# Candidate Guide to Dossier Preparation[[1]](#footnote-1)

# Background

# All faculty should be notified in writing by their Department Chair of the School's and University's criteria for academic advancement. Discussion of promotion should be made periodically, and at least at the annual meeting between the Chair and each member of the faculty who is eligible for promotion within the ranks of the Academic (i.e., tenure) and Academic Qualified (i.e., non-tenure) tracks. However, it is important to note that the primary responsibility for initiating the promotion process rests with the individual faculty member.

**Are You Ready?**

For information on the School of Dental Medicine’s promotion criteria, process, or procedures, please refer to the links at the end of this document.

# It All Begins with You

If you believe that you are ready for promotion to the next rank, you should first discuss this with your department chair. The next step is to prepare the promotion dossier. Most of a dossier preparation is done by others. However, the promotion process is initiated by the candidate, and there are several key elements that the you must prepare to begin the process.

**Complete Your Part of the Dossier**

Your role in the process is to create and assemble the following pieces of the dossier and provide them to your department chair. Guidance on each area is provided below. You have no further role in the process unless you decide to choose an advocate or to withdraw your candidacy (refer to School of Dental Medicine Promotion Procedures document).

1. Statements on Research, Scholarship, and Creative Activity; Service; and Teaching
2. Teaching Portfolio, consisting of the teaching statement and appendix of supporting documentation
3. Quantitative and Qualitative Teaching Evaluations
4. Curriculum Vitae (CV)

Each of these elements is described in detail below.

1. **Statements on Research, Scholarship, and Creativity; Service; and Teaching**

These are intended to be **reflective statements** and not simply a restatement of the curriculum vitae. You might consider addressing the following questions: Why are you doing these things? What are your goals? Where is this leading? Each statement should be concise, following the page limits listed below.

**Statement on Research, Scholarship, and Creative Activity (limit: 3 pages)** This statement is an opportunity to provide a context for your research that may not otherwise be evident in the dossier. It should focus on your research or the literature regularly utilized in your teaching or clinical practice. This may include participation in journal clubs or review of the literature to keep up-to-date in the field, continuing education related to research, or incorporation of evidence-based dentistry into clinical teaching or practice. If you are on the tenure track or in the non-tenure track Research Educator classification, you should describe how the research differs from work completed for your graduate degree(s); provide evidence of the influence the work has had in the field; and include plans for further development and new work.

**Statement on Service (limit: 2 pages)**

This should be a concise description of your service activities and why you are doing them, as well as your goals and aspirations for future service. The university recognizes three categories of service, and the Statement on Service should be constructed accordingly. In order of importance for the promotion review, these are: Professional and Public Service, University Service, and Community Service.

**Professional and Public Service.** There are two kinds of service encompassed by this category. The first refers to work that specifically draws upon one’s professional academic expertise and is applied to some aspect of society’s welfare and improvement. The second kind is work that contributes to the improvement of the profession itself, e.g., editing journals, magazines, or newsletters; holding office in a professional organization, organizing conferences and symposia.

**University Service.** This includes contribution to the University, School, and Department communities. Its most common form is service on committees, review panels, task forces, and other working groups at all levels of the University. It also includes service in various administrative capacities.

**Community Service.** This includes contributions to local social service and community organizations. Although this form of service is highly valued because it benefits the good of the whole, it cannot substitute for distinguished performance in the categories of Professional and Public Service or University Service.

**Statement on Teaching (Limit: 3 pages)**

This should include your teaching philosophy, accomplishments, strengths, and goals. It should focus on courses taught and the relationship to and impact of these courses on academic programs, as well as innovations in teaching and scholarly activity related to teaching and learning (e.g., conference presentations or invited lectures). Some things you could address:[[2]](#footnote-2)

* + your conception of how learning occurs
	+ how your teaching facilitates student learning
	+ reflect on why you teach the way you do
	+ goals you have for yourself and your students
	+ your interests in new techniques, activities, and types of learning
1. **Teaching Portfolio**

The teaching portfolio includes the teaching statement (described above) as well as an appendix that selectively documents course material and provides evidence of innovative teaching and other supporting materials. The entire portfolio, including the teaching statement, should be **no more than 20 pages.**

**Appendix:** This should be selective, representing your **best and most important** teaching accomplishments. Be focused and economical about what documentation to include. Examples:

1. **samples** of syllabi, assignments, tests, student resources
2. evidence of student learning or other measures of success (e.g., test scores, honors projects, outstanding student accomplishment or recognition);
3. documentation of teaching and learning innovations (e.g., development of new teaching techniques, significant interactive learning strategies, creative and effective application of information technology to enhance learning);
4. external funding awarded for teaching and learning development activities.
	1. **Quantitative and Qualitative Teaching Evaluations**

Results of course or teaching evaluations by students should include both quantitative and qualitative evaluations of teaching effectiveness, and be presented in a standardized summary or tabular form. Classroom or clinical teaching, courses pertaining to critical review of the literature, and Continuing Education courses are all considered important teaching activities. In most cases, this should include only those courses taught **within the last five years.** This section must include the following:

1. **A list (preferably a table) of courses taught (past 5 years),** with a brief description of both the course and your role (limit 1 page). An example table is provided below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Years Taught** | **Course# and Name** | **Course Description and Target Audience/Number of Attendees** | **Role** |
| 1999-2018 | ODS 001, History of Oral Mucosa | Required lecture course given to second year dental students. Covers history of oral mucosa from the Middle Ages to present. 124 students per year. | Lecturer. I give three lectures on the history of oral mucosa during the European Renaissance, focusing particularly on stratified squamous epithelium in mammals |
| 2018-present | ODS 002,Advanced Topics in Oral Mucosa | Seminar course offered to fourth year dental students and oral pathology residents. Journal club format; students present on various topics. 3 to 5 students per year, and clinical faculty who sit in occasionally | Course Director and only instructor. I choose some of the articles; others are selected by the students. |
| 2020-present | ODS 003, Hard and Soft Tissue of the Mandible | Postgraduate seminar course offered as an elective to students in the Oral Sciences master’s program. 5 to 8 students per year. | Facilitator. I facilitate group discussions for 3 to 4 of the 12 sessions, including assignment of readings. In 2021, I also created a short clinical video identifying various hard and soft tissues of the mandible |
| 2015- 2019 | Normal vs Suspicious Squamous Epithelial Cell Identification  | A two hour Continuing Education course offered during the Buffalo- Niagara Dental Meeting, targeting early- and mid-career practitioners. 20 to 25 enrollees. | Invited Speaker. I created all presentation materials, with a focus on participation and hands-on experience |

1. **Quantitative and qualitative student evaluations** for courses in which you are course director or have significant teaching responsibility. This should involve a synthesis or summary, rather than a mere “data dump” from the university or departmental evaluation system. Averaged results from others in your department or the school should also be presented as a comparison with other faculty in the unit.
2. **Quantitative student evaluations,** in table or graphical format, for courses taught over the past three to five years (limit 3 pages). Only those items that apply directly to your teaching should be included. At minimum, the following items from the university evaluation system should be included:
	* + Course content helped learning
		+ Overall instructor rating
		+ Instructor presented material clearly
		+ Instructor welcomed students to seek help
3. **Qualitative student evaluations,** generally in the form of open-ended responses, from these courses (limit 2 pages). These may be accessed through the university or departmental evaluation system. Include three to five examples of both “most effective elements” and “suggestions to improve the course.”

The following may also be included, if appropriate (limit 5 pages):

1. **Continuing Education course evaluations** from the past three years.
2. **Unsolicited feedback** provided directly to you (e.g., email, notes) from students regarding teaching effectiveness.
3. **Letters from course directors** for courses in which you serve as an instructor, but for which you are not evaluated by students, that specifically address teaching effectiveness.

**DO NOT,** under any circumstance, include syllabi, raw data or otherwise unedited or unabridged course evaluations. The dossier is reviewed at several levels, and such a “data dump” makes it very difficult to find and review essential pieces of the dossier.

* 1. **Curriculum Vitae**

The curriculum vitae, or CV, represents your academic and professional history, and is an essential part of the promotion dossier. It must be up-to-date, clear, and accurate. It should not include personal information such as marital or religious status, number of children, etc. The following guidance is excerpted from Section III, Dossier Preparation, from the University’s Procedures for Appointment, Promotion and Tenure:

The CV should include the following information:

* + full name, campus address, home address
	+ employment history, including names of employing institutions, titles held and inclusive dates of employment
	+ professional and academic honors
	+ organizational memberships and offices held
	+ service, divided into three areas as applicable: 1) Professional/Public Service, encompassing both public service and service to the profession, 2) University Service, and 3) Community Service
	+ bibliography, with separate headings for books, monographs, articles, reviews, scholarly or other pertinent publications, presentations, etc. Use full bibliographic style showing all authors and inclusive page numbers. Articles should be further subdivided as follows: 1) refereed journals, 2) non-refereed journals, 3) conference proceedings, and 4) contributions to books. Scholarship and exposition should be separated from writings not intended as scholarly contributions.
	+ list of courses taught and other teaching activities
	+ list of students supervised by the candidates and degrees conferred
	+ list of current and past grant support (including grant title, funding agency, effective dates, total and direct costs, and role on grant, e.g., PI, co-PI, consultant, or percentage of time)

The format of the CV is left to each individual. However, an annotated sample CV is included with the additional resources to give you an overall idea of how it might be structured.

# Additional Resources

# SDM Promotion and Tenure Processes and Procedures

# SDM Standards for Faculty Promotion in the Academic Track

# SDM Standards for Faculty Promotion in the Qualified Academic Track

# Annotated sample CV

1. Adapted from UB Procedures for Appointment, Promotion and Tenure. Accessed 7/19/23 at Vice Provost for Faculty Affairs website at <https://www.buffalo.edu/provost/admin-units/faculty-affairs/presidents-review-board/procedures.html> [↑](#footnote-ref-1)
2. These suggestions are from Vanderbilt University’s Center for Teaching. For more information on developing a teaching statement, go to their site at https://cft.vanderbilt.edu/guides-sub-pages/teaching-statements/ [↑](#footnote-ref-2)