

### Using Your Candidate Statement to Help Reviewers Assess Your Work

In your promotion dossier, the Candidate Statement follows your workload assignment, the promotion criteria, and your CV to help readers understand your work, as discussed in our [Guide to the Promotion Process](#) and the [Guide to the Career-Track Promotion Process](#). Think about these questions:

- What do you do and how does it matter, in your field and beyond?
- How can you benchmark the significance and impact of your work?
- How do your achievements line up with your assigned duties and the criteria for promotion?

### Using Your Candidate Statement to Demonstrate the Significance and Impact of Your Work

Your Candidate Statement provides the story behind your CV to highlight the advances in your program of work and the recognition it has received.

- How can you benchmark the advances of your program of work and its expanding impact?
  - How has your work improved and advanced since your dissertation?
  - If you work on research teams or have collaborated with your dissertation director, how can you specify your independent contributions to those collaborations?
  - Where is your research headed? What will its impact be, and how will you achieve it?
- Have you gained regional, national or international recognition for your work?
  - Have you received awards, given invited or plenary presentations, or been invited to review programs, books, or journal articles? If so, characterize the groups involved.
  - Have you received major grants that have particular significance, for example career grants?
  - Have you served on editorial boards, as a leader in national associations, or as a consultant to advise on major issues or programs?
- How can you use your teaching, outreach and service to demonstrate your leadership and impact?
  - Are there continuities between your research and your teaching philosophy?
  - Has your research enhanced the impact of your teaching? Have you worked with more graduate students, residents, and/or fellows or helped them in innovative ways?
  - How have your students, department, or other internal and external collaborators benefited, for example, from innovations in courses, programs or partnerships?

### Explaining Your Work to Specialist and Non-Specialist Reviewers

Your external reviewers will provide expert assessments of your research, while some internal reviewers will not be specialists in your area. Your Candidate Statement needs to be effective with both sorts of readers.

- What are the problems, terms, and concepts that will be of most interest to expert readers? How can you help non-specialists understand your work, for example by providing definitions and examples?
- How can you demonstrate the progress and impact of your work for specialists and non-specialists?
- For all your readers, how can you benchmark that you have met expectations, for example, by discussing the standing of publication and presentation venues or citations of your publications?

**Given these questions, how well do these opening paragraphs meet the needs of multiple audiences?** Key terms are replaced with letters, and names are substituted for departments and institutions. Each of these openers has common problems. What are they, and how will you avoid them in your Candidate Statement?

1) The focus of our research is the development of synthetic methods to prepare advanced XXXX materials possessing controllable dynamics & properties on AAA, BBB, and CCC scales. By utilizing our expertise in YYY synthesis to ZZZ materials, we have developed novel methods for DDD synthesis, functionalization and EEEE fabrication. The development of controlled GGGG methods for FFFF have enabled us to determine GGGG correlations over a wide range of materials for targeted applications in HHH, III, and JJJ.

2) As a theoretical XXXXX, I interpret my field broadly, to include a wide range of questions about how to reason from data. I have worked on the analysis of XXXXX data, causal inference under the potential outcomes paradigm, "structural" estimation of PPP and QQQ, and design of RRR. I have used different analytic techniques, including ZZZZZZ computational methods, but there are two main themes that run through most of my work. First, I am interested in the problem of BBBB--whether it is possible to learn CCC from a particular type of data. Second, I take a decision-theoretic perspective to questions of data analysis, because this provides a general framework that clarifies many problems in XXX. My teaching reflects my range of research interests; I cover a wide range of topics and have emphasized BBB developments in my outcomes approach to XXX analysis.

3) After ten productive years as Associate Director at Chicago State College, I began serving as Associate Director of Zoology at UA in 2005. I now have completed my twentieth year of teaching, with eleven years as Associate Professor. I have shown excellence in teaching; included here is evidence of state and national recognition in publications, convention and conference presentations, and performances. Significant committee and administrative responsibilities have been a major part of my work at UA and Chicago State College. My position here, as the second of two faculty members in my area, is defined by the requirements of the position and the needs of the Department of Zoology. I hold teaching to be my highest priority, and the quality of my teaching is confirmed in the high level of my student evaluations and the successful professional placements of graduates.

4) Genuine creativity is most often found at the boundaries of traditional fields or at the intersection between them. To prepare students for innovation in their work, education and research programs must be interdisciplinary and must provide an accurate knowledge of the component disciplines and an ability to understand and work in the space between them. Within this context, my research and teaching philosophy is founded on the principle that it is essential for students to be exposed to the multidisciplinary applications of research. This philosophy is derived from a long history of experience and leadership both in assorted university and independent laboratories.

## Final Advice on Candidate Statements

**Remember your readers, including the non-specialists. Your external reviewers may skim your CV and then look to your Candidate Statement to frame your research program because they are asked to assess your research. However, many of your internal reviewers will not be specialists in your field and may be more concerned with what you do and how it matters. They may also be interested in how your teaching draws on your research.**

**Tell your story, but stay focused on your audiences.** Reflecting upon your work over the years is a crucial first step in the process, but those reflections often need to be recast in a less chronological and more thematic form for reviewers. Reviewers in many fields will be interested in how your research informs your teaching, but some reviewers will be primarily interested in your research methods, results, and impact—especially if your duties are mainly research. These varied expectations need to be addressed at least briefly in your introduction.

**Less can do more.** Do not overload sentences with complex terminology. Your research is detailed in your publications, so focus on major findings and refer to the publications that provide the details (though those will only be available to external and departmental reviewers). Use your Candidate Statement to make connections among the work detailed in your CV. Focus on a few themes to provide a set of take-away points. Leave white space rather than trying to pack everything into five pages.

**The University's "[Inclusive View of Scholarship](#)" can help you integrate your teaching, program leadership and outreach into your representation of your work and its impact.** You may wish to use it in your Candidate Statement, and you may want to use the [Teaching](#) and [Leadership Portfolios](#) to document your broader impact.

**For more information, visit <https://facultyaffairs.arizona.edu/content/about-promotion>**

**Annual Workshop on the Promotion Dossier**, March 12, 3-4:30, Old Main, Silver & Sage Rm. No RSVP needed.

**Using Portfolios to Document Impact and Leadership**, March 21, 8:30-10, Old Main, Silver and Sage Room, **[RSVP](#)**.

**Promotion Opportunities for Career Track Faculty** March 27, 2:00-3:30, Old Main, Silver and Sage Room, **[RSVP](#)**.