

Guidelines for CV, Research, Service and Teaching Statements for Promotion and Tenure Dossiers

1. Curriculum Vitae Submitted for School Level Review*

The curriculum vitae should be accurate, clear and up-to-date in every aspect. Include as a minimum:

- Full name, campus address, home address, e-mail address
- Educational background: -degrees received, dates received, and institution where received
- Employment history with inclusive dates, including names of employing institutes and titles held
- Professional and academic honors
- Organizational memberships and offices held
- Service divided into three areas as applicable
 - Professional/Public Service: -include service to your profession, and professional service applied to some aspect of society's welfare and improvement.
 - University Service: -separated into University, School and Department service
 - Community Service
- Intellectual contributions (publications): -include scholarly and other pertinent publications, books, chapters, monographs, reviews, scholarly electronic publications, etc.
 - Separate into refereed and non-refereed categories
- Presentations: -include research and other scholarly presentations, published proceedings and abstracts, invited talks, workshops, seminars, etc. (Note: It is not acceptable to list a presentation and dually list it as a published proceedings or published abstracts).
- Intellectual Property: -include patents, copyrights, licenses, etc.
- Teaching activities
 - List of courses taught: -include title, institution, academic year/semester, percent contribution if team-taught and designation if course director, and course number or other way of identifying graduate or undergraduate offering.
 - Lectures provided in other courses including cross-disciplinary if appropriate.
 - List of graduate and post doctoral student supervised or advised: -include degree, department affiliation and your role (mentor/supervisor or committee member on dissertation, thesis or comprehensive exam, MPH field training, supervised integrative project, etc.),
- Grant/Contract support (past and current): -see Appendix A: 'Building Your Promotion and Tenure Dossier: Reporting Grant Activity' at the end of this document for specific instructions and recommendations for reporting activities in the Grants subsection of the CV.

***Note: The order you present the information can be different than the order of the components listed above but should be consistent with the expectations of your discipline.**

2. **Research and Scholarship:**

A. School's Expectations_(From SPHHP P&T Guidelines 1/29/2009)

The quality and impact of a candidate's research shall be the primary basis for a recommendation for a candidate's promotion or tenure by the School. Substantial evidence of peer review by scholars in the candidate's discipline is a critically important aspect in establishing quality and impact.

An important consideration in the judgment of quality and impact is a peer-reviewed record of publications, professional presentations, as well as grant submissions and funding. Research carried out across disciplines involving the scholarly contributions of others is valued in the same way as research carried out within an individual's discipline. For all collaborative work however, it is important that the unique contribution to the body of work by the individual relative to other contributors be described in the candidate's research statement and the Chair's letter. To be recommended for promotion to Associate, the candidate must demonstrate solid professional achievement and the potential to meet requirements for the rank of full, consistent with standards in his or her discipline at leading public research universities. To be recommended to full, candidates should be clearly established, nationally visible, highly regarded scholars whose performance can be expected to continue.

B. Candidate's Statement on Scholarship and Research: A concise description typically about, but not limited to, three single spaced pages. It should:

- a. chronicle history, evolution, focus and current research line of inquiry;
- b. describe the extent of revision and degree of differentiation from work completed for graduate degrees if seeking continuing appointment at the Associate level;
- c. present evidence of influence of the work;
- d. identify trans-disciplinary and collaborative research making sure to document degree of the candidate's contribution to co-authored work or co-investigator research;
- e. and describe plans for further development, new work and future funding.

C. Comments from PRB committee Chairs and Vice Provost for Faculty Affairs

- Spend time developing your statement. It should address two types of audiences, the external reviewers and the internal reviewers (Department, Department Chair, School P&T, Dean, UB PRB, Provost and President).
- Your research statement is an important document. Make it jargon free, enlightening and exciting.
- Show enthusiasm for your research.
- Your statement in conjunction with the CV should provide evidence that good research ideas are coming to fruition and that there is evidence of future promise.

3. **Service:**

A. School's Expectations for Service_(From SPHHP P&T Guidelines 1/29/2009):

Effective and continued professional service, which may be directed within or outside the University, is expected throughout a faculty member's academic career, with generally increasing expectations as the faculty member progresses through the ranks. Professional service that fulfills the School's mission: "... to improve the health of populations, communities and individuals ..." is strongly encouraged and an important consideration when a candidate's dossier is reviewed at the School level. Candidates evaluated for continuing appointment may not have been asked to undertake substantial administrative tasks as they develop as scholars and educators; nevertheless, all members of the faculty are expected to be involved in governance, operation, policy formulation or curriculum development at the Department, School or University level. Candidates being evaluated for promotion to full professor are expected to have been engaged in nationally visible professional/public service relevant to the School's mission. For tenure track academic faculty, research and teaching achievement in the absence of service relevant to the School's mission is not acceptable. Similarly, service is important but cannot, by itself, substitute for achievement as a researcher and teacher.

B. Candidate's Statement of Service:

Professional service that fulfills the School's mission: "... to improve the health of populations, communities and individuals ..." is an expectation of all faculty in the School. The candidate's statement (~2 pages) should be constructed according to the University's recognition of three categories of service.

- a. Professional/Public Service.
 - i. Include work that specifically draws upon one's professional academic expertise for the benefit of society's welfare. Include for example service to international, national, regional or local task forces, official positions in public organizations, non-remunerative consulting roles or technical assistance to groups, community based health improvement programs, agencies, and organizations, leadership in provision of in-service training programs, workshops, continuing education, clinical work with individuals, resource development, articles and research reports for non-professionals, etc.
 - ii. Include work that contributes to the profession itself such as editorial boards, editing of journals, magazines and newsletters, service to professional organizations such as holding office in professional organizations, organizing conferences and symposia, etc.
- b. University Service:
 - i. It is expected that all faculty participate in the governance and operation of the Department, School and/or University, contribute as appropriate to policy formulation and curriculum development, and handle all administrative duties in a timely and competent manner.
 - ii. Include service in administrative roles (Director of Undergraduate or Graduate Programs, Chair, Associate Dean, etc.) and service on committees, review

panels, task forces, ad hoc committees and other working groups at all levels of the University.

c. Community Service:

- i. Include contributions to local social service and community organizations that do not draw specifically on one's professional academic expertise (e.g. Scout leader).

C. Comments from PRB committee Chairs and Vice Provost for Faculty Affairs

- Your statement should summarize your involvement and that you have been involved (committed) within the context of the level of expectation.
- Summarize peer review involvement, involvement in your professional societies, and contributions to UB, School or College, Department and Community.
- Highlight activities that reflect national and international recognition.

4. Teaching

A. School's Expectations for Teaching (From SPHHP P&T Guidelines 1/29/2009):

The School of Public Health and Health Professions faculty are expected to be highly competent teachers. The quality and effectiveness of a candidate's teaching is an important consideration for the School to recommend a candidate for promotion, tenure, or reappointment. Quality and effectiveness must rest on solid evidence. At a minimum there must be documentation based on systematic surveys of students in classes taught by the faculty member under review. Mentoring of graduate students and involvement on thesis and dissertation committees is also an expectation of tenured and tenure track faculty. Excellence in teaching cannot, by itself, make up for a poor record of research and scholarship for a recommendation of promotion or tenure of tenure track academic line faculty. Similarly, excellence in research by itself does not counterbalance teaching

B. Candidates Teaching Statement and Portfolio: Summative, concise in its focus, selective in documentation, and economical in format (~ 20 pages). It should include the candidate's teaching statement (~3 pages) and a portfolio of materials that explicitly represent the candidate's teaching goals, strength, and accomplishments (as distinct from evidence of scholarship in the discipline and various kinds of service activity) in a form that can be peer reviewed by internal evaluators and the department Chair. Candidate's teaching statement to include:

- a. Teaching philosophy. Include:
 - i. range of undergraduate and graduate courses taught and the relationship to and impact of these courses on the academic programs or units;
 - ii. development of new courses if applicable;
 - iii. mentorship and supervision of graduate students;
 - iv. innovations in teaching that enhance the quality of the instructional experience;
 - v. and reference to scholarly productivity and activities in relation to teaching and learning (books, articles, software developed, presentations, video or teaching CDs, online courses, funding awarded for teaching-learning development activities).
- b. The teaching portfolio. An appendix of material that:
 - i. presents quantitative results from all course/teaching evaluations while at UB in a standardized summary or tabular form with averaged results for comparing the candidate's individual teaching effectiveness with other faculty in the Department or School;
 - ii. provides evidence where available of student learning or other measures of success (honors projects and student research accomplishments/involvement, outstanding evidence of career achievement, job placements, etc.);
 - iii. represents the candidate's best and most important teaching accomplishments (student resource material, documentation of website, CD-ROM, etc.);
 - iv. documents teaching and learning innovations (development of new teaching techniques, significant learning strategies, evidence of pedagogical influence, etc.);
 - v. and documents evidence of teaching -learning development activities.

C. Comments from PRB committee Chairs and Vice Provost for Faculty Affairs

- The teaching portfolio should provide documentation of how much and how well.
- Teaching performance measures should be provided chronologically and compared to peers in your department.
- The part most scrutinized in the teaching portfolio is teaching performance measures.
- Advisement, supervision and mentoring of students are important teaching contributions and should be reflected in the CV and the teaching portfolio.
- Your statement should reflect your teaching philosophy and your approach to teaching in relationship to that philosophy.

Appendix A

Building Your Promotion and Tenure Dossier: Reporting Grant Activity

Reporting Grant Activity in your CV

Break your granting activity into the following categories as applicable:

- Current/Active Funded Grants
- Past Funded Grants
- Grants Submitted/Pending
- *Grants Submitted, Scored/Not Funded [Normally not included or recommended for inclusion in your dossier, but check with your Chair for guidance]*

Information to Report for Each Grant Identified:

The School recommends that your report on each grant should contain the following information as a minimum:

- Funding source (e.g., NIH, NSF, CDC, NIOSH, DOD) and grant number
- Name of the PI
- Award period (report the entire duration of the award)
- Award amount (break this down into direct and indirect costs if known)
- Project/Proposal title
- Your role¹ and effort²

¹Define your role according to funding source guidelines (See NIH nomenclature, Table 1)

²If the effort on the grant varies across years please use the following format:

Role: Co-Investigator (10%, 5%, 9%, 15%)

Example of Report on a Funded Grant

National Institutes of Health/NIMH R01 MH922731-05

Peter Innsbruck, Ph.D.

07/01/05 - 06/30/10

Direct costs (5 years of funding) = \$2,011,540 Indirect costs (5 years of funding) = \$936,000

Physical Disability, Depression and Substance Abuse in the Elderly

Role: Co-Investigator (20% for each of the 5 years of funding)

Use the format below for cases in which an SPHHP faculty member serves as the PI on a subcontract within UB, but is not the PI identified by the funder.

- Funding source and grant number
- Name of the PI identified by funder and that PI's institution
- Award period (report the entire duration of the award)
- Award amount for UB subcontract (break this down into direct and indirect costs if known)
- Project/Proposal title
- Your role¹ and effort²

¹Define your role on the grant according to funding source guidelines (See NIH nomenclature, Table 1), and mention your role as PI on the UB subcontract.

²If the effort on the grant varies across years please use the following format:

Role: Co-Investigator (10%, 5%, 9%, 15%)

Example of Report on a Funded Grant involving a subcontract to UB

National Institutes of Health/NIDA R01 DA123456-01

Paul Irving, M.D. (University of Rochester)

04/15/07 - 05/31/11

Subcontract direct costs (4 years of funding) = \$609,775 Subcontract indirect costs (4 years of funding) = \$263,250

Muscle Physiology of Steroid-using Athletes

Role: Co-Investigator and PI on subcontract awarded to University at Buffalo (15%, 10%, 10%, 18%)

Appendix A, Table A.1: NIH Grant Personnel Descriptions.

Principal Investigator (PI)	An individual designated by the grantee to direct the project or activity being supported by the grant. He or she is responsible and accountable to the grantee and NIH for the proper conduct of the project or activity. Also known as Program Director or Project Director.
Consultant	An individual providing professional advice or services on the basis of a written agreement for a fee. These individuals are not normally employees of the organization receiving the services. Consultants also include firms providing professional advice or services.
Co-Investigator	An individual involved with the PI in the scientific development or execution of a project. The co-investigator (collaborator) may be employed by, or be affiliated with, the applicant/grantee organization or another organization participating in the project under a consortium agreement. A co-investigator typically devotes a specified percentage of time to the project and is considered "key personnel." The designation of a co-investigator, if applicable, does not affect the PI's roles and responsibilities as specified in the NIH Grants Policy Statement (NIH GPS).
Key Personnel	The PI and other individuals who contribute to the scientific development or execution of a project in a substantive, measurable way, whether or not they receive salaries or compensation under the grant. Typically these individuals have doctoral or other professional degrees, although individuals at the masters or baccalaureate level may be considered key personnel if their involvement meets this definition. Consultants also may be considered key personnel if they meet this definition. "Zero percent" effort or "as needed" is not an acceptable level of involvement for key personnel.