

University of Oklahoma College of Medicine  
Guidelines for Preparing Promotion & Tenure Dossiers  
2020-2021

## PREPARING A DOSSIER FOR PROMOTION AND/OR TENURE

Preparation for promotion and/or tenure begins in the faculty member's first year at the University of Oklahoma College of Medicine. Please consult the OUHSC Faculty Handbook Faculty Tenure and Faculty Promotion sections, as well as the College of Medicine Promotion and Tenure Criteria document and any guidelines provided by the candidate's department. The preparation of a promotion or appointment dossier is a collaborative effort, involving the candidate, department chair, department faculty and staff. The roles and responsibilities of the candidate and department chair are outlined below.

### Candidate's Tasks

If the candidate followed the tips provided in the "[Getting Started as a New Faculty Member](#)" the individual should be in excellent shape to analyze his or her progress and present his or her case. The task of preparing a dossier should begin in the fall of the academic year (generally Year 5 for non-tenure track; Year 6 for tenure track) the candidate plans to go up for promotion and/or tenure. See promotion and tenure timelines for more information ([non-tenure](#) and [tenure](#)). The candidate is responsible for completing the tasks listed below.

- 1) Enter/update current CV in [Activity Insight](#).
- 2) Develop a teaching, research, and service narrative (hereinafter referred to as Narrative) that addresses teaching, research/scholarship, and service (see next section).
- 3) Discuss with the department chair the names of individuals who could be contacted to serve as external or internal evaluators. Many evaluators find it helpful to at least have a draft of the candidate's Narrative, in addition to a copy of the individual's CV, when writing a letter.

### Department Chair's Tasks

While candidates are responsible for documenting they have met the standards and expectations for promotion and/or tenure, the chair is responsible for providing support and guidance throughout the process, and for administrative and procedural tasks. Chairs are responsible for completing the tasks listed below.

- 1) Write a letter that addresses the candidate's contributions to the medical school and the field.
- 2) Solicit external evaluator letters (minimally 3 from disinterested scholars in the field).
- 3) Obtain a vote of the academic department members **prior to submission of the preliminary dossier** in August. Departmental votes are recorded on a cover sheet in the final dossier. Faculty with dual appointments must have votes from both departments or letters from both department chairs.
- 4) Submit a complete dossier with required documentation.

## CANDIDATE'S TEACHING, RESEARCH, AND SERVICE NARRATIVE

Candidates should confirm the accuracy of their statements in the dossier (including CV entries and assertions in the candidate statement). This only pertains to the candidate's original statements and representations, not to statements by others.

In preparing a Narrative, candidates should consider the following:

- While there is no page limit to the dossier, the Narrative should be concise. In general, documents should have one-inch margins, single-spaced copy using typical fonts (Arial, Calibri, Times New Roman) with a font size no smaller than 11 point.
- The Narrative should address the candidate's accomplishments in the areas of teaching, research/scholarship, and service (see next section).
- Candidates should describe their work in clear language that can be understood by readers from other disciplines.
- The Narrative should address the interrelated aspects of a whole, integrated career and indicate how the candidate views the integration of these aspects, even while assessing achievements in each. Special attention should be given to work that cuts across specializations and disciplines and that helps integrate and apply knowledge to broad patterns of intellectual activity.
- Candidates engaged in interdisciplinary work or team science should make every effort to represent their contribution to collaborative scholarship clearly, as well as the significance and value of any interdisciplinary approach they are pursuing. Candidates should carefully document their individual contributions within this context and should also demonstrate some level of independent research beyond the team science work.
- Candidates involved in public scholarship or civic/community engagement should clearly articulate the nature of their work and how it differs from traditional scholarship, evidence metrics and dissemination outlets.
- Candidates should be careful to provide clear and sufficient information about their individual roles in collaborative projects, publications, presentation, or grants.
- As appropriate, the candidate should discuss their grant history including their success and commentary regarding grants that were submitted but not funded.
- Candidates should explain how their service has contributed to the common good of the campus and University and how these contributions reflect department and school/unit expectations.
- Candidates should especially address their own assessment of the impact, significance or value of their work to their discipline or profession, to the unit and campus, and to society as a whole.
- Whenever possible, tenure-track faculty members should state specific plans for a research or creative activity agenda, for a plan to enhance teaching effectiveness, and for continued participation through professional service in their profession, the campus, and a community.

## **CANDIDATE'S ACCOMPLISHMENTS**

The Narrative should provide a synopsis of accomplishments in the areas of teaching, research/scholarly activity, and service. **This should not be a cut and paste from the candidate's CV.**

- ***Synopsis of teaching accomplishments*** should reflect 1) the contribution, quality, innovation or impact of the candidate's teaching; 2) summary documentation of teaching evaluations by medical students graduate students, residents, peers and learners in continuing education programs, including notation of teaching awards; 3) description of teaching responsibilities, including materials or techniques that are unique and demonstrate innovative approaches or outstanding quality; 4) evidence of contributions to educational administration, curriculum planning and development, or analysis. This information is best provided in a table format for quick and easy reference.

- **Synopsis of research/scholarship accomplishments** should include 1) a summary of the level and quality of the candidate's research/scholarly achievement; 2) recognition of achievement through invitations to chair or organize symposia, edit books or journals in the professional discipline, participation as a presenter in national/international symposia, conferences, and professional meetings; 3) a record of funding as principal investigator or multi-PI, and/or site-PI for clinical trials investigator; 4) publications in peer-reviewed journals; 5) a description of educational products developed that are publicly available which have been adopted as best practices.
- **Synopsis of service for committee activities/administrative accomplishments** may include 1) leadership positions in local, state, or national associations; service on advisory boards for granting agencies; outstanding College or University committee work; 2) leadership as evidenced by serving as head of a division, department, or specific clinical service; 3) professional administration and program development with delineation of mission and goals. If supervision of a clinical or administrative unit is involved, this unit should be identified and its mission described together with the duties and responsibilities of the candidate and evidence of program growth that includes its regional and national reputation.
- **If you provide clinical services**, documentation of activities may include 1) a record of the level and quality of professional and/or clinical service contributions; 2) a description of the acquisition, introduction, or development of new health care techniques, procedures or clinical approaches; 3) a summary of the development of community health-related outreach programs, improvements in clinical management, increased referrals, demonstrable improvement (quality, utilization, and access) in delivery of health care; 4) publication of case studies, monographs, reviews, and book chapters.

## EXTERNAL ASSESSMENT

External assessment provides the promotion and tenure committee evaluating each candidate for promotion and/or tenure an objective evaluation of the value and impact of the candidate's work within the discipline, and to demonstrate that each candidate for associate professor has achieved an emerging national reputation, and that each candidate for full professor has achieved a sustained national reputation as demonstrated by a well-established and cumulative body of work at rank. External assessment is a summative evaluation process with associated rank requirements and is required of all candidates.

- External assessments must be provided on letterhead stationery and contain the referee's signature.
- Each candidate must have three acceptable external assessment letters.
- Criteria defining independence of external reviewers: The relationship between the reviewer and the candidate should be as independent as possible. To qualify as independent, reviewers providing external assessment should have no personal, professional, or academic relationship with the candidate that would cause them to be invested in the candidate's promotion. Specific examples of reviewers to avoid include (but are not limited to): 1) former or current mentors and 2) co-authors or scholarly collaborators in the last five years. Every precaution should be taken to ensure that referees are objective and credible; persons closely associated with the candidate may not be as objective as those who are not personally associated.

- Academic external reviewers must be at a rank higher than the current rank of the candidate, and at a peer institution.