



Candidate Statement Workshop

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www.facultyaffairs.arizona.edu

<https://facultyaffairs.arizona.edu/promotion-dossier-templates>



Today's Focus: Section 5: Candidate Statement of Accomplishments and Objectives

Please see our website for upcoming workshops, as well as recorded workshops and materials:

<https://facultyaffairs.arizona.edu/promotion-workshops>

Using Teaching and Service Portfolios to Document Impact, Innovation, and Leadership

Friday, January 22, 2021, 8:30-9:50 am.

Register [here](#) before January 20, 2021.



Links to more information

- [Guide to Promotion for Continuing and Tenure-track faculty](#)
 - <https://facultyaffairs.arizona.edu/guide-promotion-process>
- [Guide to Promotion for Career-track Faculty](#)
 - https://facultyaffairs.arizona.edu/sites/default/files/2019.06.21_19-20%20Guide%20to%20the%20Career-Track%20Promotion%20Process_Final.pdf
- [Inclusive View of Scholarship](#)
 - <https://facultyaffairs.arizona.edu/universitys-inclusive-view-scholarship>



Additional Opportunities that supplement the Candidate Statement

- **Section 2A:** Impact on Career Progression from COVID-19 (2021 and forward will be ***required***) – no more than 2 pages
- **Section 6:** Teaching Philosophy Statement (***optional***) – no more than 3 pages
- **Section 8:** Portfolio to document leadership in service and outreach (***optional for career-track and tenure-track***)
 - Description and assessment of programs
 - Supplementary documentation
- **Section 9:** Memberships in Graduate or other Interdisciplinary Programs (***optional***)
 - Description of relevant activities for membership in GIDP Programs or Initiatives



SECTION 2A: IMPACT ON CAREER PROGRESSION FROM COVID-19 (Required 2021 and forward)

- <https://facultyaffairs.arizona.edu/covid-19-context>
- Candidates can use this subsection of the dossier to describe the influence of COVID-19 on any aspect of their position (e.g. changes in research/creative activities, teaching, service, job position, clinical service, etc.).
- The purpose of this section is to help reviewers understand how changes implemented due to the global pandemic of COVID 19, which began in Spring 2020 may have impacted the trajectory of the candidate's work. Please provide no more than a 2 page description (single spaced) for this subsection.
 - Please note that Student Course Surveys and Peer Observations were not conducted during Spring 2020 for the majority of faculty and are not required in the promotion dossier from that semester. The purpose of this section is to help reviewers understand how changes implemented due to the global pandemic of COVID 19, which began in Spring 2020 may have impacted the trajectory of the candidate's work. Please provide up to one-page description (single spaced) for this subsection.



Considerations

- Most other peer institutions are instituting the same type of protocol, so it will be expected and common in dossiers sent to external reviewers.
- It will go to external reviewers
- Clock delay information is indicated on Section 2 workload
- Additional training for teacher can be put in the teaching portfolio
- Furlough related considerations
- Changes to syllabus and student activities can be put in the teaching portfolio
- **Positive Impacts**
 - Creativity/good outcomes of teaching
 - Indicate if Service activities are COVID-19 related
 - Provide examples of contributions if relevant



Starting Point For The Honest Conversation

Asking The Right Questions

TEACHING

How many course(s) were transitioned to an online mode during Spring 2020?

Was completion of online-education training or attendance at teaching meetings required?

Did faculty member mentor students during Spring 2020?

RESEARCH

Was access to their research lab reduced or eliminated?

Was unspent start-up funding pulled to offset university finances?

Was there irreplaceable loss of research animals, subjects, supplies, field seasons, or travel?

Were invited seminars and/or conference presentations cancelled?

Was the research program altered to address issues related to COVID-19?

SERVICE

Did faculty member contribute to department or university initiatives related to COVID-19?

Did they contribute to public discussions, community engagement related to COVID-19?

Did the scope of service duties change during Spring 2020?

Evaluation Committees Should:

Be diverse - Include women and faculty of color.

Be informed - Understand inequality and inequity at their institutions.

Be transparent - Detail plans to promote gender equity and race parity.

Be proactive - Distribute a clear and documented procedure for (re)evaluation.

Be trained - Understand how COVID-19 differentially impacts the careers of women.



Systemic Barriers

- Systemic influences affected the work experiences of women and BIPOC individuals during the pandemic creating.
- Caregiving has been a very prominent issue.
 - Greater concerns about underreporting in COVID19 statements
- Uarizona COVID19 Instructor Survey Report –Spring 2020



Pandemic Context

- Additional stress, frustration, anxiety and even burnout
- Increased workload
 - Remote learning pivot and student safety
- Deterioration of work-life balance
- Fewer uninterrupted blocks of time
- Grief, loss, loneliness, illness, death
- Teaching Challenges and Additional Service
- Research Challenges
 - Access to lab, access to human participants, slow down in lab activities or materials, loss of grad students, Loss of funding

<https://facultyaffairs.arizona.edu/sites/default/files/COVID19%20Check%20In%20Report.pdf>



Significant amount of information is circulated on how the pandemic is impacting faculty productivity

- <https://www.insidehighered.com/news/2020/04/21/early-journal-submission-data-suggest-covid-19-tanking-womens-research-productivity>
- <https://www.nature.com/articles/d41586-020-01294-9>
- <https://www.thelily.com/women-academics-seem-to-be-submitting-fewer-papers-during-coronavirus-never-seen-anything-like-it-says-one-editor/>
- <https://www.natureindex.com/news-blog/decline-women-scientist-research-publishing-production-coronavirus-pandemic>
- <https://voxeu.org/article/who-doing-new-research-time-covid-19-not-female-economists>
- <https://www.theguardian.com/education/2020/may/12/womens-research-plummets-during-lockdown-but-articles-from-men-increase>
- <https://blogs.scientificamerican.com/voices/scientist-mothers-face-extra-challenges-in-the-face-of-covid-19/>

The Candidate Statement

Goal of today is help you reflect
on key elements of the statement



How to tell your story in 5 pages



- How to create dense writing
- How to address multiple audiences
- How to present your work in the best light



Prepare to Write the Candidate Statement

- Update CV
- Know the % breakdown of your workload
- Research yourself
 - Citations, impact scores, comparisons for grants
 - Teaching materials and assessments (peer obs, student responses), mentoring
 - Impact, significance of service activities, note areas of leadership
- Highlight your most significant, innovative, impactful contributions in all areas of your workload
- ***Prioritize the most outstanding contributions in each area of workload***



Inclusive Scholarship, Teaching, Service

- The University values an inclusive view of scholarship in the recognition that knowledge is acquired and advanced through discovery, integration, application, and teaching.
- The University values collaboration among colleagues, both externally and internally, and the candidate's contributions to such collaborations will be considered in promotion reviews.
- Depending on the assigned duties of individual candidates and the criteria of their departments and colleges, promotion reviews may consider original research contributions in peer-reviewed publications as well as integrative and applied forms of scholarship that involve cross-cutting collaborations with business and community partners, including translational research, commercialization activities, and patents.
- <https://facultyaffairs.arizona.edu/universitys-inclusive-view-scholarship>
- HSI status: <https://hsi.arizona.edu/>



Reflection: How do you tell your story?

- Who are you?
 - Field(s), type of work,
- What do you do? (topics, methods, classes)
 - How do you do it? (what makes you stand out?)
- Why do you do it? (what drives you?)
- Why does it matter? (to the field and to society)



What is your work?

- What are the three questions that your research/scholarship/creativity addresses in your field?
 - How does your work answer/address these questions?
- What are three key approaches to your teaching?
- What values/principles drive your service choices?



Audience

- External Reviewers – experts in your field
- Department Committee – within discipline, but not necessarily experts
- College Committee & University Committee – educated and interested professionals usually outside of your discipline
- What do each of these groups want to know?



Conveying your work

- What terms need to be defined?
- How can you convey a problem/issue/concept to a non-expert?
- How can you explain the standing of a publication, grant, or presentation to someone not in your own field?



How do you benchmark your work?

- What do your unit level promotion guidelines identify as markers for promotion to the next level?
 - This should be written in the workload description and the promotion criteria of the unit and college
- What is your most significant work? Why?
 - What is your most impactful work? Why?



Recognition of your work

- What regional, national or international recognition have you received for your work?
 - Describe the work
 - Indicate in the statement the importance, prestige, peer eval of the award for those who are not familiar
- What awards have you received for your work? Why?
 - Which work was this for?
- What major grants have you received? Or significant or innovative grants (even if less dollars)?
 - What work is this representing?



Teaching Outcomes

- What new classes have you developed?
- What new pedagogy have you developed?
 - How does it contribute to your department?
 - How does it contribute to your field?
- What achievements have your students made as a result of your class or research?
- How have others benefited from your teaching?
 - Students, department, discipline, collaborators



Questions to Prompt Reflection on Teaching

- What are your TCEs?
- What do students say in your evaluations?
- How can you weave this into your story?
- What types of activities do you do in class? What types of student projects?
 - Are they typical? Are they innovative? What impact do they have?
- What new materials have you created for your classes?
 - Exams, reading lists, templates, discussion format, discussion questions, reading groups, in-class activities, grading rubrics
- Have you created your own new class from ground up?
- How does your teaching relate to your research?
- How do you serve URM/HSI students and first gen students?



Impact

- What and who has been impacted by your work?
 - Students, department, internal/external collaborators
- How are your research, teaching and service aligned for a larger impact?



Collect Relevant Information to Situate Your Work

- Institution, College, School & Department mission and vision statements
- Statement from your discipline about work of faculty in your field
- Details about awards or recognition
- UArizona Purpose and Values
 - <https://www.arizona.edu/purpose-values>
- UArizona Strategic Initiatives
 - <https://strategicplan.arizona.edu/about>



What is your purpose?

- Craft two sentences that convey the purpose of your research/scholarship/creative activity, teaching, and service in the past five years.
- This can help frame your statement as part of the first and/or last paragraph.



Overview

- What does the audience need to know that may not be obvious in your CV?
- Consider areas of confluence for your scholarship, teaching and service.
- First paragraph and last paragraph matter (position your work and key things that you are known for)



Prep Tips

- Get started early
- Get multiple examples of other candidate statements from your colleagues (local and national)
- Give yourself the best light/angle possible!
 - Focus on quality work
 - Focus on significant work – tell them why it is significant
- University committee members advice: “don’t be shy”
- Get help from colleagues (inside your field, outside your field, and outside of UArizona) read your statement & listen to their comments



Candidate Statement

- This is your opportunity to write YOUR STORY
- Humanize yourself and your career
- Do not need to duplicate/list what is in CV
 - Not a laundry list
- Keep wording specific enough for experts but accessible to non-experts
- Show, don't tell
- Study your own work
- Not chronological
- Highlight important/impactful work first
- Give context
- What is the question that guides your work?
- Your narrative documents your impact.
- Use transitions that link the chain of events and the significance of your work

Discussing Research / Scholarship / Creative Activity



Using Your Candidate Statement to Represent Your Scholarship

- **Themes**

- Research Questions and how your work answers them
- Not necessarily chronological
- **Organize by impact/innovation**
 - **Lead with most innovative/impactful first**
- Independence



What is your scholarship?

What is innovative?

Which pieces have had the greatest impact?

How do your research grants fit in?

- **Role**

- What has been **your role/contribution** on key papers or grants or performances or creative activity
- Identify independence

- **Innovation**

- How is your creative work **advancing** the current field? Or society? Be specific where possible
- Tech transfer and entrepreneurship – include metrics where possible or explain impact if outside of academia

- **Impact:**

- What is the impact of your **scholarship on your field**?
- What are common benchmarks in your field that help reviewers understand your impact



Considerations for Identifying the Most Significant Scholarship

- Journal article impact factor (usually recommend not to put in the statement)
- Journals in your field
- Level of authorship (first author or sole author)
- Citations for your own publications (usually recommend not to put in the statement)
- Invited presentations/exhibitions/performances (who invited and why)
- Reviews of your work
- Leadership in conference symposiums
- Competitive grants
- Donor money for research
- Awards



Publicly Engaged Scholarship

- Publicly Engaged Research and Creative Activities
- **Type 1. Research—business, industry, commodity group funded.** Sponsored research or inquiry supported through grants or contracts from businesses, industries, trade associations, or commodity groups (e.g., agricultural or natural resources groups) that **generates new knowledge to address practical problems** experienced by public or practitioner audiences.
- **Type 2. Research—nonprofit, foundation, government funded.** Sponsored research or inquiry supported through grants or contracts from community-based organizations, nonprofit organizations, foundations, or government agencies that generates new knowledge to address practical problems experienced by public or practitioner audiences.
- **Type 3. Research—unfunded or intramurally funded applied research.** Community-responsive or community-based research or inquiry that is not funded by a community partner but instead is pursued by faculty through intramural support or as financially unsupported research or inquiry.
- **Type 4. Creative activities.** Original creations of literary, fine, performing, or applied arts and other expressions or activities of creative disciplines or fields that are made available to or generated in collaboration with a public (non-university) audience.

Discussing Teaching

Use language of teaching to best represent your work.

<https://oia.arizona.edu/>



Using Your Candidate Statement to Represent Your Teaching

- **Goals:**
 - Learning Outcomes
 - Student Engagement
 - Contribution to the field
- **Methods:**
 - Curricular design
 - Modes of instruction
 - Context
 - Management
 - Evidence-based pedagogy



What do you teach, and who are your students?

How do you use active and collaborative learning strategies?

How do you assess progress?

- **Link with CV**

- Connect text to class, refer to CV teaching portfolio examples

- **Assessment and Impact:**

- In-class student feedback
- Peer assessments
- TCE/SCS reports
- Letters from students
- Broader contributions
- Evidence Based Teaching
- Service Learning
- Community-engaged learning
- HSI connection with students
- Leadership and participation in FLCs



Teaching

- Teaching portfolios (syllabi, unique methods, outstanding student papers, unique course materials, presentations, etc).
- Teaching course evaluations (compare to your own classes, compare to other similar classes) (% respondents)
- Peer evaluations
- Attending teaching workshops
- Publishing about teaching methods
- Letters from former students
- Mentoring: Student awards – student career achievements
- Development of new courses, new curriculum, new major/minor, new Ph.D./M.A., new student handbooks,
- Teaching awards
- Changes in enrollment/retention/graduation of students
- Use and impact of technology
- Hours spent advising
- Advising for honors, student orgs, programs, etc.



Additional Considerations

- What courses does the department teach? Who are their students? What is a typical class size? What relevant experience do you have?
- What outcomes do you strive for your students to achieve?
- What examples of student achievements can you describe? Pick 1 or 2 with details.
- How does your class prepare students for their major/minor?
- How does your class prepare them for the workforce/grad school/etc?



Meaning of Mentoring

- This may be under teaching or scholarship
- Discuss role of students and importance to your work
- Discuss success of students and how it merged with your scholarship, teaching, service

Discussing Service



Service

- Department, college, university, national
- Significance of effort
- Invited (invited for expertise)
- Impact/result of committee
- Competitive nature of choice to be on committee
- Increase in impact/visibility for department/research/university
- Grant/journal reviews (in field or national significant)
- Pandemic related



Publicly Engaged Service

- **Type 10. Service—technical assistance, expert testimony, and legal advice.** Provision of university-based knowledge or other scholarly advice through direct interaction with non-university clients who have requested assistance to address an issue or solve a problem.
- **Type 11. Service—co-curricular service-learning.** Service-learning experiences that are not offered in conjunction with a credit-bearing course or academic program and do not include reflection on community practice or connections between content and the experience.
- **Type 12. Service—patient, clinical, and diagnostic services.** Services offered to human and animal clients, with care provided by university faculty members or professional or graduate students, through hospitals, laboratories, and clinics.
- **Type 13. Service—advisory boards and other discipline-related service.** Contributions of scholarly expertise made by faculty, staff, and students at the request of non-university audiences on an ad hoc or ongoing basis.
- Publicly Engaged Commercialized Activities
- **Type 14. Commercialized activities.** Translation of new knowledge generated by the university to the public through the commercialization of discoveries (e.g., technology transfer, licenses, copyrights, and some forms of economic development).



If Relevant Recognize Challenges

- Cutting-edge and innovative scholarly and professional work
- New and developing disciplines
- Interdisciplinary or collaborative work across fields
- Changes in leadership
- Challenges in labs, materials, partners, etc.



General Tips

- *Be yourself*
 - Tell your story – on your own terms
- Don't rehash the CV
- Don't make empty statements
- Grounded in your discipline
- Keep teaching focused on the students
- ***Make sure it is well-written (spelling/grammar)– clear, easy to read- clear first sentence, power statements at conclusion***
- Have others read it over
- **Don't use too much jargon**, define it if you need to use it
- *Value your worth*

Questions?

Contact us. We are part of your support team.

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