



Workshop Outcomes

- Participants will know where to get answers to their questions, specific to any particular rank, about how research, scholarship, and creative activities are evaluated at the institution.
- Participants will understand how to effectively present their own research and scholarship in a letter of self-evaluation.

Resources for the Facilitator (may also be assigned to participants)

- The Institutional Handbook, Faculty Guidelines, or equivalent document
- [Interdisciplinary scholarship](#), Julie Klein and Holly Falk-Krzesinki (2017). This document summarizes approaches taken by various institutions to evaluate faculty whose activities include interdisciplinary scholarship. This document provides indirect advice for dossier preparation for persons undertaking interdisciplinary activities. This document includes guidelines for “Preparing A Dossier for Promotion and Tenure” (p. 5) that may be useful for pre-tenured faculty.
- [Tips for constructing a promotion and tenure dossier that documents engaged scholarship endeavors](#), Nancy Franz, Iowa State University. Faculty with significant community engagement components in their research may benefit from this resource.
- [Preparing for tenure and promotion at PUI institutions](#), Leticia Vega and Christoph Hengartner (2021). Detailed analysis and guidance on the general aspects to consider for the tenure and promotion process.
- [Top 10 strategies for preparing the annual tenure and promotion dossier](#), Joy Burnham, Lisa Hooper, and Vivian Wright (2012). This applies to scholarship as well as to other areas of evaluation for university faculty.
- [Deep surveillance: Tenure and promotion strategies for scholars of color](#), Daniel Justice and Debra Barker (2007). Additional strategies, assembled with Scholars of Color in mind. Advice relevant to scholarship and other areas of assessment is included.

Product

Elements of a reflective statement of research and scholarship (draft)

Before The Session

Ask participants to update their record of relevant scholarly and creative accomplishments, including work that was developed or published during the evaluation period.

Pre-Session Assessment Questions

How well do you understand how research, scholarship, and creative activities are evaluated at the institution.?

[Not at all; Slightly; Moderately; Very; Extremely]

How well do you understand how to effectively present yourself as a scholar in a letter of self-evaluation?

[Not at all; Slightly; Moderately; Very; Extremely]

Workshop Outline

0:00 (30 m.)

How research, scholarship, and creative activity are evaluated

Ask a facilitator (possibly a former or current member of the tenure and promotion committee or an experienced department chair) to

- review the guidelines in the institutional handbook for general scholarship requirements for tenure and promotion at the institution,
- describe what information should and should not be included in a typical scholarship statement or research narrative at the institution, and
- share and critique two or three examples or samples of a research and scholarship statement, preferably from different academic areas (one each from the Humanities, Natural Sciences, Social Sciences, for example)

Allow time for questions from participants.

0:30 (30 m.)

Activity: How do you define yourself as a scholar?

You might have written a statement about your programmatic research and scholarship before, perhaps when you were applying for academic positions or grants. I'll ask you now to consider this work from a different perspective.

For this activity, think about where you are in your career right now and reflect on how you define yourself as a scholar: What are the core values and beliefs that shape your research, scholarship, and other creative work? Consider how those values and beliefs have changed and continue to change, your overarching goals in your scholarship, and the role of students and colleagues. What are the strongest aspects of your scholarly accomplishments, given those values and beliefs? What areas of improvement have you identified? Feel free to format as bullet points or a paragraph, and limit yourself to about 250 – 300 words.

[Give participants about 15 minutes to write.]

Ask participants to share some of their core values and beliefs that shape their research, scholarship, and other creative work.

Ask the group to discuss: What information do you need for an accurate assessment of your research, scholarship, and creative work? How does that information support the core values and beliefs you've identified?

1:00 (25 m.)

Focused writing: Ask participants to spend 25 minutes expanding on their definition of themselves as scholars, making note of what kind of supporting information they want to include throughout, so that they have a fuller description of their scholarly accomplishments.

1:25 (5 m.)

Conclusion

Assign any "homework" for the next module.

Assign Post-Session Assessment Questions.

Post-Session Assessment Questions

How well do you understand how research, scholarship, and creative activities are evaluated at the institution?

[Not at all; Slightly; Moderately; Very; Extremely]

How well do you understand how to effectively present yourself as a scholar in a letter of self-evaluation?

[Not at all; Slightly; Moderately; Very; Extremely]