

**University of Wisconsin-Madison
Faculty Division of Social Sciences**

Statement of Criteria and Evidence for Recommendations Regarding Tenure

Effective August 2017

The Executive Committee's criteria for appointment to tenure are intended to preserve and enhance the university's excellence and its function in developing the human intellect. Tenure contributes to this objective by giving a strong measure of security and protection to faculty members; it frees them to teach, inquire, create, publish, and serve with less concern for the immediate popularity or acceptability of their efforts than would be the case if termination of employment were a continual possibility. The granting of tenure is a long-term commitment of university and state resources that require proof of excellence and a forecast for sustained high-quality performance. There is no entitlement to tenure based upon a record that is merely competent and satisfactory.

The university, in considering a candidate's future contributions to the educational function, should accord major significance to all evidence of scholarly excellence and productivity. Scholarly excellence and productivity are measured by the quality of (1) research and scholarly work; (2) teaching and the development of teaching materials; and (3) service to the public, the university, and the profession. Research, teaching, and service collectively encompass the diversity of activities essential for all faculty, including those with extension/outreach responsibilities in integrated departments and professional schools, and others with specialized missions. The standards to be applied in judging research, teaching, and service, and the role of faculty with budgeted extension/outreach responsibilities, are elaborated immediately below, and specific requirements for the dossier and supplemental materials are described later in this document.

I. RESEARCH

The candidate should have a record of scholarly inquiry that makes a contribution to knowledge. These accomplishments and productive scholarship may be demonstrated in one or more of the following ways: (1) conducting research with appropriate methods and rigor; (2) conceptualizing and theorizing in an original way; (3) synthesizing, critically analyzing, and clarifying extant knowledge and research; (4) developing innovative methods for conducting scholarly inquiry; or (5) conducting research related to the solution of practical problems of individuals, groups, organizations, or societies. Where appropriate to the role of the faculty member, innovative and scholarly translation and dissemination of the results of scholarly inquiry in his or her discipline for the benefit of society will also demonstrate research ability.

Evidence of research performance and of a candidate's standing in a discipline includes (1) scholarly books, monographs, chapters, bulletins, media, videotapes, computer programs, technical reports, web sites, etc.; (2) articles published or accepted for publication in scholarly or professional journals; (3) extension/outreach publications and exemplary materials; (4) reviews and other evaluations of the candidate's publications and manuscripts; (5) citation of the work, along with norms for the field or subfield; (6) research awards, grants, and proposals; (7) evaluations by authorities, especially those from other major universities, in the candidate's field of specialization; (8) papers read at professional meetings, invited lectures at other universities and learned societies, invitations to participate in professional meetings, editorial positions with major professional journals, testimony before governmental committees, and professional honors, awards and consultations, and (9) patents or

evidence of intellectual property. The case must be made both as to the quality and level of contribution of the candidate's present work and also to the potential of the candidate's future work to contribute to disciplinary scholarship (and interdisciplinary scholarship, as appropriate) and to the missions of the department and the university.

II. TEACHING

The candidate should have demonstrated effective teaching abilities. The following should be evident in the record: commitment to teaching, success in communication of material, and stimulation of learner interest. Because continual improvement of courses is part of good instruction, evidence of these achievements should be furnished. Some candidates may have made significant, innovative developments in instructional techniques and materials which affect academic programs in their department or discipline. Procedures adopted or admired by colleagues within and outside the candidate's department should be documented. Other noteworthy contributions include teaching beyond regular duties, collaborative efforts, and interdisciplinary instructional activities.

Evaluation of teaching ability and performance must take into account the wide range of approaches to teaching within the university. Besides the variations attributable to individual personality and style, there are distinctions among types of teaching situations both on and off campus. These include lectures, discussion sections, seminars, institutes, workshops, media presentations, laboratory instruction, clinical teaching, in-service training, media courses, distance-learning courses, individual tutorials, supervising undergraduate research, advising and consulting, and consultative exchanges with client groups. No candidate is expected to be equally proficient in all teaching situations; proficiency must be demonstrated in those teaching situations most appropriate to the candidate's teaching mission and responsibilities.

Evidence must be presented that the candidate has engaged in a teaching program of substantial quality and quantity. The following kinds of information are appropriate: (1) a statement by the candidate of teaching philosophy; (2) a statement by the department of the candidate's contribution to the teaching mission; (3) systematic surveys of student opinion; (4) evaluation by teaching assistants, workshop participants, clients, or trainees; (5) evaluation by peers based on direct observation of teaching or extension/outreach program presentations and examination of teaching or program materials; (6) documentation of student advising, consultations, and research and clinical supervision; (7) examples of teaching or program materials; and (8) evidence of scholarly achievements related to the candidate's teaching program, such as publications, honors, or awards. Each type of evidence provides an incomplete picture; a balanced judgment of teaching ability must rely on several kinds of evidence.

III. SERVICE

Service activities fall into three general categories: public, university, and professional. All service activities must be adequately documented. If exceptional service is claimed as part of the case for tenure, the quality or significance of the service should be documented. Candidates may submit a statement on the nature and impact of their service (no more than two pages), and are strongly encouraged to do so in cases where service is one of the proposed areas of excellence.

Public. Faculty members participate in various ways in carrying out the university's obligation to serve the state and the public. Public service may include membership on committees and boards, preparation of publications, articles and reprints for the public, testifying at public hearings, speaking to or consulting with public bodies, and participating in or organizing workshops and conferences. Public service activity shall be evaluated according to the level of skill and success in communicating and applying the knowledge of one's field of professional competence. Participation in activities in one's capacity as a citizen outside the university is not ordinarily considered.

The Executive Committee recognizes that public service is a major, and for many a primary, duty for faculty with extension/outreach responsibilities. The documentation in such cases must clearly demonstrate either how the candidate is meeting the extension/outreach program needs of the public through the teaching, coordination and evaluation of extension/outreach programs or how the candidate's work may have aided in shaping public policy. Evidence should be presented showing that a candidate with extension/outreach responsibilities has been able to identify program needs, develop and teach programs to address those needs, use new and existing information in program development, skillfully deliver programs to the public, and evaluate those programs. The Executive Committee requires specific, reliable evidence of productivity, quality, creativity, and impact.

University. The effective operation of the university requires a high degree of faculty participation and, at times, intensive activity in faculty government, departmental and university committees, administrative roles, advisory functions, and similar tasks. All faculty must share in this task, but the Executive Committee recognizes that a heavier burden may and should fall on the shoulders of more senior (and already tenured) faculty members.

Professional. Service to one's profession or academic discipline may occur at local, state, national or international levels. Appropriate activities include service as an officer, member of a board, committee, or task force of a professional group, on-site visits, reviewing research proposals or manuscripts, and organizing and participating in professional and technical meetings such as training institutes, workshops, conferences, and continuing professional education.

IV. WEIGHING THE EVIDENCE

A recommendation for promotion or appointment with tenure should clearly present evidence that the candidate has made and will continue to make significant contributions. The recommendation should identify the candidate's relative balance of responsibilities and accomplishments in research, teaching, and service. The relative number, quality and ranking of refereed journals in which the candidate has published; a review of publication citation rates; numerical ratings of teaching effectiveness; and letters, for example, should be used to document the case, but are not the case in and of themselves.

Types of cases

In weighing the evidence for each of the types of cases outlined below, the divisional committee will consider the candidate's corpus of scholarly work, the trajectory of its production, its influence, importance, and the likelihood that the candidate will continue to make significant contributions in the future.

1. Demonstrated excellence in research and one other domain.

Demonstrated excellence in at least two of the three areas, one of which must be research, is normally required. The candidate's performance must be at least adequate in the third. The appropriate balance among research, teaching and service is generally determined by the candidate's letter of appointment and the expectations of the department.

2. Demonstrated exceptional merit in one area with adequate performance in other domains.

In unusual cases, a department may recommend tenure for a candidate whose efforts and abilities do not appear appropriately balanced among research, teaching and service. In such cases, the department must demonstrate that the candidate is clearly exceptional in either teaching or research, adequate in the other, as well as in service; that the candidate has performed in accord with the department's expectations; and that the overall balance within the candidate's department will not be adversely affected. Where a recommendation is made primarily on an exceptional record in either research or teaching, the evidence must show clearly that the candidate is one of the very best in his or her field, and that the candidate's special competence or talents will bring added distinction and visibility or otherwise be of special value to the department. Where a recommendation is based primarily on exceptional teaching, the impact of the candidate's contributions should extend beyond the university; there should be evidence that the candidate has contributed creatively to teaching in the field. Unusual rapport with students is important, but not by itself sufficient to support a case for tenure based primarily on teaching. Significant public service contributions may strengthen a case for tenure but, except in the case of faculty with budgeted extension/outreach responsibilities, cannot be the primary basis for a tenure recommendation. The Executive Committee recognizes that particular activities may make contributions to more than one area. A candidate's activities and accomplishments in promoting diversity in research, teaching, and service may also be valued in the consideration for tenure.

3. Outreach/Extension

A tenure recommendation may be made on the basis of significant extension/outreach activities for a candidate with primarily extension/outreach responsibilities. In such cases the evidence must show that the candidate is recognized both within and outside the university in his or her field, and has made significant contributions to extension/outreach through an appropriate balance of teaching, research and public service. The Executive Committee recognizes that translation and dissemination of research results through teaching and service are the most important responsibilities of a faculty member with primarily extension/outreach responsibilities.

4. Demonstrated Excellence through integration of all three domains

For some departments, it may be preferable to appoint faculty to tenure track positions for which the expectation is that the faculty member will integrate research, teaching, and service. In these rare cases, the fairest means of evaluating a candidate's activities may be through assessment of the impact of accomplishments that were only achievable from integration of all three areas of activity. It is incumbent upon the candidate to demonstrate how one activity synergizes with another in a way that creates novel tools, treatments, ideas or knowledge to generate an impact.

The chair's letter must indicate that an integrated case is being submitted and justify why this approach is appropriate in his/her letter. While it is permissible to put forward an integrated case for any candidate for whom it is appropriate, it is preferable that the designation be made at the time of the faculty member's appointment. Evaluation of an integrated case should take into account the overall impact and document that the synergy among the various areas of achievement demonstrates excellence and meets the above criteria, as stated in Standards and Criteria of the Executive Committee of the Social Sciences Division, for achieving tenure.

FORMAT OF RECOMMENDATIONS FOR APPOINTMENT OR PROMOTION TO A TENURED POSITION

Tenure appointments are governed by [Chapter 4](#), "The Faculty Divisions" (particularly [4.20](#)) and [Chapter 7](#), "Faculty Appointments" (particularly [7.14](#) and [7.15](#)) of the *Faculty Policies and Procedures*; the procedures of the relevant school or college; and the above "Statement of Criteria and Evidence for Recommendations regarding Tenure, Division of the Social Sciences."

If the candidate's proposed tenure appointment is to be divided among several departments, each department's executive committee must make an affirmative recommendation (see [Ch. 7.02](#) of *Faculty Policies and Procedures*). In such circumstances, the chair of the department that is principal sponsor of the recommendation is responsible for preparation of the dossier and supporting materials described below.

In the case of faculty whose scholarly interests are interdisciplinary (including those arising from cluster hires), in addition to the letter provided by the chair of the principal sponsoring department, we recommend that letters assessing the candidate and indicating her/his contribution be provided by all additional departments and/or programs with which a candidate is affiliated. We encourage provision of such supplementary material even if those departments and/or programs have no formal role in the tenure recommendation.

Each recommendation for appointment or promotion to a tenured position consists of a tenure packet that includes a Dossier and Supporting Materials.

(Note: The dossier is now Part One and the supporting materials are now Part Two.)

Part One: The Dossier

The dossier should be presented in 150 pages or less, excluding copies of the candidate's publications (section IX.E).

I. A letter, memo or statement of transmittal from the appropriate dean requesting the advice of the Divisional Committee.

II. Letter(s) of appointment. Please redact salary information.

III. The sponsoring department chair's letter should include:

A. A statement indicating the nature of the proposed appointment including the percent of time devoted to extension/outreach activities, if applicable. If past and/or proposed appointments are divided among several departments, indicate the nature of the arrangement and the fraction of appointment in each department.

B. The number of eligible voters in the departmental executive committee during the semester of the tenure decision and the exact vote, including absences and/or abstentions. (If appropriate, explanation of absences and/or abstentions should be given.) If a minority of the faculty voting negatively feels strongly enough to prepare a minority report, such a report should be included with the formal departmental proposal.

In the case of divided appointments, the Divisional Committee requires a letter from the chair of each department providing the information about the vote for that executive committee.

C. The number of years of probationary service the candidate will have completed at the end of the current academic year. The chair's letter should note if the candidate's probationary period ("tenure clock") was extended. However, the letter should not describe the specific circumstances for those extensions unless they were for relevant professional reasons rather than for personal reasons, e.g. parental leave or sick leave.

D. A departmental evaluation of the candidate's teaching, research, and service, which should include factual and judgmental statements about each area. The evaluation should address the candidate's blend of teaching, research, and service. It should review the factors entering into the department's judgment in relation to the Divisional Committee's "Statement of Criteria." The use of superlatives without analysis of the work is not helpful.

An assessment of the candidate's anticipated contributions to the development of the department is to be provided. This assessment should address the department's standing in comparison to departments in peer institutions 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.

For an integrated case, the chair's letter must provide a clear description of the integrated nature of the activities and their impact. If the faculty member was not initially appointed with this intent or if the description of the appointment was adjusted during the probationary period, the chair's letter should provide a narrative describing and justifying the underlying rationale for the changes.

- E. A summary of the standards of research excellence in the candidate's discipline. The committee will use the summary for guidance in determining discipline norms of research excellence.

IV. Additional materials for divided and interdisciplinary appointments or integrated cases.

- A. In cases where a candidate has a divided appointment, 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, we recommend letters from each of these departments and/or programs 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, we recommend discussion of the inter- or multi-disciplinary character of the candidate's research.
- C. For integrated cases only, the candidate must provide a summary statement (no longer than five pages) regarding the overall nature of the integration of activities and how their integration fulfills the criteria for tenure. This statement replaces separate statements on research, teaching, and service considered in standard cases. Descriptions of the candidate's approach to specific activity areas (teaching, service, and future research) and how they are integrated within the whole should be provided in this statement.

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
 - Proper bibliographical form should be followed, **listing the names of coauthors in sequence as published**, and paging. Names of journals should be given in full.
 - Article citation rates should be provided
 - These groupings may be useful: books and monographs; research and other scholarly papers; minor publications (including conference proceedings); book reviews; and extension/outreach publications
 - **Those that are peer reviewed should be indicated by an asterisk**
 - Identify all publications based on work performed prior to the tenure-track appointment at UW-Madison

- Number each publication in the vita in reverse chronological order, with the most recent first, and identify each publication submitted with that number

- Research and Publications in Progress
- Research Support (source, dates, and amount)
- List of Presentations (invited and conference)
- Teaching (principal areas and experience)
- Service (public, university, and professional)

VI. At least five letters must be provided from distinguished scholars in the candidate's field. In most cases, more than eight letters is excessive.

The departmental executive committee must ensure that at least five of these individuals (a) are not and have not been UW-Madison faculty, (b) did not mentor the candidate, (c) have not collaborated with the candidate, and (d) have no personal interest in the candidate's success or attainment of tenure. Files of extension/outreach candidates must include letters from recognized experts in the candidate's field. For an integrated case, requests for letters could specifically request an evaluation of the faculty member's integration of activities.

The departmental executive committee should solicit no more than three letters that do not meet the above criteria. The departmental executive committee must provide rationale for soliciting such letters.

A summary document for this section must: (a) indicate by whom the outside evaluators were nominated; (b) include a list of the materials sent to the reviewers; (c) account for everyone asked for a review, including those who declined or did not respond (the reason should be stated, if known, preferably in the form of a brief letter from the evaluator who declined), and include informal as well as formal contacts; (d) state the nature of the relationship between the candidate and each evaluator; (e) include a brief statement on the qualifications of each expert who was solicited for a letter; the department must clearly document that the outside evaluators are recognized experts in the candidate's research or extension/outreach area or a closely related field, and should explain why those not at leading research institutions were selected; and (f) acknowledge that all letters received have been included in the dossier. This information may be presented in tabular form.

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. Template letters are available at the end of this document.

VII. Documentation of Teaching. 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. The Divisional Committee requires:

- A. A statement in the Chair's letter describing how excellence in teaching is defined, promoted, and assessed in the candidate's department.

- B. 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. This information may be in tabular form.
- C. A reflective statement by the candidate describing personal teaching philosophy, strategies, and objectives. (2 pages maximum)
- D. Teaching materials: the dossier should include a representative syllabus from at least one course, with syllabi from a selected semester for all other courses included in the supporting materials. The dossier should also contain descriptions of any significant instructional materials prepared by the candidate. These may include textbooks, workbooks, applications of instructional technology and innovative uses of information technology. Special consideration should be given to documentation of the candidate's completion of teaching workshops or courses, attempts at new or improved teaching methods and materials, and to evaluation of their effectiveness. Other teaching materials can be included as supporting materials.
- E. Organized summary of student feedback, and comparative evaluation of teaching. State how feedback was acquired. Provide a sample copy of each evaluation instrument that shows the questions asked. In addition, the originals of all student evaluations should be provided to the committee as part of the supporting materials (not within the dossier) for review of student comments. Feedback from other institutions should be presented as well if available, with the understanding that this information may not be comparable to that obtained at UW-Madison. Although the committee requires student feedback, it is aware of limitations and bias in surveys of student opinion. Programs are encouraged to introduce multiple forms of student feedback, such as discussions with focus groups, retrospective evaluations, letter from former students, or indicators of effective learning based on student outcomes.
- F. Peer reviews. The dossier should include annual written peer reviews beginning in the candidate's second year. Each evaluation by peers in the context of tenure review should be based on both 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 and should clearly detail strengths and weaknesses of teaching activities and materials as appropriate.
- 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.
- J. There are circumstances in which a department may wish to recommend a tenured appointment for a person who has no teaching experience or for whom only limited information on teaching performance is available. Examples include tenure level hires from industry, government, or not-for profit organizations when the candidate is not engaged in teaching, and hires from other universities when peer teaching reviews are not available or are incomplete. In such cases, it is necessary for the department to present evidence of the candidate's potential to be a successful teacher. Such evidence might include (but not be limited to) letters from colleagues and reviewers concerning the candidate's ability to express complex ideas; the candidate's ability to respond to inquiries about content matter; or the quality of the candidate's presentations at conferences, symposia, or continuing education presentations. The department should provide a statement in the tenure package about the specific courses or types of courses the candidate is expected to teach, and the department's assessment as to why the candidate is considered capable of teaching these courses.

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. Extension/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 extension/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.

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 on his or her research program, major accomplishments to date, and goals for the future. (2 pages maximum)
- B. For coauthored publications give the full reference including the names of all coauthors. Describe the nature and extent of the contribution of the candidate and directly supervised students and postdocs distinct from his/her coauthors. The candidate should estimate his or her contributions to any jointly authored publication including: (a) contribution to conceptualization; (b) contribution to methodology and data analysis and (c) contribution to writing. In situations where coauthored work with peers or senior colleagues is central to establishing research excellence, departments may wish to solicit statements from coauthors that address their relative contributions. The department chair's letter should explain how authorship is organized in the candidate's discipline.
- C. Distinguish peer-reviewed articles from non-peer-reviewed pieces 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. The committee's concern is to document that there truly is a competitive selection process for a given journal. For nonrefereed publications, evaluation of the work's research and scholarly merit should be solicited from recognized authorities in the field. For extension/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 chair of the department should select two research publications (e.g., usually articles or book chapters) that are considered most representative of the candidate's work and append them to the dossier. For candidates with significant extension/outreach responsibilities, one of these documents should be illustrative of typical documents meant for use by client groups.

- X.** For extension/outreach candidates, description of up to three significant extension/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.

Part Two: Supporting Materials

- A. The Ph.D. dissertation or equivalent; not required for candidates with more than ten years after the terminal degree.
- B. 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.
- C. The originals of all student feedback on teaching.
- D. 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. Any other lengthy supporting materials relevant to documenting research, teaching, service or extension/outreach, depending on their nature.

Presentation of the Case

The divisional committee requires a bookmarked PDF of the tenure dossier, plus supporting materials in electronic or hard copy. See [Checklist of Materials for Tenure Recommendation](#) for instructions. Departments are strongly encouraged to submit tenure packets early in the year and early in the semester. Upon receipt, the tenure packet will be reviewed for completeness. If documentation is incomplete, delays in committee review may ensue. If more cases are submitted than can be accommodated at a particular meeting, the divisional committee chair will consider factors such as reviewer availability and the urgency of the decision when determining which cases to postpone for review at a future meeting.

Materials must be submitted by noon three weeks before the divisional committee meeting. A calendar of Social Sciences Divisional Committee meetings and other documents can be found at to the *Faculty Divisions* section of the Office of the Secretary's website: www.secfac.wisc.edu. Direct questions to the divisional committees coordinator (divisional@secfac.wisc.edu or 263-5741).

TEMPLATE LETTER TO REVIEWERS (Standard)

Dear :

The Department of ... is considering the [promotion or appointment] of [title & name] to the position of [Associate or Full] Professor with tenure. We are soliciting letters of appraisal of [name's] research and teaching [and/or extension/outreach] activities to aid us in our deliberations. Appraisals are being solicited from leading authorities in the candidate's area of concentration and in related areas. We would appreciate your appraisal of this candidate.

For your information we are enclosing a resume for [candidate] which includes a listing of [his/her] publications, conference addresses, [extension/outreach publications,] and research funding along with representative publications.

[For an integrated case] At the University of Wisconsin-Madison, tenure can be granted based on excellence demonstrated through the overall impact of a faculty member's work for which the expectation is that the faculty member will integrate research, teaching, and service. We are considering Professor (Dr.) _____ for promotion based on such an integrated case. In addition to assessments of the individual areas of Professor (Dr.) _____'s work as described below, please evaluate how one activity synergizes the other in a way that creates novel tools, treatments, ideas or knowledge to generate an impact.

It would be most useful to us if your appraisal could cover the various aspects of the candidate's research and teaching [and/or extension/outreach] efforts. It is particularly important that it give specific evaluations of the quality and impact of the candidate's most important contributions, and [his/her] standing in the field. Further, should the department decide to recommend the promotion [appointment] of [title/name], all materials pertinent to that decision - of which your letter is an integral part - will be forwarded to the Executive Committee of the Division of Social Sciences for a further review of the candidacy. The Executive Committee is an elected committee of senior faculty throughout the Social Sciences at UW-Madison; the committee is obligated to pass judgment on the candidacy, though its decision is advisory to the dean. Along with our department, the committee seeks a critical review of the candidate; as such, your addressing, as you are able, the following specific points will be particularly helpful:

- The degree of originality, imagination, and creativity demonstrated in the candidate's research, and the impact of the candidate's research activities on the field. It is particularly useful to identify the candidate's most important results, and to comment on their significance not only for the specialty area, but also for the broader field of [_____].
- The candidate's productivity, in both research output and in the securing of extramural funding, as measured by the norms of the field. The candidate's role and contributions in any collaborative research and in obtaining joint research funding should be assessed, if possible.
- The candidate's standing overall as a scholar both in the specialty area and in the broader field. In particular, please cite how the candidate's work compares with that of specific, nationally and internationally recognized scholars [and extension/outreach specialists] at a similar stage in their careers.

- The candidate's effectiveness in communication, special accomplishments in the mentoring of graduate students, and/or evidence of pedagogical skills that indicate that the candidate would be effective in the mentoring of graduate students and formal classroom teaching.
- [For extension/outreach candidates: Evidence that the candidate has developed and implemented a high quality extension/outreach program that has had a significant impact.]
- Whether the candidate would merit [promotion or appointment] to a tenured position within your own department [if in academia] and in other, leading departments in the candidate's area.
- Please include any additional information that you feel is particularly relevant with respect to [promotion or appointment] to a tenured position.

If you are personally acquainted with the candidate, we would appreciate knowing the length of time you have known the candidate and the nature of the association.

Your letter will be read only by tenured faculty in the Department of [name of department], members of university committees to whom the issue of tenure is presented and university administrators who are involved in the process. The university will not release your identity or the contents of your letter to others without your prior approval or unless obligated to do so by law or court order.

In order to meet university deadlines, it is crucial that I receive your comments by [date]. I know how much time it requires to prepare thoughtful and informative letters of evaluation. On behalf of the faculty, I thank you sincerely for your important contribution to this review process.

TEMPLATE LETTER TO REVIEWERS (Senior Hires)

Dear :

The Department of ... is considering the appointment of [title & name] to the position of [Associate or Full] Professor with tenure. We are soliciting letters of appraisal of [name's] research and teaching [and/or extension/outreach] activities to aid us in our deliberations. Appraisals are being solicited from leading authorities in the candidate's area of concentration and in related areas. We would appreciate your appraisal of this candidate.

For your information we are enclosing a resume for [candidate] which includes a listing of [his/her] publications, conference addresses, [extension/outreach publications,] and research funding along with representative publications.

It would be most useful to us if your appraisal could cover the various aspects of the candidate's research and teaching [and/or extension/outreach] efforts. It is particularly important that it give specific evaluations of the quality and impact of the candidate's most important contributions, and [his/her] standing in the field. Further, should the department decide to recommend the appointment of [title/name], all materials pertinent to that decision - of which your letter is an integral part - will be forwarded to the Executive Committee of the Division of Social Sciences for a further review of the candidacy. The Executive Committee is an elected committee of senior faculty throughout the Social Sciences at UW-Madison; the committee is obligated to pass judgment on the candidacy, though its decision is advisory to the dean. Along with our department, the committee seeks a critical review of the candidate; as such, your addressing, as you are able, the following specific points will be particularly helpful:

- The candidate's standing overall as a scholar both in the specialty area and in the broader field. Please include in your assessment information such as the impact of the candidate's research activities on the field, the candidate's productivity, and the candidate's contributions in any collaborative research. In particular, please cite how the candidate's work compares with that of specific, nationally and internationally recognized scholars (and outreach/extension specialists) at a similar stage in their careers.
- [For extension/outreach candidates: Evidence that the candidate has developed and implemented a high quality extension/outreach program that has had a significant impact.]
- Whether the candidate would merit appointment to a tenured position within your own department [if in academia] and in other, leading departments in the candidate's area.
- Please include any additional information that you feel is particularly relevant with respect to promotion [appointment] to a tenured position.

If you are personally acquainted with the candidate, we would appreciate knowing the length of time you have known the candidate and the nature of the association.

Your letter will be read only by tenured faculty in the Department of [name of department], members of university committees to whom the issue of tenure is presented and university administrators who

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In order to meet university deadlines, it is crucial that I receive your comments by [date]. I know how much time it requires to prepare thoughtful and informative letters of evaluation. On behalf of the faculty, I thank you sincerely for your important contribution to this review process.