**University at Buffalo School of Dental Medicine**

**Standards for Faculty Promotion in the Tenure Track**

1. **INTRODUCTION**

This document is designed to supplement the University promotion and tenure policies, and to provide context regarding the academic responsibilities of the diverse faculty in the School of Dental Medicine, so that promotion dossiers are treated objectively and equitably during tenure deliberations at the University level.

The University at Buffalo School of Dental Medicine standards for promotion within the tenure track recognize excellence in scholarship, teaching, and service within the framework of the School’s unique clinical teaching and research environment.

# FACULTY RESPONSIBILITIES

Contributions in the areas of scholarship, teaching, and service are usually evident from general University guidelines. However, the University at Buffalo School of Dental Medicine places special demands on its faculty relative to the profession and the community it serves. In particular, teaching activities encompass clinical supervision as well as classroom and laboratory instruction, and service activities often include patient care. In addition to scholarship, the School of Dental Medicine recognizes contributions to the teaching of clinical dentistry and service activities involving the management of patient care clinics.

Scholarship for some faculty may involve basic science research; for others, it involves applied clinical, educational, behavioral or health policy research. Similarly, teaching may be focused predominantly in a classroom, in a research laboratory, or in a clinical environment. Service commitments might reflect areas of scholarship as well as educational programs or clinical care. In many cases, faculty have strengths across all three domains. However, the diversity among our faculty in terms of those responsibilities requires that each candidate be evaluated on an individual basis.

The balance between achievements in scholarship and teaching may vary considerably from one faculty member to another. Nevertheless, regardless of a faculty member’s activities and areas of focus, academic advancement signifies attainment of a recognized threshold of significant academic and professional accomplishment and the promise of continued professional growth. The granting of tenure is a recognition of significant accomplishment and never merely a reward for years of service.

# STANDARDS FOR PROMOTION

Each candidate for promotion shall be evaluated relative to scholarship, teaching, and service criteria.[[1]](#footnote-1) All candidates are expected to demonstrate unambiguous and unequivocal achievement in all three areas. To attain tenure, a faculty member's academic work must be recognized as important and valuable to the University. For the School of Dental Medicine, that threshold is at least at the level required by other American dental schools in peer or aspirant institutions (preferably AAU public research universities).

Professional or administrative service, community service, and clinical activities are considered with any decision regarding an award of tenure. However, such activities in the absence of significant accomplishments in both scholarship and teaching do not provide sufficient basis for an award of tenure.

**Scholarship.** Scholarship is the ongoing, systematic study of phenomena or events that leads to mastery of one or more of the dental or related disciplines, and is the primary consideration for the awarding of tenure. Scholarship involves advanced study that leads to the acquisition of knowledge in a particular field, along with accuracy and skill in investigation and demonstration of critical analysis in interpretation of that knowledge. Scholarship includes discovery that generates new knowledge as well as application, integration, and dissemination of existing knowledge in original ways. The candidate's scholarship must provide convincing promise of continued creativity with respect to those endeavors.

**Teaching.** Candidates must show evidence of teaching effectiveness and a capacity for continued growth as a teacher. Excellence in teaching includes modeling professional conduct for students, colleagues and patients, and recognition by students and colleagues for teaching ability.

**Service.** Candidates must demonstrate evidence of ongoing participation in service activities. Examples might include committee and governance activities at the department, school, and university levels, as well as for professional organizations. Membership on scientific review committees and editorial boards, provision of clinical care, and service to the community also might provide evidence of commitment to service.

**Associate Professor**

Candidates for promotion to the rank of Associate Professor must hold an appropriate terminal degree or have equivalent scholarly or professional accomplishments. They must also demonstrate significant achievements in teaching and scholarship extending well beyond those involved in the attainment of the doctoral degree or its equivalent. In all cases of proposed tenure as an Associate Professor, the candidate must have demonstrated a consistently high level of performance as a scholar and teacher, and sustained participation in service activities, with the potential to meet requirements for eventual promotion to Professor. Evaluation of the candidate's work must be supported by substantial evidence of peer review that has been carried out in a manner characteristic of and appropriate to the discipline.

## **Professor**

In addition to meeting the criteria for the rank of Associate Professor, candidates for promotion to the rank of Professor must demonstrate continued achievement in their areas of expertise, and should have established a national or, where appropriate, an international reputation for leadership in their fields. They must demonstrate excellence in scholarship and in teaching, and show evidence of significant, sustained service activities. Faculty members holding this title have the primary responsibility for the scholarship of the University, and their recognition as scholars in their disciplines must be of the first rank.

1. **RESOURCES**

School of Dental Medicine Promotion and Tenure Processes and Procedures (12/5/23)

Candidate’s Guide to Dossier Preparation

Chair’s Guide to Dossier Preparation

University Policies and Procedures

1. **DOCUMENT HISTORY**

These standards were reviewed by the School of Dental Medicine Promotion and Tenure Committee and approved by the SDM Executive Council on December 5, 2023. The document was created based on the Guidelines for Appointment, Promotion and Tenure, State University of New York at Buffalo School of Dental Medicine, approved by the Voting Faculty of the School of Dental Medicine in May, 1996, and serves as its replacement. It also borrows heavily, with permission, from the Jacobs School of Medicine and Biomedical Sciences Policies, Procedures and Criteria for Faculty Promotion adopted by its Faculty Council June 24, 2020.

**Appendix 1**

**Example Evaluation Criteria[[2]](#footnote-2)**

**Evaluation Criteria** for promotion include (but are not limited to):

* + 1. Impactful seminal and groundbreaking contributions to one’s field.
		2. Impactful contributions to the health of the community and reduction of health disparities.
		3. Senior authorship on publications indicative of independent work, and collaborative publications recognizing unique contributions.
		4. Participation as an investigator or co-investigator on nationally competitive research grants, clinical trials and awards.
		5. Presentations, lectures, and seminars at regional, national or international level, commensurate with experience.
		6. Major contributions to scientific or educational conferences and symposia.
		7. Teaching, mentorship, and training of students, residents, and others to attainment of advanced degrees, as appropriate, and career success.
		8. Service contributions to the profession, university or school, such as committees or governance.
		9. Recognition for research, teaching, or service through awards and honors.
1. refer to Appendix 1 for example evaluation criteria [↑](#footnote-ref-1)
2. These are examples only, and are not to be interpreted as inclusive [↑](#footnote-ref-2)