Appendix H: Writing a Tenure and/or Promotion Statement Guidelines


“The personal statement … is your opportunity to make your own case. The statement communicates a quick sense of whether you know who you are, where you’ve been, and where you’re going in your career”

“…the personal statement provides context for your achievements beyond what is visible on the c.v., showing that they fit into a meaningful plan for your development as a scholar, teacher and university citizen”

- The personal statement allows you to explain the value and impact of your teaching, research/scholarly work and service accomplishments.
- The candidate’s statement should report on the past accomplishments, present activities, and future plans of the candidate across three areas: research, teaching, and service. It should provide the candidate’s perspective on and interpretation of these matters and go beyond simple reiteration of the content of the vita. Your statement, in conjunction with the CV should provide evidence that good research ideas are coming to fruition and that there is evidence of future promise.
- The statement should be written to engage and be understood by both a general academic readership including college P&T committee, dean, provost and president and by a professional readership comprised of the departmental and external reviewers. Write in language that is understandable to readers from diverse disciplines. Make it jargon free, enlightening and exciting.
- Writing a statement helps you understand what your contributions have been, and what impact you have had. Understanding these, in turn, can help you see where you want to go, and think better about how to get there.
- **KEY ELEMENTS** of the statement are: quality of work, productivity over time, and impact.
- Advocate for yourself, but be factual; confident but not boastful, intelligent but not stuffy.
- Blending of categories is inevitable – e.g., mentoring undergraduates in a research laboratory can (and presumable should) be considered both teaching and research, and can be addressed in either (or both) section(s).
- Make this your best writing. It is not uncommon for outside evaluators to draw upon your own comments in their written evaluations.
- Convey the excitement of your research and teaching
- Emphasize the broadest implications of your work
- Highlight potentially hidden strengths
- Explain gaps in your record – be your own spin doctor, contextualize the strategic choices of your career
 Simplify, integrate, summarize!
 DON’T make it a chore to read your personal statement
  ➢ Emphasize primary areas of strength
  ➢ Avoid excessive detail, explain selected examples well
 DON’T use excessive technical jargon
  ➢ It can be an impediment to readers outside your field
  ➢ Explain critical terms in a simple and clear way
 DON’T ignore your weaknesses
  ➢ Imagine your worst critics – use your statement to undermine their case
  ➢ Be honest – acknowledge weaknesses, but demonstrate how you have overcome them

How to address weaknesses
 Your statement is the place to acknowledge and address issues in teaching, research, and service that might be perceived as weaknesses. In the statement you have the opportunity to demonstrate that you recognize the issue, you have learned from it, and you have moved forward in an appropriate and professional way. A narrative reflection on success and challenges can help reviewers understand inconsistencies in your record.
 An example: If you had a series of poor teaching evaluations for a period of time, you need to address it.
  ➢ If the teaching evaluations were poor early on, but improved with time, discuss what you did to overcome the challenges. How did you adjust your teaching methods to address the needs and/or concerns of the students?
  ➢ If your teaching evaluations were weak during a semester in which you were experimenting with a new course or new teaching method, what did you learn from the constructive feedback?

The Research Statement
 Quality of your Research/Original Creative Work
  ➢ How your strategy for conducting research or your approach to original creative work contributes to the quality of your efforts.
 Relevance of your Research/Original Creative Work
  ➢ How your research is relevant to issues that relate to your field(s) of study
 Impact of your Research/Original Creative Work
  ➢ How does your work break new ground or how is it innovative
 Programmatic Nature of your Research/Original Creative Work
  ➢ How your individual research projects contributed to your program of research, or how individual projects contributed to the focus of your original creative work.
 Sustainability of your Research/Original Creative Work
How your research shows promise for ongoing publication and external research funding (as applicable) = TRAJECTORY!

Productivity in Research/Original Creative Work
- How the strategic decisions you made on publishing and presenting your work furthered your program of research/focus or original creative efforts

Interdisciplinary/multidisciplinary collaborative research
- How your work contributes to the success/is essential to interdisciplinary/multidisciplinary collaborative research projects.

Using Teaching and Service to Enhance Research/Original Creative Work
- How your class discussions have been used to explore potential questions for your own research/original creative work (or vice versa)
- How your service to professional associations has provided opportunities to further your program of research/focus of original creative work (or vice versa)

Include goals for the future, position your work (future and past) within a larger body of work

TRAJECTORY!

Be optimistic yet realistic
- If you cannot be positive about your contributions, few others will think they should be
- Portray things in their best light, but don’t over-reach – readers may call your bluff

Promotion to Full Professor
- Years in rank beyond six do not change the expectations of what is required; there may be a shift in emphasis between criteria to reflect the many differences individual professional careers
- If it played a key role in your tenure case, it is of historical interest and can be used to document impact (citations, reviews…)
- Evidence of an enhanced international/national reputation
- Leadership roles
  - Conference organization vs. presentation
  - Panel leader vs. member
  - Professional society board position vs. membership

The Teaching Statement
- Fostering Student Achievement
  - Impact: How your philosophy of, methods of, or assumptions about teaching is/are congruent with the typical needs of your students
  - Impact: How you foster student achievement by balancing high standards for performance with appropriate levels of support
- Course Content
Impact: How your course content has contributed to the attainment of knowledge and skills needed by your students

How you ensure that your course content, including instructional resources that you have developed, is congruent with current knowledge and professional practice

Course Development

Impact: How your development of courses has contributed to the attainment of knowledge and skills needed by your students

Curriculum Development

Impact: How your development of specializations, majors, distance learning programs, certificate programs, or degree programs has contributed to the attainment of the knowledge and skills needed by our students

Mentoring and Academic Advisement of Students

Impact: How your work in mentoring and academic advising contributes to your students’ professional identities and the development of skills in research and practice

Using Research and Service to Enhance Teaching

Impact: How you have used your research to improve your instruction (courses, directed individual study, and supervised research)

Impact: How you have involved students in your research

Impact: How you used your professional association work to keep your courses up-to-date with current knowledge and practice

Promotion to Full Professor

Evidence of high-quality performance

To some extent, increasing “higher level” efforts

Course/curriculum conceptualization, design

Instructional technology

Other modern/innovative teaching techniques

Mentorship of junior faculty

Student committee service

External speaking engagements supportive of record of teaching excellence

Service Statement

Nature of your Service to the Program, Department, School, College, and University

Impact: How your service contributions relate to ongoing or emerging needs of the institution

Impact: For senior faculty, efforts you have made to mentor other faculty

Nature of your Service to the Profession

Impact: How your service contributions relate to ongoing or emerging needs of the profession
Nature of your Service to Society
   - **Impact**: How your work contributed to meeting needs identified in your community, state, nation, and other countries

Using Teaching and Research to Enhance Service
   - **Impact**: How your teaching has contributed to the provision of continuing professional development offerings
   - **Impact**: How your research expertise has contributed to the work of your professional organization
   - **Impact**: How your research expertise has contributed to being an editorial board member for a refereed journal or a Federal grant review committee
   - **Impact**: How our research expertise has contributed to the work of your program, department, school, college, and university

Promotion to Full Professor
   - Greater expectations
   - Leadership roles
     - Committee chair vs. member
     - Conference organization vs. presentation
     - Panel leader vs. member
     - Professional society board position vs. membership

In Summary
   - Balance technical vs. accessible
   - Only one part of your P&T file, but…..
   - …your best chance to make your best case
   - Opportunity to
     - Clarify any uncertainties in your CV
     - Write your own letters of evaluation
     - Demonstrate your ability to teach

References/Resources
   - Google search: personal tenure statement
   - James P. Sampson, Jr., David F. Foulk, and Marcy P. Driscoll, College of Education, Florida State University (http://www.coe.fsu.edu/content/download/50741/352387/file/Writing-Personal-Statements-for-Faculty-Evaluations.pdf)
The Irrepressible Women Planners. 2003. The Yellow Book: How (Not) To Get Ahead in Academia. Association of Collegiate Schools of Planning, Faculty Women’s Interest Group


http://www.insidehighered.com/advice/2010/11/10/narrative#ixzz2wcu6d8Zl

Examples of tenure and or promotion statements:
https://provost.asu.edu/promotion_tenure/exemplars