



Office of Academic Affairs

Rachel Applegate, Assistant Vice Chancellor for Faculty Affairs

Candidate Statement: Structure and Preparation

Agenda

Part I: Key steps

Part II: Structure of a Candidate Statement

Part III: Special areas of emphasis

Part IV: Style notes

Part V: Next steps



Key Steps

- Step 1: Questions to ask yourself to begin with
- Step 2a: Outline (main sections)
- Step 2b: Just write (your life themes)
- Step 3: Step back.
- Step 4: Completeness
- Step 5: Coherence, polish

Step 1: Questions to ask yourself to begin with

- Why do I do what I do?
- How do I do what I do?
- What are some concrete things I can point to that show **what** I do?
 - What are my **signature accomplishments**?
- Can I group my CV into themes? (not necessarily ALL of it.)

How do I explain myself to non-academics?

How do I introduce myself at conferences?

What motivates me?

How is this reflected in the items on my CV?

Step 2: Two Options

Step 2a: Design an Outline

- Use Candidate Statement Template
- Adjust for your:
 - Faculty type (tenure track, clinical, lecturer, research, librarian)
 - Rank sought (associate, full; senior/teaching professor)
- Within your main area of excellence, identify:
 - Key themes
 - Pieces of evidence (CV entries and other documentation)
- Summarize:
 - You have met the overall criteria
 - You have a future

Step 2: Two Options

Step 2b: Just Write

- I am
- I do this.....
- Because I
- Now that you know (I have told you) Z, X, and Y, you will agree I meet the criteria

Step 2: Writing

Wow, this is **too short**

Add details, descriptions, and “for examples.”

Include not just the ‘what’ but the ‘why’

What led up to your **signature accomplishments**?

Wow, this is **too long**

See where you can condense into summary sentences

Remove examples [move to the rest of the dossier]

Keep the focus on **signature accomplishments**

Make the ‘future plans’ part coherent with the past accomplishments

Get to at least this step before coming to the hands-on workshop

Step 3: Step back

- What do you have?

Don't worry if it is too long or too short. During Step 4, you will adjust for length.

- What sense does it make?

Are there themes? How do the themes relate to each other? Is there a balance between representing *how much* work you have done (lots of stuff) and *focusing on signature accomplishments*? What is the importance of what you have done?

- What does someone else make of it?

At this point, it's useful to have someone **outside of your discipline** read it. You want something that is understandable to outsiders. Later you can have someone in the discipline examine it for technical correctness.

Step 4: Completeness

- Check the checklists
 - in P&T Guidelines, in Candidate Statement Template
- Go through dept, school, campus criteria: do you explicitly name/claim them?
- Highlight where you have mentioned key elements: student/peer input for teaching, forms of dissemination for research, scholarly and non-scholarly impact.
 - How do these support your areas of excellence and themes?
 - Does the organizational framework still make sense? Is one theme too weak? Different themes too....different?
- Does someone **in your department/discipline** think it is compelling?
Strong science, teaching, service?

Step 5: Coherence, Polish

- Is the final product smooth and coherent?
 - Read it aloud for editing errors (where one section gets moved and some wording ends up wrong)
 - Highlights easily seen: *or a dumptruck crashed here*
 - Check acronyms or technical language; explain/expand at least once
- Check details against the CV: are all references and summaries consistent?
 - Did you number your citations? (or hyperlink?)
 - Are you counting #s of articles, presentations, grants?
- Check against rest of dossier: are you ready to supply details and substantiation?
- Proofread; ask someone else to proofread.

Typos are potholes: they aren't usually damaging but they interrupt the flow

Part II: Structure of a Candidate Statement

- Introduction
 - Who you are
 - What you are applying for
 - Area of excellence
 - Main focus and themes; philosophy if applicable
 - Signature items
 - Impact
 - Comparison to criteria
 - Future plans
 - Satisfactory area/s
 - Evidence of solid performance
 - Summary: distinctive impact
 - Future plans
-

Part III: Special areas of emphasis

- Area of excellence
- Signature items
 - Work in rank
 - Reputation, trajectory, impact
- Independence
- Miscellaneous questions from live session

Area of excellence

Third Year Review	Final Review
<p>Should be settled by the end of the third (or fourth) year review</p> <p>If you are uncertain, draft multiple statements, with different areas</p>	<p>Must be definite Cannot be chosen or determined by anybody OTHER THAN the candidate</p> <p>Must be clear to the reader</p> <p>About 2/3rds of final product will be about this area</p> <p>Integrative DEI case: <i>holistic, not separated</i></p> <p>Balanced-Binned: use equal space for each area</p>



Signature items

Third Year Review	Final Review
<p>Have at least one since starting at IUPUI</p> <p>Others may be projects you are currently working on</p>	<p>Three to five specific items Multiple articles can be threaded together to lead up to key items</p> <p>All of those specific items must be in-rank. Most should be work completed at IUPUI</p> <p>Previous work can be mentioned as leading up to the signature items</p>



Signature items, trajectory, reputation

- Signature items must have been accomplished **in rank**.
- They may not have had much time to attract formal scholarly citations.
- Your reputation may be best demonstrated and documented by:
 - Work prior to rank—this has had time to acquire citations and other uses.
 - When you use work from earlier in your career, describe how it created a foundation for *current work*.
 - Media/non-scholarly uses of the work
 - Invitations to speak on your work



Independence

There's no U in
'independence'

Write in the **first person singular**.

For multiple-author and multiple-investigator projects, be clear about what your role is.

What did you uniquely contribute to those projects?

From P&T Guidelines:

- Candidates should make clear to readers their independence and the impact of their work.
- 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 should be careful to provide clear and sufficient information about their individual roles in collaborative projects, publications, presentation, or grants.



Where to document independence

1. Sometimes: in the CV, make small notes about your role.
2. In the candidate statement: describe your role in terms of your own career and accomplishments.
3. In the dossier, in the Research folder, “Discussion of 3-5 items”, describe role in relation to each project / stream of accomplishments.
4. In the appendix, include *confirmation from co-authors*. At least one co-author, from at least the signature items. Best practice: get documentation as you go, for everything.

Miscellaneous questions

Q: What if I got a COVID (or other) extension?

A: In your candidate statement, somewhere near the beginning say, “I had a university-approved extension of the probationary period for 1 year.” (or more than one year.). No details are needed.

Q: Can I use things I did before coming to IUPUI?

This is a very tricky question. A separate resource is being developed. Generally, your **candidate statement** will focus on your plans and accomplishments while at IUPUI. You always need an *ongoing trajectory*.

Q: So its better to say I joined this team because I could contribute... vs. I was invited to join this team based on recognition of my expertise? It seems like the latter illustrates a growing recognition/reputation (?)

A: actually, either is okay, and both would be better. You want to show decision-making on your part, as well as showing that you have a reputation.

Examples

“Over the past decade, my research has focused on *data curation*, which is the long-term management of data to ensure optimum use and reuse throughout its lifecycle. Data is crucial to historical or longitudinal inquiry... My main focus is on the behaviors of persons who reuse data”.

Defining terms

Why it is important

What my particular contribution is

Who I am

To engage in social justice, community-engaged work means aligning my values and actions. To *walk the talk* as a scholar means to be who I am authentically while calling out inequities, particularly involving those who have been historically marginalized. Cristina Santamaria Graff pt Balanced

My background provides context for my technology-focused in-rank research activities. While working as a clinical social worker in the field of mental health, several transformative experiences...I became discouraged with the pervasive practice of separately targeting signs and symptoms for management with multiple medications.... David Wilkerson pt Research



Side-bar: just the science?

“Culturally responsive teaching [and mentoring] recognizes, affirms, and values students’ cultures and their unique experiences.” “The greatest single motivator for these [diverse STEM doctoral students] was a desire to help others.” Ebony Omotola McGee, *Black, Brown, Bruised*

EDUCATION

What to know about pride flags and BLM flags being removed in Westfield schools

MJ Slaby Indianapolis Star
Published 8:39 a.m. ET Sep. 14, 2021

It is appropriate to talk about who YOU are and WHY you do what you do.

After recent discoveries of unmarked and mass graves at Indian residential schools in [Canada](#) and the [United States](#), Interior Secretary Deb Haaland ordered an [investigation](#) of American Indian boarding schools. For generations, these schools took children from homes and demanded that they disavow their families, cultures and languages. Indeed, boarding schools targeted individuals as an integral part of the U.S. quest to deny Native sovereignty and take Native land.



Addressing criteria

I have achieved excellence in support of teaching and learning by building two learning communities that train other faculty. Additionally, I have achieved what the IUPUI Promotion and Tenure Guidelines refer to as “curricular development excellence” by disseminating my ideas on learning communities through nine peer-reviewed conference presentations. Nancy Goldfarb, teaching professor

In each section, “According to the SOE criteria”. Cristina Santamaria Graff



Clarification of details

At IUPUI a themed learning community (TLC) consists of two general education courses and a first-year seminar integrated by a common theme.
Nancy Goldfarb, teaching professor

Family caregiving is accompanied by significant [Wilkerson]

Family as faculty from Santamaria Graff



Discipline-specific metrics

[Fellowship training program director] Over the past seven years we have ensured no citations were listed for the vascular surgery program. Raghu Motaganahalli, full clinical

I care about student success....I closely monitor DFW rates and seek ways to reduce them. Below is a chart showing DFW rate drops for courses taught or mentored exclusively by me. Lingma Lu teaching professor

I take satisfaction that all the graduating fellows that I trained have found positions in well-known private and academic practices throughout the country. Juan Tejada, associate clinical

Because of my contributions to the field, I was recently invited to the March 2020 invitation only Workshop on Knowledge Infrastructure...a broad, interdisciplinary discussion. Ayoung Yoon, pt research



A template, an example

Template

Example (entirely fake)

Annotated example (still fake)

Samples (real!)



Thank you!

Rachel Applegate
rapplega@iupui



IUPUI

FULFILLING *the* PROMISE