

EXECUTIVE SUMMARY

In 2001, a proposal for a fifth UW-Madison campus division of academic effort, the Division of Health Sciences, was introduced by a group of health sciences faculty and administrators. In early 2002 the Health Sciences Division Task Force was appointed to evaluate this proposal and make recommendations it deemed appropriate given the scope of its charge.

Adopting the perspective of the broad UW-Madison campus, the Task Force has identified a variety of potential merits (section IV) and potential shortcomings (section V) associated with the addition of this fifth campus division. The Task Force feels that, on balance, the potential shortcomings outweigh the potential merits and recommends accordingly that the proposal not be advanced. That said, the Task Force has defined a set of issues and problem areas - some specific to Health Sciences schools, others pertinent to the broad campus - that merit urgent attention by campus leaders (section II). Accordingly, the Task Force offers a set of specific recommendations (section III) and urges prompt action on these recommendations by the appropriate leaders and groups.

The priority areas for action are:

- development and codification of *campus-wide* criteria for evaluating scholarly clinical efforts whose nature is translational, applied, integrative, synthesizing, or collaborative;
- vigorous involvement of clinical chairs, mentors, and faculty in tenure processes and divisional committee activities; and
- consideration by *ad hoc* campus committees of mechanisms that would provide more satisfactory representation of health sciences issues and concerns in campus-level decision-making.

The Task Force emphasizes that the time for action on these recommendations is now. Many of the issues addressed here have been studied and debated numerous times over the past decade, yet progress has been lacking. The scholarly environment at UW-Madison -- in the health sciences and beyond -- will be enhanced by strong high-level campus leadership that carries through on the recommendations set forth herein, adhering to an ambitious yet realistic timeline under which most substantive changes would be implemented no later than the 2004-05 academic year.