

Committee on Academic Personnel
Recommendations for optional self-assessment (3-4 pages)

The purpose of the optional self-assessment, noted in Red Binder I-75, is to provide context on the significance of and effort involved in items listed on Bio-Bib. These statements should be written for a broad audience. Note that the categories below are neither an exhaustive list nor a required set of topics. Please keep in mind that the Bio-Bib is the official record of all activities, so the self-assessment is an opportunity to provide additional information about those activities, not introduce new ones.

1. Research Summary (if you prefer, you may write a separate research statement to elaborate on any relevant points; 1-2 pages)

- Overall aims/research interests
- Research Impact Overview: Briefly describe specific projects, including significance of specific publications or practice-based research activity, and/or importance to the field, referencing their #s in Bio-Bib. Overly-technical summaries are not helpful for reviewing agencies
- Discuss disciplinary standards for types of publications or creative activity, if necessary. For example, some disciplines highly value volume editing and book chapters whereas others place greater value on peer-reviewed journal articles
- Describe quality of publication venues and influence of publications in your field or subfield
- For co-authored publications, particularly with other senior co-authors, explain your role in research or creative activity/practice-based research, specific contributions to publications

2. Teaching (if you prefer, you may write a separate teaching statement to elaborate on any relevant points)

- Methods: How do you work with students? Philosophy of teaching.
- Classroom teaching: briefly describe courses and their objectives, address any issues raised in student evaluations
- Undergraduate research: briefly describe the number of mentees, your role in their training (direct, or indirect with grad or postdoc as primary mentor), and outcomes of their research (presentations, awards, contributions to publications, etc.)
- Graduate student and postdoc training: discussion may include such things as “standard” for your department or field, access to or number of graduate students in your department, whether departmental teaching load has been adjusted to accommodate graduate student advising
- Discuss your role as an advisor
- Additional teaching contributions
- Student and postdoc presentations, awards, placement

3. Professional activity: provide context including time commitment (frequency of meetings) and responsibilities, as appropriate, and prestige/selectivity of any awards. This information may have been included on the Bio-Bib, making it unnecessary to repeat the information in a separate statement.

- Presentations, indicating whether invited, plenary, named, international
- Grants, including information about the competitiveness of the grant, the availability and size of the grant relative to your discipline, your role/contribution as co-PI in shared grants

- other categories listed on Bio-Bib

4. Service: provide context including workload, time commitment (e.g., frequency of meetings), and responsibilities. As with Professional Activity, this information may have been included on the Bio-Bib, making it unnecessary to reproduce this information in a separate statement.

- divide into categories: Departmental, Senate, Campus and/or System-wide, or Community

5. Contributions to diversity, equity, and inclusion– not a separate area of review but can be credited in the review process (APM 210.1.d). This may be presented as a separate self-assessment, as described in Red Binder I-75-VIII.

- Contributions can be addressed within any of the areas above or separately
- Provide context of the scope and/or impact of the efforts
- Explain how these activities/efforts extend beyond typical expectations of faculty members
- If relevant, explain how contributions are beyond what is intrinsic to your research area (e.g. translating the results of that research into a program to promote diversity)

9/4/20