or associate professor's productivity and teaching evaluations completed to date. Materials used for this review are provided by the faculty member in advance of the meeting. Materials to be provided include their annual review materials, peer teaching review reports, a complete CV, and a narrative to clarify as needed the submitted information relevant to evaluating progress made, and any supplementary materials that will support this review of progress toward promotion.

Appendix A: Annual Schedule for Review of Faculty on the Tenure Track

The Department of Obstetrics and Gynecology follows an annual schedule for review, oversight and guidance of faculty, including required and optional reviews:

- **January-February:** Annual faculty performance review (by calendar year) completed for all faculty (completed by end of February)
 - For faculty who are five years past last tenure track promotion, 5-year post-tenure review replaces annual performance review for that year
 - Following annual review, faculty at assistant or associate level on the tenure track may request an extensive review of progress to promotion; this request is made to the Chair's office; Chair's office notifies Committee of Tenured Professors (CTP) of this request
 - One year in advance of appointment end dates, Division directors are asked to confirm renewal of faculty contract for division members. Full quorum of the Executive Committee (2/3 of eligible faculty) then reviews and votes on renewal of faculty reappointments. A simple majority of votes cast in open session vote constitutes approval. Faculty appointments are usually 3 years, but cannot exceed faculty clock end dates. Details on Faculty Appointments can be found in Chapter 7 of Faculty Policies and Procedures (FPP).
- **May:** Annual general assessment by Executive Committee of progress to promotion for assistant level faculty on tenure track
 - Candidates in need of more extensive review may be identified at this meeting, leading to a request from the Chair's office for in-depth review by the CTP
- **July - October:** Committee of Tenured Professors provides an in-depth review for
 - faculty requesting extensive review of progress to promotion at their annual review
 - each candidate within 2-3 years of promotion to Associate Professor with tenure

- other candidates as requested by the Chair
- **September-October:** Promotion packet review by the Executive Committee prior to submission to SMPH.

Appendix B: Bio Sci Teaching Requirements for Tenure Track Promotion

Teaching as	Area of Excellence	Area of Significant Achievement	Integrated
Classroom or clinical	High quantity or quality is only the starting point: Contribute creatively to the art and practice of teaching in one's field; Often includes innovation in teaching		Demonstrate generation of new knowledge, scholarly creativity and substantial impact through synergistic activities over more than one area (research, teaching, and service), and significant impact on the field of study examples: enhanced community outreach, enhanced effective communication of scholarly information to students, colleagues and public
Guest lecturing	Can't serve as primary basis for excellence or significant achievement where candidate has little role in defining curriculum or in assessing students		
Mentoring	Mentoring of trainees is expected but can't serve as primary basis for accomplishment in teaching		
Impact	National/international recognition; Substantial contribution to educational mission of the university through classroom or clinical teaching		
Documentation	Document all types of teaching from start of appointment, including: Formal classes, guest lectures, clinical teaching, community lectures, mentoring Use Teaching Tables in SMPH CV template to track year, course title, role, students, time		
Types of documentation	Student evaluations (example - UW evaluations, MedHub, OASIS) Course evaluations (existing, or developed by candidate for quality improvement) Mentoring, and directed teaching such as thesis committee member Document even if teaching is not area of excellence or significant achievement		
Meaningful evaluation of teaching performance			
Peer review	Substantial, documented observation of candidate, beginning in second year		
Repetition	Repeated, direct observation of candidate's teaching activities (classroom, lab, clinical)		
Departmental review	At least 2 years before submitting tenure packet, set up outside review of candidate's teaching*		

*include ad hoc committee report in the tenure document