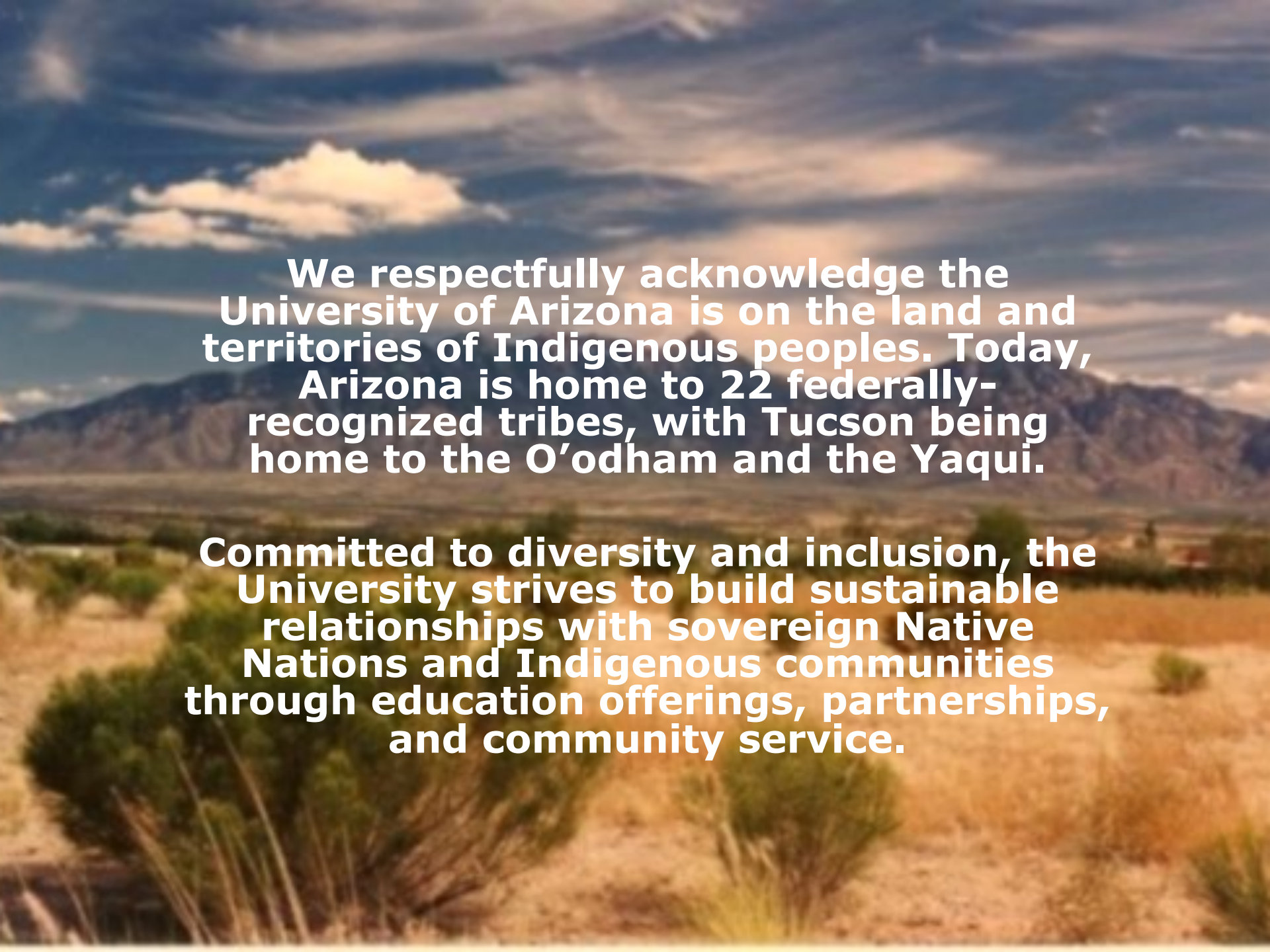
THE UNIVERSITY OF ARIZONA
Office of the Provost

2023-2024 Promotion Cycle: Candidate Statement

Faculty Affairs

facultyaffairs.arizona.edu

THE UNIVERSITY OF ARIZONA


We respectfully acknowledge the University of Arizona is on the land and territories of Indigenous peoples. Today, Arizona is home to 22 federally-recognized tribes, with Tucson being home to the O'odham and the Yaqui.
Committed to diversity and inclusion, the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.

Faculty Affairs

Vision

- To nurture a humanistic approach to faculty activity that fosters excellence, equity and impact.
- We aspire to high levels of accountability, efficiency, and transparency.
- To promote understanding of the role and contributions of faculty
- To adhere to the fundamental values of our land grant institution and R1 status.

Outline

- Faculty Affairs Introduction
- How to Tell Your Story
- Discussing Research
- Discussing Teaching
- Discussing Service
- General Tips

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

Tell the Story of Your Achievements and Impact

- No More than 5 pages
- Use the Candidate Statement to:
- Characterize your work
  - Reflect on what you do and how you do it
- Connect with all aspects of the dossier; and
- Thereby demonstrate the impact of your work.
- What might they need to know that is not clear in your CV and teaching portfolio?

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
  - Within your field
  - Outside your field
  - Outside of UArizona
  - Listen to their comments

Candidate Statement

- This is your opportunity to write YOUR STORY
- Humanize yourself and your career
- Highlight important/impactful work first
  - Study your own work to describe it
- What is the question that guides your work?
- Your narrative documents your impact.

- Do not need to duplicate/list what is in CV
  - Not a laundry list

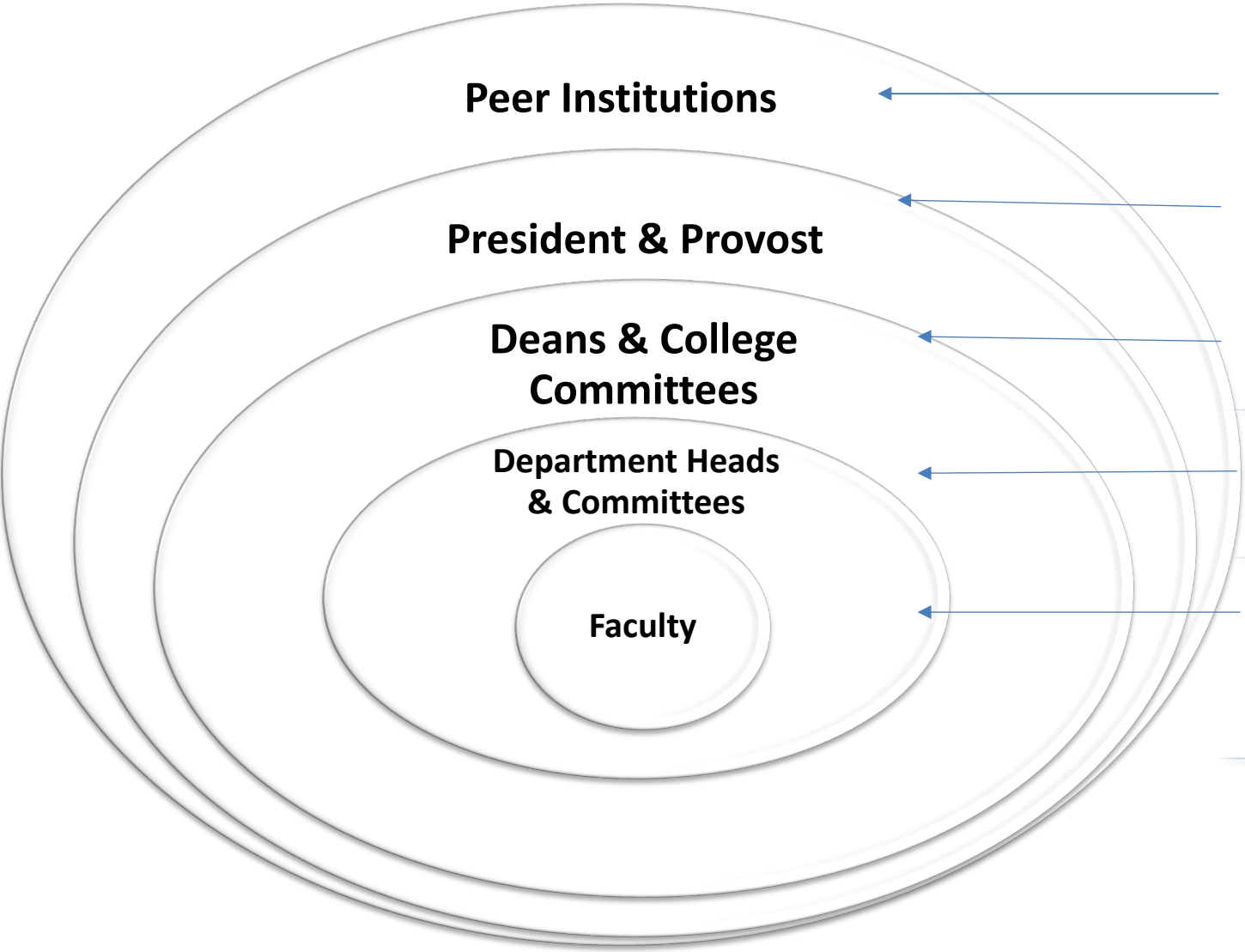
Collect Relevant Information to Situate Your Work

- 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

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 observation, 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***

Systemic Approach to Inclusive Scholarship Shifts in Promotion



PTIE, APLU, WICHE, Modified External Reviewer Letters

Visible messaging, Communication, Regular Meetings with Affinity Groups, Using Data & Reports, holding units accountable, Inclusive Scholarship Policy

Inclusive Scholarship in Criteria, Administrator and Review Committee Training

Inclusive Scholarship in Criteria, Administrator and Review Committee Training

Promotion Workshops, Mentoring, Dossier Template

Publicly Engaged Scholarship

- ***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.

Publicly Engaged Instruction

- ***Type 5. Instruction—for credit—nontraditional audiences***.
  - Classes and instructional programs that offer student academic credit hours and are designed and marketed specifically to serve those who are neither traditional campus degree seekers nor campus staff.
- ***Type 6. Instruction—for credit—curricular, community-engaged learning***.
  - Classes and curricular programs where students learn with, through and from community partners, in a community context, under the guidance and supervision of faculty members.
- ***Type 7. Instruction—noncredit—classes and programs***.
  - Classes and instructional programs marketed specifically to those who are neither degree seekers nor campus staff.
- ***Type 8. Instruction—noncredit—managed learning environments***.
  - Scholarly resources designed for general public audiences that are often learner-initiated and learner-paced (e.g., museums, galleries, libraries, gardens, exhibits, expositions).
- ***Type 9. Instruction—noncredit—public understanding, events, and media*.**
  - Scholarly resources designed for the general public that are accessible through print, radio, television, or web media. General examples include self-paced educational materials and products (e.g., bulletins, pamphlets, encyclopedia entries, educational broadcasting, CD-ROMs, software, textbooks for lay audiences); dissemination of scholarship through media (e.g., speakers' bureaus, TV appearances, newspaper interviews, radio broadcasts, web pages, and podcasts, if scholarly and readily available to the public); and popular writing in newsletters, popular press, or practitioner-oriented publications.

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.
- ***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).

Doberneck, D. M., & Schweitzer, J. H. (2012). *Disciplinary Variations in Faculty Expressions of Engaged Scholarship during Promotion and Tenure*. IARSCLE Conference.

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?

Considerations

- 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

Writing Tips

- Keep wording specific enough for experts, but accessible enough for non-experts
- Show, don't tell
- Give context
- Use transition that link the chain of events and the significance of your work
- Not chronological

Discussing Research/Scholarship/Creative Activity

Using Your Candidate Statement to Represent Your Scholarship

- **Look for Research Themes**
  - Pose Research Questions
    - Explain how your work answers them
  - Organize by impact/innovation
    - Lead with most innovative/impactful first
    - National and International Impact
    - Impact of journal or press outlets
    - How can you document impact on field?
  - Emphasize Independence

How to describe your work

- **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

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

Describing Teaching Impact

- **Link with CV**
  - Connect text to class, refer to CV teaching portfolio examples
- **Quality of development**
  - Trainings
  - Evidence-based teaching
  - Participation in FLCs
  - New course design
- **Assessment**
  - Student ratings
  - Peer observations
- **Impact:**
  - In-class student feedback
  - Letters from students
  - Broader contributions
  - Service Learning
  - Community-engaged learning
  - HSI connection with students
  - Leadership in FLCs

Evidence of Teaching Quality

- Syllabi
- Outstanding student papers
- Unique course materials
- Student presentations, performances, exhibits
- Publishing about teaching methods
- Letters from former students
- Mentoring: Student awards – student career achievements
- Development of new courses
- Leading new curriculum
- New major/minor program development
- New Ph.D./M.A.
- New or significantly updated student handbooks,
- Examples of technology

Discussing Service

Service

- Internal service
  - Committees – roles and impact
- External service
  - Journals
  - Professional organizations
- Community-engaged work
  - Advisory boards
  - Public outreach/presentations

General Guidance

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 in unit
- 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
- Ground work in your discipline
- Keep teaching focused section on the students
- Have others read it over
- Don’t use too much jargon, define it if you need to use it
- ***Value your worth***

- ***Make sure it is well-written (spelling/grammar)– clear, easy to read- clear first sentence, power statements at conclusion***

Additional Opportunities that Supplement the Candidate Statement

- Section 2A
  - Impact on Career Progression from COVID-19– no more than 2 pages (*required)*
- Section 6:
  - Teaching Philosophy Statement (*optional*) – no more than 3 pages
- Section 7:
  - Document leadership in service and outreach (*optional for career-track and tenure-track*)
- Section 8:
  - Description of relevant activities for membership in GIDP Programs or Initiatives *(optional)*

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Mission Statement

Our mission in Faculty Affairs is to cultivate institutional structures for faculty advancement across the career lifespan. We take an ecosystem equity approach across all system levels that considers (1) recruitment (2) professional advancement, and (3) retention. Our work is grounded in an affirming, transparent, and inclusive approach to supporting faculty.

Equity

Recruitment

Professional Advancement

Retention

University of Arizona Faculty Affairs
Equity Strategies Across Career-Life Span

It is important to acknowledge that there are still gaps in diverse representation, access and inclusion at each stage of the faculty career. We describe here the goals for each stage to improve equity and then a list of current tactics to help reach the goal.

https://facultyaffairs.arizona.edu/about-0

1

Recruitment Stage

Creating targeted diverse recruitment efforts

- Updated Faculty Search Committee Guidelines
- Required Training for all search committee members
- Faculty Affairs consultation with Deans, Department Heads, and Search Chairs
- Strategic Priorities Faculty Initiative for Hiring & Recruitment
- Transparent faculty data and reports on representation, equity, hiring, departures, and exit survey findings to raise awareness
- Steps in the Scholar Journey Program | postdoctoral recruitment / pipeline strategy

2

Professional Advancement Stage

Ensuring a culture to enable a high-performing academic enterprise

- Promotion Opportunities for all faculty tracks
- Equity based changes to promotion dossier templates
- Promotion workshops for all candidates, department heads, and administrators with an inclusive focus.
- Leadership Programs (ALI, HSI Fellows, ILC, Faculty Fellows)
- National Center for Faculty Development and Diversity membership and resources
- Faculty Development Promotion Communities Mentoring Program
- HSI Servingness Series, Talking Race Series, Caregiver Series, Our Best Work Environment Speaker Series
- Culturally Responsive Curriculum Development Institute
- HSI Seed Grants

3

Retention Stage

Building affirming environments and anti-oppressive structures for faculty advancement

- Increase in cap for number of multi-year contracts for career track faculty
- Salary Equity Review for all tracks
- University Faculty Awards Expansion
- Bias Education & Support Team
- Integration of implicit bias, equity and inclusivity in all Faculty Affairs workshops
- Campus wide Mentoring Training and Mentoring Institute for inclusive mentoring of faculty and graduate students
- Expansion of Faculty Affinity Groups and regular meetings with Faculty Affairs

Senior Leader Support, Policies, Support of Administrators at all levels

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The Faculty Affairs Team

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Vice Provost

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Assoc. Vice Provost

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