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## Primer on Using Digital Measures

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## 1 Introduction

UWL uses Digital Measures as its faculty activity reporting software. Faculty members make a wide variety of contributions to their teaching, to their disciplines, to the university, and to the community. Digital Measures provides a systematic way to track these activities for uses for retention reviews, tenure reviews, promotion reviews, reporting for accreditation agencies, and reporting for internal and external stakeholders. All activities related to teaching, scholarship, service, and professional development should be regularly entered in your Digital Measures portfolio. Digital Measures can create individual reports that faculty are required to submit for reviews for retention, promotion, and merit.

This document describes some of the most common elements that new faculty members should add to their Digital Measures portfolio. This document provides both step-by-step instructions with screenshots and advice on best practices so that your portfolio can make the best impression possible for your retention and promotion committee reviewers.

Note, that this document does not provide an exhaustive list of all the items you may need to upload for Digital Measures, only the most common items. Nor is this document exhaustive of advice for best practices. Still, it should serve as a useful guide and reference for how to use Digital Measures, what to upload where, and how to make the best impression with the activities you enter.

UWL has additional resources for using Digital Measures and advice for best practices for documenting activities. See the resources at this page:

<https://www.uwlax.edu/academic-affairs/digital-measures/>

To get started, login to Digital Measures at UWL here using your UWL NetID username and password.

<https://secure.uwlax.edu/digitalmeasures/>

UNIVERSITY of WISCONSIN  
**LA CROSSE**

**UW-L FACULTY EPORTFOLIOS** POWERED BY DIGITAL MEASURES

How to Use  
Deans and Directors  
Department Chairs  
Faculty & IAS

UW-L NetID:

Password:

Login to Digital Measures

[NetID](#) and [password](#) help

**Digital Measures**

Digital Measures is an electronic portfolio system for UW-L faculty and instructional academic staff members. It allows users to add professional information regarding their teaching, scholarship, and service while at UW-L. Reports are generated from this information that are then used for retention, promotion, and tenure.

## 2 Teaching

This section describes some of the most common elements to add regarding your teaching. Under section heading, **Teaching**, select **Teaching Schedule**.

### ▼ Teaching

Teaching Schedule

Advising

Graduate Student Theses/Projects

Non-Credit Instruction Taught

Undergraduate Research

Now you should see classes you are currently teaching or have recently taught. The courses are in reverse chronological order, with the most recent semester appearing first. If you teach multiple sections of the same class in a semester, you will see an entry for each section.




The screenshot shows the 'Digital Measures' interface. At the top is a dark navigation bar with icons for a building, 'Activities' (with a dropdown arrow), 'Reports', a question mark, a bell, a person, and the text 'Digital Measures'. Below this is a light gray bar containing a search box labeled 'Search Teaching Schedule...' with a magnifying glass icon, and two buttons: 'Rapid Reports' and 'PasteBoard'. The main content area has a header 'Teaching Schedule' with a back arrow, followed by three buttons: '+ Add New Item', 'Duplicate' (with a copy icon), and a trash can icon. Below the header is a table with a single column 'Item' and a checkbox in the right margin. The table lists four items, each separated by a horizontal line:

Item	<input type="checkbox"/>
Spring 2019 ECO 307, Section 1 Econometrics/Forecasting Intro	<input type="checkbox"/>
Fall 2018 ECO 230, Section 6 Bus/Econ Research & Comm	<input type="checkbox"/>
Fall 2018 ECO 230, Section 7 Bus/Econ Research & Comm	<input type="checkbox"/>
Fall 2018 ECO 301, Section 1 Money & Banking	<input type="checkbox"/>

**Please do not add new items.** The courses are automatically added for you based on your schedule in Wings. The schedule is updated in Digital Measures usually soon after the second week of the semester. Similarly, there should normally be no need to duplicate or delete any of these courses.

## 2.1 Course Details

Select one of the courses. This will bring up a page specifically about this course. You will be taken to a screen like the following:

 Activities ▾ Reports ?   Digital Measures

Rapid Reports PasteBoard

### Edit Teaching Schedule

Cancel Save Save + Add Another

---

#### Term and Year

Term

Fall

Year\*

2018

Level

Undergrad Only

Degree Program

Bachelor's

Course Name

Bus/Econ Research & Comm

---

#### Course Prefix and Course Number

Course Prefix

ECO

Course Number

230

Section Number

6

Enrollment - Day of Record

26

Number of Credit Hours

3

**Do not edit the first several items of the course details!** The term, level, degree program, course name, course prefix and number, section number, enrollment, and number of credit hours are all filled in automatically from information in Wings. The enrollment numbers come from the official tenth class day numbers. If you edit any of this information, the complete entry for this course may need to be deleted,

*which will delete all other information you added for your course.*

You may consider editing the next three items, **Delivery Mode**, **New course preparation**, and **New format for existing course**.

**Delivery Mode**

Classroom

**New course preparation?**

No

**New format for existing course?**



No

## 2.2 Upload Syllabus

The next item on the page allows you to upload your syllabus. **This is absolutely essential. Please upload your syllabus.**

**Syllabus**




Replace file here or select to upload

 fall2018-1.pdf (137.88 KB) 




## 2.3 Report Teaching Innovations

Next, there are three textboxes that provide you an opportunity to describe notable **pedagogical innovations**, **high impact practices**, and/or **community engagement**.




**Describe any notable *pedagogical innovations* that you implemented in this course during the current term**

<b>B</b>	<b>I</b>	<b><u>U</u></b>	$x^2$	$x_2$			

**Describe high impact practices in this course that align with strategic initiatives within the university, college, and/or department (e.g., internationalization, community engagement, diversity and equity)**

<b>B</b>	<b>I</b>	<b><u>U</u></b>	$x^2$	$x_2$			

**Describe any activities in your course that enhanced student learning and/or student *contact with the community* (e.g., guest speaker, outside projects, field trips, field projects, etc.)** <sup>H</sup>

<b>B</b>	<b>I</b>	<b><u>U</u></b>	$x^2$	$x_2$			

It is optional to enter items in one or more of these text boxes. The text you provide here will show up in Digital Measures reports that you are required to generate and submit with your materials for retention and promotion reviews. Still, anything notable that you put in here that you want your retention or promotion committee members to appreciate should also go in your narrative (see more about writing and uploading your narrative in [Section 6: Narratives and Other Evidence](#)). These text boxes are especially useful for constructing your narratives. When you pull a Digital Measures report, the items you typed in these text boxes for all of your classes will show up in one spot, so you can scan your notes and think about how to tie the most significant items from multiple semesters together into a narrative.



## 2.4 Direct Measures of Student Learning

The next item allows you to describe and upload **direct measures of student learning**, also known as direct assessment. Direct assessment is systematic evidence of student learning taken directly from an evaluation of students' work. You can conduct direct assessment in your classes as part of assignments, quizzes, exams, or projects for your class. Assessment is part of an evidence-based process to make continual improvements to teaching. Your department may be conducting assessments in all sections of a particular course for college-wide assessment purposes. If you are part of this effort, you can use that assessment that you administered in your class to upload here. If not, you might choose an exercise from your own class to create an assessment as part of your own continual improvement of teaching.

Documentation of direct assessment should include these steps:

- Provide a title of the task, identify the course, and provide a short description of what the task is about.
- Identify learning outcomes from the course that this task addresses.
- Identify program-level learning outcomes (eg: learning outcomes for the major, the college, or the general education program) that this task addresses.
- Provide the assessment task. This is the assignment or project description that you provided to your students, or the quiz or exam questions that you gave your students.
- Provide a rubric to score the task. The rubric should identify one or more traits of student learning, and each trait should have descriptions for multiple achievement scores, such as, "Exceeds expectations", "Meets expectations", "Below expectations."
- Score your students' work according to the rubric, and report summary statistics of achievement for each trait.
- Reflect on your students' performance, your teaching practices, and describe targeted changes to your teaching practices you might make the next time you teach the course in response to shortcomings in student learning that you identified in your assessment. In this reflection, also report on to what degree your students are achieving the learning outcomes reported above.
- Your descriptions and narratives should be able to be understood by someone outside your discipline (for example, a faculty member on the Joint Promotion Committee from a department across the university). It is understandable if an outsider would not be able to understand that task and elements of the rubric.

Please note the following important aspects of the direct assessment process:

- For retention and promotion purposes, you will be evaluated on whether regular and thoughtful assessment exercises are clearly part of an effort of an evidence-based effort to continually improve instruction.
- **You will not be evaluated on whether your students performance is identified as good or not.** In fact, continually identifying your students as meeting expectations and therefore not being able to identify areas to make continual improvements may reflect poorly on you.
- You should repeat the assessment exercise in a future semester. In your reflection in the future assessment exercise, discuss the changes in teaching you made in response to the previous iteration of the assessment. Reflect on whether those innovations were successful. Reflect on further improvements you can make.

You should ask your colleagues in your department or similar discipline for examples of direct assessments. Faculty members that have been recently promoted to Associate Professors or Professors should have examples (they would not have been promoted otherwise).

Document your assessment activity in a Word or PDF document, and upload it here:

ASSESSMENT OF TEACHING

▼ Direct Measures of Student Learning (e.g., pre-post tests, selected exam components, fieldwork observations, writing examples coded for specific objectives obtained) (2)

1st Measure		Actions ▼
<p><b>Description</b></p> <p>B I U x<sup>2</sup> x<sub>2</sub> ↺ ↻ ↶</p> <p>⋮</p> <p>Midterm assessment of students' skills using and interpreting multiple regression.</p>	<p><b>File</b></p> <p>Replace file here or select to upload</p> <p>assess_regression-1.pdf (116.49 KB)</p>	

Be sure to include a short description, ideally one sentence or less, in addition to your upload. Make it more descriptive than "assessment", but do not make a long abstract. A short description might reveal the topic or if the assessment was part of a larger programmatic assessment activity (eg: General Education Assessment on Exchange Rates). This allows people reading your Digital Measures reports to know what they are about to download.

If you conduct assessment two or more times in a semester for the same course, you can click the **Actions** button on the right and select **Add Row Below**.

There is no rule for how often you should conduct direct assessment like this. Doing this once per semester

in just one course is an excellent practice, but probably exceeds a bit most instructors' practices.

## 2.5 Indirect Measures of Student Learning

The next item allows you to describe and upload **indirect measures of student learning**, also known as indirect assessment. Indirect assessment is student-reported perceptions on their learning. Such information is often collected with surveys given to students on how much they perceived they learned from a course, a unit, or a given experience, such as a project or a community engagement experience.

Indirect measures of student learning are not a substitute for direct measures of student learning. Promotion and retention committees will typically expect direct assessment and allow indirect assessment to be optional. Still, carefully constructed student surveys can yield insights into students' thought processes, behaviors, and attitudes that may not be effectively captured any other way.

A reflection of indirect assessment should follow steps similar to direct assessment. Consider the following steps in your documentation:

- Provide a title of the assessment, identify the course, and provide a short description of what the survey is measuring.
- Identify learning outcomes from the course that this assessment addresses.
- Identify program-level learning outcomes (eg: learning outcomes for the major, the college, or the general education program) that this assessment addresses.
- Provide the assessment questionnaire.
- Report summary statistics from the questionnaire.
- Reflect on your students' reported learning, your teaching practices, and describe targeted changes to your teaching practices you might make the next time you teach the course in response to the shortcomings in student learning that you identified in your assessment. In this reflection, also report on to what degree your students are achieving the learning outcomes reported above.
- Your narrative should be able to be understood by someone outside your discipline (for example, a faculty member on the Joint Promotion Committee from a department across the university).

Document your assessment activity in a Word or PDF document, and upload it here:

Information on Teaching Methods and Effectiveness

▼ Indirect Measures of Student Learning (e.g., student assessment of learning gains, focus groups or exit interviews re: a specific course; percent time in active learning) (1)

1st Measure		Actions ▼
<b>Description</b>	<b>File</b>	
<div><div>⋮</div><div><b>B</b> <i>I</i> <u>U</u> <math>x^2</math> <math>x_2</math> ↺ ↻ ↶</div><div></div></div>	<div>Drop file here or select to upload</div>	
<div>+ Add Row</div>		

If you conduct indirect assessment two or more times in a semester for the same course, you can click the **Actions** button on the right and select **Add Row Below**.

There is no rule for how often you should conduct indirect assessment like this. Indirect assessments are optional, but can still be a valuable part of a larger teaching portfolio that documents thoughtful, evidence-based continual improvements in teaching.

## 2.6 Case Studies or Sample Work by Students

This final section allows you to upload sample work by students. You should not just upload student work, but wrap it around a narrative like you would for direct assessment and indirect assessment. Consider the following steps in your documentation:

- Provide a title of the assigned work, identify the course, and provide a short description of what the assignment is about.
- Identify learning outcomes from the course that this assignment addresses.
- Identify program-level learning outcomes (eg: learning outcomes for the major, the college, or the general education program) that this assignment addresses.
- Provide the assignment or project description that you provided to your students.
- Show examples of the student work. **Include instructor annotations on the student submissions** that identify strengths and weaknesses in the student learning, as they relate to the learning outcomes and your goals for your students.
- Reflect on your students' performance, your teaching practices, and describe targeted changes to your teaching practices you might make the next time you teach the course in response to shortcom-

ings in student learning that you identified in the student work. In this reflection, report on to what degree your students are achieving the learning outcomes reported above.

- Your descriptions and narratives should be able to be understood by someone outside your discipline (for example, a faculty member on the Joint Promotion Committee from a department across the university). It is understandable if an outsider would not be able to understand that task and elements of the rubric.

Document this activity and upload it here:

▼ Case Studies or Sample Work by Students (annotated by instructor to illustrate a learning outcome) (1)

1st Case

Actions ▼

Description

File

B I U x<sup>2</sup> x<sub>2</sub> ↺ ↻ ↵

Drop file here or select to upload

### 3 Scholarship/Research

This section describes some of the most common elements to add to Digital Measures regarding your scholarship/research.

#### 3.1 AACSB Classification

A number of scholarly entries in Digital Measures prompt for the appropriate AACSB Classification. This is important for the maintenance of our AACSB accreditation. The 2013 AACSB standards (2018 updates) define these three classifications:

- **Basic or discovery scholarship:** Often also referred to as discipline-based scholarship, this is scholarship that generates and communicates new knowledge and understanding and/or development of new methods. These contributions impact the theory or knowledge of business.
- **Applied or Integration/application scholarship:** These intellectual contributions synthesize new understandings or interpretations of existing knowledge or technology; develops new technologies, processes, tools, or uses; and/or refines, develops, or advances new methods based on existing knowledge. These contributions are normally intended to contribute to and impact the practice of business.
- **Teaching and learning scholarship:** These intellectual contributions develop and advance new understandings, insights, and teaching content and methods that impact learning behavior. These contributions are normally intended to impact the teaching and/or pedagogy of business.

See the [AACSB Standards](https://www.aacsb.edu/accreditation/standards) for up-to-date definitions on these classifications (<https://www.aacsb.edu/accreditation/standards>).

Business schools like UWL that have an emphasis in teaching should have a portfolio of intellectual contributions that include mostly applied scholarship and teaching and learning scholarship. Research-intensive institutions, such as those with doctorate degrees in business disciplines, should have a research portfolio with a heavier emphasis in basic or discovery scholarship.

If you have scholarship that contributes to your discipline and is **empirical in nature**, it is probably best categorized as **applied scholarship**. If you have scholarship that improves the understanding or **gives evidence for or against existing theories**, it is probably best categorized as **applied scholarship**. If you have scholarship that contributes new theories or new methods of analysis, this is probably best categorized as basic or discovery scholarship.

The [CBA Productivity Guidelines](https://www.uwlax.edu/globalassets/academics/colleges-schools/cba/selected-documents/uwl-cba-faculty-qualification--scholarly-productivity-051514-approved.docx) explicitly state that the CBA values equally these three different classifications of scholarship (<https://www.uwlax.edu/globalassets/academics/colleges-schools/cba/selected-documents/uwl-cba-faculty-qualification--scholarly-productivity-051514-approved.docx>).

### 3.2 Intellectual Contributions

Intellectual contributions are working papers, articles, books, chapters in edited volumes, case studies, etc., that you have submitted for consideration to publish or that have already been accepted and/or published.

Please note that if you have a working paper that has already been submitted, create an entry for it here. **If you have a working paper that you are still preparing to submit, DO NOT put that entry here.** This section will allow you to create entries for such a work in progress, but if the expected submission date is in the future, the information will not show up in your Digital Measures reports. See [Subsection 3.5: Scholarship Currently in Progress](#) for information on entering working papers that you are still preparing to submit.

Follow these steps to add an Intellectual Contribution:

1. Start from the main Digital Measures page, find **Scholarship/Research**, and under this headline, select **Intellectual Contributions**.

#### ▼ Scholarship/Research

Intellectual Contributions

Artistic and Professional Performances and Exhibits

Presentations

Editorial and Review Activities

Intellectual Property

Librarianship

Scholarship Currently in Progress

Here you will see a list of all your intellectual contribution entries. To add an item, select the button, **Add New Item**.

The screenshot shows the 'Edit Intellectual Contributions' form in the Digital Measures system. The form is titled 'Edit Intellectual Contributions' and has buttons for 'Cancel', 'Save', and 'Save + Add Another'. The form fields are as follows:

- Contribution Type:** Journal Article, Academic Journal
- AACSB Classification:** Basic or Discovery Scholarship
- Type of Review:** Peer-reviewed
- Current Status:** In Preparation; Not Yet Submitted
- Title of Contribution:** Fiscal Policy Uncertainty and Its Macroeconomic Consequences
- If this is part of a larger work (e.g., a chapter in a book), Title of Larger Work:** (Empty field)
- If Included in a Collection, Title of Volume:** (Empty field)

2. **Descriptive information:** Fill in the information for the first several items, including contribution type, AACSB Classification, Type of Review, Current Status, title of the contribution, and if the work is part of a larger work such as a chapter of a book or a collection of works, information about the larger work.

**Make sure *Current Status* is always up to date.** If you are invited to revise and resubmit your paper, update the status from *Submitted* to *Revising to resubmit*. If you find out your paper is accepted, update the status to *Accepted*. Finally, the most overlooked status change is the final change to *Published*. This is when you have complete bibliographic information on the published version of the work.

3. **AACSB classification:** Select the appropriate AACSB classification. See Subsection [Subsection 3.1: AACSB Classification](#) for more details.
4. **Adding authors:** Next you add the authors. Believe it or not, **this is a very common area where people make mistakes**, so please pay careful attention to the details here.



▼ Authors (2)

Please order the authors in the order of authorship.  
Please either select a person from the drop-down list or enter their name in the input fields.  
Please discuss the appropriate % to enter with your co-authors.

1st Author

Actions ▼

People at University of Wisconsin-La Crosse

⋮

Murray, James (jmurray)

First Name

Middle Name/Initial

Last Name

%

If a student, what is his/her level?

2nd Author

Actions ▼

People at University of Wisconsin-La Crosse

⋮

First Name

Middle Name/Initial

Last Name

%

If a student, what is his/her level?

+ Add Row

If you have multiple authors, select the **Add Row** button to add an additional box. Each box should contain information for only one author. The graphic above shows two boxes, so information for two authors.

For all authors that are faculty and staff at UWL, select the author from the first drop down box. **DO NOT enter their names in 'First Name', 'Middle Name/Initial', 'Last Name' text boxes.**

For all coauthors that are outside UWL, enter their information using the 'First Name', 'Middle Name/Initial', 'Last Name' text boxes.

When you select a UWL author from the drop down box, the intellectual contribution entry you make will also show up in your coauthor's Digital Measures portfolio. Only you will be able to edit the entry though. You should communicate with your coauthor to let them know that you are doing this and you should confirm with your coauthor that all the information is correct. We frequently get coauthors entering information incorrectly and the other coauthor is unable to get the other to make the correction. Please work nicely together.

Please enter the percentage of contribution each coauthor made to the work. The percentages should add to 100%.

5. **Adding editors: This is ONLY if your intellectual contribution is part of an edited volume.** This is where you add information about the editors of the volume. If your intellectual contribution is or is going to be published in a journal or other periodical, you should not be adding any information about editors. If you need to add editors, you should do it in the same way as adding coauthors.

▼ Editors (1)

Please either select a person from the drop-down list or enter their name in the input fields.

1st Editor			Actions ▼
People at University of Wisconsin-La Crosse	First Name	Middle Name/Initial	
⋮			
Last Name			

+ Add Row

6. **Author ordering:** This dropdown box lets you describe the meaning of the author ordering, whether it is in alphabetical order, in order of significance of contribution, etc.
7. **Bibliographic information:** The next items allow you to enter the bibliographic information for the intellectual contribution. **It is very important that you enter complete bibliographic information for all published work.** Intellectual contributions with incomplete bibliographic information may not be included in automated reports run by the CBA dean's office, may not be verifiable to the dean and retention and promotion committees, and may therefore not be appropriately recognized.

**Journal Name or Publisher**

**City and State of Journal/Publisher**

**Country of Journal/Publisher**

**Volume**

**Issue Number/Edition**

**Page Numbers, Number of Pages or Web Address**

**Web Address**

**ISBN/ISSN Number**

**Digital Object Identifier (DOI)**

8. **Circulation:** The next two items allow you to identify the circulation for the intellectual contribution. Under the item, ***Is this publicly available, select YES.*** This does not mean it needs to be open access, it simply means that with possibly an appropriate subscription, the intellectual contribution can be made available. Any item that is not listed as publicly available may not be given credit as an intellectual contribution.
9. **Abstract:** Next, enter the abstract of your work into the appropriate text box.

**Abstract/Synopsis**

<b>B</b>	<b><i>I</i></b>	<u>U</u>	$x^2$	$x_2$	↶	↷	↗

10. **Upload full-text: It is very important to upload a current version of your contribution.** If it is a working paper that is in a complete state, even if you expect revision, do upload your paper. For junior faculty with a limited number of publications, uploading a full version of a working paper sends a better signal than an intellectual contribution that shows only a title and an abstract. If the paper has been revised and resubmitted, it is useful to upload the new version of the paper. If the paper has been published, please upload a proof of the published version, if possible.

**Full-text of this item**

Drop file here or select to upload

11. **Dates:** Finally, update the dates for submission, acceptance, and publication.

**Expected Date of Submission**

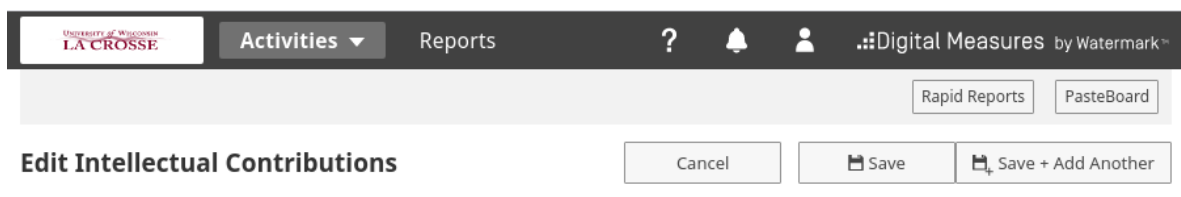
<b>Month</b>	<b>Day</b>	<b>Year</b>
<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>

**Date Accepted**

<b>Month</b>	<b>Year</b>
<input type="text" value=""/>	<input type="text" value=""/>

When the intellectual contribution has been published, make sure you put the publication date and be sure you have complete bibliographic information in your Digital Measures Intellectual Contribution entry.

12. When you have completed your entry, select the **Save** button in the upper-right corner of the page.



The screenshot shows the top navigation bar of the Digital Measures system. On the left is the University of Wisconsin-La Crosse logo. Next to it is a dropdown menu labeled 'Activities'. To the right are links for 'Reports', a help icon (?), a notification bell, and a user profile icon. The main title 'Digital Measures by Watermark™' is on the far right. Below the navigation bar, there are two buttons: 'Rapid Reports' and 'PasteBoard'. The main content area is titled 'Edit Intellectual Contributions'. At the bottom of this section are three buttons: 'Cancel', 'Save' (with a floppy disk icon), and 'Save + Add Another' (with a floppy disk icon and a plus sign).

### 3.3 Conference and Seminar Presentations

If you presented something related to your scholarship or research, this activity should also be reported in Digital Measures. Follow the steps below to create an entry for a presentation.

1. Back at the main Digital Measures page, find the link for **Presentations** under **Scholarship/Research**

#### ▼ Scholarship/Research

Intellectual Contributions

Artistic and Professional Performances and Exhibits

Presentations

Editorial and Review Activities

Intellectual Property

Librarianship

Scholarship Currently in Progress

Here you will see a list of all your entries for scholarly presentations. To add a new item, select the **Add New Item** button in the upper-right corner.

2. **Event information:** Fill out as much information as possible for your presentation. The first few lines allow you to report the type of presentation, information about the event, and the title of presentation.

The screenshot shows the 'Edit Presentations' form in the Digital Measures system. The top navigation bar includes 'Activities', 'Reports', a help icon, a notification bell, a user profile icon, and the text 'Digital Measures'. Below the navigation bar are buttons for 'Rapid Reports' and 'PasteBoard'. The main form area has a title 'Edit Presentations' and three buttons: 'Cancel', 'Save', and 'Save + Add Another'. The form contains several input fields with labels and icons:

- Presentation Type:** A dropdown menu with 'Oral Presentation' selected and a plus icon.
- Conference/Meeting Name:** A text input field with 'Southern Economic Association Annual Conference' and a plus icon.
- Sponsoring Organization:** A text input field with 'Southern Economic Association'.
- Location:** A text input field with 'Tampa, FL'.
- Presentation Title:** A text input field with 'Regime Switching in Fiscal Debt Targets and Debt Service Composition' and a plus icon.

3. **Adding authors:** Next you add the authors. Believe it or not, **this is a very common area where people make mistakes**, so please pay careful attention to the details here.

The screenshot shows the 'Presenters/Authors (1)' form in the Digital Measures system. The form has a title 'Presenters/Authors (1)' and a dropdown arrow. Below the title is a note: 'Please order the authors in the order of authorship. Please either select a person from the drop-down list or enter their name in the input fields.' The form contains several input fields and a button:

- 1st Presenter:** A text input field with 'Murray, James (jmurray)' and a plus icon.
- People at University of Wisconsin-La Crosse:** A text input field with 'Murray, James (jmurray)' and a plus icon.
- First Name:** A text input field.
- Middle Name/Initial:** A text input field.
- Last Name:** A text input field.
- Role:** A dropdown menu with 'Presenter & Author' selected and a plus icon.
- Actions:** A button with a dropdown arrow.
- + Add Row:** A button at the bottom of the form.

If you have multiple authors, select the **Add Row** button to add an additional box. Each box should

contain information for only one author. The graphic above shows two boxes, so information for two authors.

For all authors that are faculty and staff at UWL, select the author from the first drop down box. **DO NOT enter their names in 'First Name', 'Middle Name/Initial', 'Last Name' text boxes.**

For all coauthors that are outside UWL, enter their information using the 'First Name', 'Middle Name/Initial', 'Last Name' text boxes.

When you select a UWL author from the drop down box, the intellectual contribution entry you make will also show up in your coauthor's Digital Measures portfolio. Only you will be able to edit the entry though. You should communicate with your coauthor to let them know that you are doing this and you should confirm with your coauthor that all the information is correct. We frequently get coauthors entering information incorrectly and the other coauthor is unable to get the other to make the correction. Please work nicely together.

Next, **select the role** for each author. Every author should be listed, whether or not all authors were attended or participated in the presentation. The role allows you to select when the author was a presenter and coauthor, a presenter only, a coauthor only, etc.

4. **Additional event information:** The next fields ask for more information on the event. **Be as complete as possible in adding information about the event.** This adds credibility to your entry as it allows your retention and promotion committees to find information about the event. If missing information creates an inability for a retention or promotion committee member to find information about the event, it can hurt the credibility of the entry.

**Meeting Type**

Conference

**Academic or Non-Academic?**

Academic

**Scope**

National

**URL of Conference/Program Information**<https://www.southerneconomic.org/program-full-list/?conferenceId=3>**Format of Presentation**

Oral Presentation

**Published in Proceedings?**

No

**Refereed Proceedings?**

No

**Abstract or Paper?**

Paper

**Published Elsewhere? (If so, list publication separately under "Intellectual Contributions")****Invited or Accepted?**

Accepted

5. **AACSB classification:** Select the appropriate AACSB classification. See Subsection [Subsection 3.1: AACSB Classification](#) for more details.
6. **Dates:** Next select the dates of your submission, acceptance, and presentation:



## Date Submitted for Presentation

Month *	Day	Year *
April	1	2017

## Date Accepted

Month *	Day	Year *
June	25	2017



## Date Presented

Month *	Day	Year *
November	17	2017




7. **Upload presentation:** Finally, upload your presentation materials. This upload may be slides that you used for the presentation.

## Presentation Related Material(s)

Replace file here or select to upload

 murray\_fiscalswitch\_sea2017-1.pdf (784.96 KB) 

8. When you have finished, select the **Save** button in the upper-right corner of the page.

 Activities ▼ Reports ?   Digital Measures by Watermark™

Rapid Reports PasteBoard

Edit Presentations

Cancel Save Save + Add Another

### 3.4 Editorial and Review Activities

This section is to report your scholarly review activities, whether you are the lead editor for a major journal in your field, or were simply invited by a journal to do a peer-review of one paper. Follow the steps below to add a review activity.

1. Back at the main Digital Measures page, find the link for **Editorial and Review Activities** under **Scholarship/Research**.

## ▼ Scholarship/Research

Intellectual Contributions

Intellectual Property

Artistic and Professional Performances and Exhibits

Librarianship

Presentations

Scholarship Currently in Progress

Editorial and Review Activities

Here you will see all of your editorial and review activities. To add a new item, select **Add New Item**.

UNIVERSITY OF WISCONSIN  
LA CROSSE

Activities ▼ Reports ? [User Icon] Digital Measures by Watermark™

Search Editorial and Review Activities... [Search Icon]

Rapid Reports PasteBoard

### < Editorial and Review Activities

+ Add New Item Duplicate [Delete Icon]

Item	
The Self-Perpetuating Student Loan Debt Crisis Economics Bulletin December 15, 2019 - January 2, 2020	<input type="checkbox"/>
Short and Long Run Asymmetric Effects of Monetary and Fiscal Policy Uncertainty on Economic Activity in the U.S. Economia Internazionale / International Economics November 1, 2019 - December 15, 2019	<input type="checkbox"/>
The Persistence of the IS/LM Model in Intermediate Macroeconomics Textbooks Journal of Economics February 15, 2019 - March 26, 2019	<input type="checkbox"/>

2. **Descriptive information:** The first several items allow you to identify the item reviewed, the organization or journal that the review took place for, your role, the audience the journal or organization, etc. The prompt **Elected or Appointed** can be used if you are reporting an ongoing reviewer or editorial role with an organization. If you are reporting peer-review of a single manuscript, this can be left blank.

## Edit Editorial and Review Activities

### Title of Publication/Performance Reviewed/Edited

Note: Edited books should be listed under "Intellectual Contributions"

### Organization/Committee/Journal

### Position/Role

### Audience

### Elected or Appointed?

### Number of Items Edited or Reviewed

### Academic or Professional?

### AACSB Classification

3. **AACSB classification:** Select the appropriate AACSB classification. See Subsection [Subsection 3.1: AACSB Classification](#) for more details.
4. **Dates:** enter the dates that you began and finished the review work. If the activity took place on one day, leave the start date blank and enter the one date on only the end date. For activities that are still ongoing, select the start date and leave the end date blank.

## Start Date

Month *	Day	Year *
December	15	2019

## End Date

Month *	Day	Year *
January	2	2020

- When you have completed the entry, select the **Save** button in the top-right corner.

### 3.5 Scholarship Currently in Progress

This section allows you to report scholarly work in early stages. This is intended for works in progress that you are still preparing to submit, but have not yet done so. You can upload rough drafts of papers, incomplete drafts, or complete drafts that you still intend on revising before submitting. Follow these steps:

- Start back at the main Digital Measures page and find the link for **Scholarship Currently in Progress** under **Scholarship/Research**

#### ▼ Scholarship/Research

Intellectual Contributions

Artistic and Professional Performances and Exhibits

Presentations

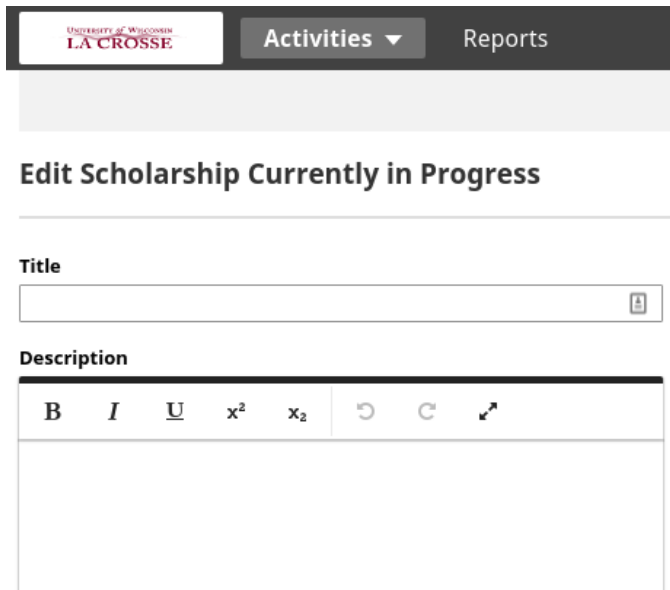
Editorial and Review Activities

Intellectual Property

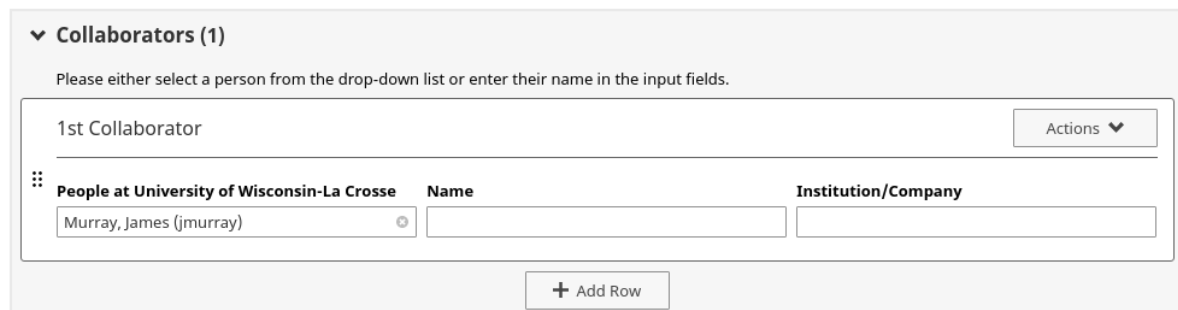
Librarianship

Scholarship Currently in Progress

- Title and Description:** Next, enter the title and a short description on the project.



3. **Add Collaborators / Coauthors:** Next, add the collaborators, i.e. coauthors of the work in progress. Believe it or not, **adding authors is a very common area where people make mistakes**, so please pay careful attention to the details here.



For all collaborators that are faculty and staff at UWL, select the author from the first drop down box. **DO NOT enter their information in the 'Name' or 'Institution/Company' text boxes.**

For all collaborators that are outside UWL, enter their information using the 'Name' and 'Institution/Company' text boxes.

When you select a UWL author from the drop down box, the entry you make will also show up in your coauthor's Digital Measures portfolio. Only you will be able to edit the entry though. You should communicate with your coauthor to let them know that you are doing this and you should confirm with your coauthor that all the information is correct. We frequently get coauthors entering

information incorrectly and the other coauthor is unable to get the other to make the correction. Please work nicely together.

4. Enter the name of the journal or conference that you are targeting for work.

Targeted Journal or Conference or Venue

5. Next, upload the work that you have complete on the project.

Supporting Document (e.g., Abstract, current draft, etc.)

Drop file here or select to upload

It is especially **important to upload a draft of the paper** for junior faculty that do not yet have a portfolio of recently published papers. Uploading a draft of a working paper sends a stronger signal to retention and promotion committees than just uploading an abstract, or worse, uploading nothing and revealing only that you have thought up a title and description. For all faculty, creating an entry for a work in progress and uploading a draft of the paper sends the signal that there is ongoing work in the pipeline.

6. Next, enter dates for when the project began and when you expect to submit the work.

Beginning Date of Project

Month	Day	Year
<input type="text" value="▼"/>	<input type="text"/>	<input type="text"/>

Expected Date of Submission/Activity

Month	Day	Year
<input type="text" value="▼"/>	<input type="text"/>	<input type="text"/>

7. Finally, select the status of the project and select the appropriate scholarship type (scholarly / non-scholarly / artistic).

Note: Once a project has been submitted to a venue/journal describe under "intellectual contributions" or "Artistic and Professional Performances and Exhibits" and change status below to "completed."

Status

Scholarship Type

When the project has been submitted to a journal, collection, book, etc. to be considered for publication, then change the status to *completed*, and create a new entry in **Intellectual Contributions** (see [Subsection 3.2: Intellectual Contributions](#)). If you present the work at a conference, but intend to continue to work on the project and submit it for publication, then keep the status as *ongoing*.

8. When you have completed your entry, select **Save** in the top-right corner.

The screenshot shows the top navigation bar of the Digital Measures interface. On the left is the University of Wisconsin-La Crosse logo. Next to it is a dropdown menu labeled 'Activities'. To the right of the dropdown are the words 'Reports'. Further right are icons for help (a question mark), notifications (a bell), and a user profile. On the far right of the navigation bar is the text 'Digital Measures by Watermark™'. Below the navigation bar is a light gray bar containing two buttons: 'Rapid Reports' and 'PasteBoard'. At the bottom of the screenshot is a dark gray bar with the text 'Edit Scholarship Currently in Progress' on the left. To the right of this text are three buttons: 'Cancel', 'Save' (with a floppy disk icon), and 'Save + Add Another' (with a plus icon and a floppy disk icon).

## 4 Service

This section describes some of the most common elements to add to Digital Measures regarding your service. The subsections below focus on service at the department level, college level, and university level.

### 4.1 Department and College Service

Department service includes formal committees and informal assignments in service to your home department. Such activities may include textbook selection committees, curriculum committees, assessment committees, course coordinators, merit or review committees, scholarship committees, search and screen committees, etc. Department service normally only involves interaction with members of your own department.

College-level service includes college committees and other assignments to the college. College service normally involves interaction with members in other departments within your college. College committees in the CBA include the Assurance of Learning (AOL) Committee, the CBA Curriculum Committee, the International Business Advisory Committee, and the CBA Scholarship Committee. The CBA Core Course

Coordinator role is also considered college-level service and that position liaises with the AOL committee and other core course coordinators.

There are separate pages for entering department vs college service activities, but the pages look almost identical. Follow the steps below to create either a department service entry or a college service entry.

1. Start at the main Digital Measures page and find the heading, **Service**. To create a department service entry, select **Department Service**. To create a college service entry, select **College Service**.

### ▼ Service

Department Service	Professional and Community Service
College Service	Service Presentations
University Service - Administrative Assignments	Professional Memberships
University and UW System Service	Recruitment Activities

2. You will be brought to a list of all your department-level or college-level service entries. To add a new item, select the **Add New Item** button in the upper-right corner.

The screenshot shows the Digital Measures interface for the University of Wisconsin-La Crosse. The top navigation bar includes the university logo, 'Activities' dropdown, 'Reports', a help icon, a notification bell, a user profile icon, and the text 'Digital Measures by Watermark™'. Below the navigation bar is a search bar labeled 'Search Department Service...' and two buttons: 'Rapid Reports' and 'PasteBoard'. The main content area is titled '< Department Service' and contains three buttons: '+ Add New Item', 'Duplicate', and a trash icon. Below these buttons is a table with two columns: 'Item' and a checkbox column. The table lists two items:

Item	
Economics Department Promotion, Retention, and Tenure Committee August 31, 2017 - December 1, 2018	<input type="checkbox"/>
Economics Department IAS Review committee August 31, 2017 - May 31, 2018	<input type="checkbox"/>

3. Next you can enter information about the service activity. Make your description short, possibly one to two sentences.



## Edit Department Service




### Committee/Activity Title

Economics Department Promotion, Retention, and Tenure Committee

### Role for Committee/Activity

Chair

### Describe major purpose of the committee or activity

**B** **I** **U** **x<sup>2</sup>** **x<sub>2</sub>**   

The purpose of this committee is to review probationary faculty for productivity in teaching, research, and service and make retention recommendations.

### Start Date

**Month\*** **Day** **Year\***

August 31 2017

### End Date

**Month\*** **Day** **Year\***

December 1 2018

4. Select a start and end date. **It is important to select an end date.** If you are currently engaged in the service activity, and expect to do so for the remainder of the academic year, select a date in May or June at the end of the academic year. It is common for people to neglect to add an end date, then forget about the entry. The consequence is that your Digital Measures reports will show the service activity as ongoing indefinitely, when many times the service activity does end.

A best practice for an ongoing service activity that spans multiple years is to make separate entries for each year. First, this assures that you always select an end date. Secondly, your role on a committee may change from one year to another. Finally, the major purpose of the activity may change from one year to another.

- When you have completed your service entry, select the **Save** button in the top-right corner of the screen.

## 4.2 University Service

University service typically includes formal committees and task forces that include representation from departments across the university.

- Start at the main Digital Measures page and find the heading, **Service**. To create a department service entry, select **University and UW System Service**.

- You will be brought to a list of all your university-level service entries. To add a new item, select the **Add New Item** button in the upper-right corner.

- Next you can enter information about the service activity. Most university-wide committees are

available to select from the **Committee/Activity Title** drop down box. If you have a university-level service activity that is not listed here, type the name of the activity in the **Other Committee or Activity**. Regardless of whether the committee or activity was on the list from the drop down box, make a short description of the purpose of the service activity for the year. Make your description short, possibly one to two sentences.




## Edit University and UW System Service

Faculty Senate Committee

Other Committee or Activity (please describe)

Role on Committee or Activity

Describe major purpose of the committee or activity

<b>B</b>	<b>I</b>	<b>U</b>	$x^2$	$x_2$			

Start Date

Month	Day	Year
<input type="text"/>	<input type="text"/>	<input type="text"/>

End Date

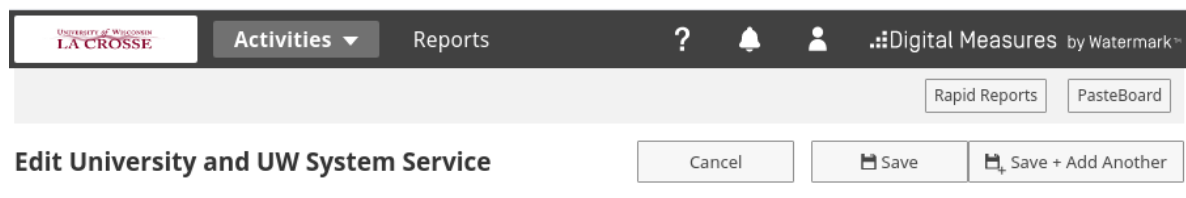
Month	Day	Year
<input type="text"/>	<input type="text"/>	<input type="text"/>

4. Select a start and end date. **It is important to select an end date.** If you are currently engaged in

the service activity, and expect to do so for the remainder of the academic year, select a date in May or June at the end of the academic year. It is common for people to neglect to add an end date, then forget about the entry. The consequence is that your Digital Measures reports will show the service activity as ongoing indefinitely, when many times the service activity does end.

A best practice for an ongoing service activity that spans multiple years is to make separate entries for each year. First, this assures that you always select an end date. Secondly, your role on a committee may change from one year to another. Finally, the major purpose of the activity may change from one year to another.

5. When you have completed your service entry, select the **Save** button in the top-right corner of the screen.



The screenshot shows the top navigation bar of the Digital Measures system. It includes the University of Wisconsin-La Crosse logo, a dropdown menu for 'Activities', and links for 'Reports', a help icon, a notification bell, a user profile icon, and the text 'Digital Measures by Watermark™'. Below the navigation bar, there are buttons for 'Rapid Reports' and 'PasteBoard'. The main content area shows the title 'Edit University and UW System Service' and three buttons: 'Cancel', 'Save', and 'Save + Add Another'.

## 5 Professional Development Activities

Professional development activities such as seminars and workshops to improve your teaching, research, or service, should be added to Digital Measures. The most common of such activities are teaching seminars and workshops, for examples those offered by UWL's Center for Advancing Teaching and Learning (CATL). If you attended an academic conference to enhance your research, but did not present at the conference, you should add that here too (if you presented at a conference, instead add that item to *Scholarship/Research* under *Presentations* - see [Subsection 3.3: Conference and Seminar Presentations](#)).

To add a professional development activity, follow the steps below.

1. From the main Digital Measures page, under the section, **General Information**, select **Faculty Development Activities Attended**.

**▼ General Information**

Personal and Contact Information

Education

Administrative Data - Permanent Data | Yearly Data

Licensures and Certifications

Related Professional Positions

Consulting

Awards and Honors

Faculty Development Activities Attended

2. Next you will see a list of all your professional development activities that you have entered into Digital Measures. To add a new activity, select the button, **Add New Item**, at the top-right corner of the screen.

The screenshot shows the Digital Measures interface for the University of Wisconsin-La Crosse. The top navigation bar includes the university logo, 'Activities' dropdown, 'Reports', a help icon, a notification bell, a user profile icon, and the text 'Digital Measures by Watermark™'. Below the navigation bar is a search bar labeled 'Search Faculty Development Activities Attended' and two buttons: 'Rapid Reports' and 'PasteBoard'. The main heading is '< Faculty Development Activities Attended'. To the right of the heading are three buttons: '+ Add New Item', 'Duplicate', and a trash icon. Below the heading is a table with one column labeled 'Item' and a checkbox column. The table contains two rows of activity data.

Item	
Workshop - The Eagle Advantage: Bringing career-readiness competencies to your course November 15, 2019	<input type="checkbox"/>
Workshop - Triple the Impact of Writing Assignments November 14, 2019	<input type="checkbox"/>

3. **Activity information:** Next you will be able to enter information about the activity.

## Edit Faculty Development Activities Attended

**Scope****Activity Type****Title****Sponsoring Organization****City, State****Country****Was this an international faculty development activity?**

4. **Description:** Next, add a short description of the activity (30 words or less).

**Description (30 Words or Less)**

<b>B</b>	<b>I</b>	<b><u>U</u></b>	<b>x<sup>2</sup></b>	<b>x<sub>2</sub></b>			
<p>The "Eagle Advantage" initiative seeks to infuse this career-readiness language throughout a student's entire time at UWL, both inside and outside the classroom so students are better able to recognize and articulate these skills at the completion of their degree as they pursue post-graduation goals.</p>							

5. Finally, enter the start and end dates of the activity. If the event was one day or less, leave the start date blank and enter the date of the event for the end date.

Start Date

Month	Day	Year
<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>

End Date

Month*	Day	Year*
<input type="text" value="November"/>	<input type="text" value="15"/>	<input type="text" value="2019"/>

6. When you have completed your entry, select the **Save** button at the top-right corner of the screen.

The screenshot shows the top navigation bar of the Digital Measures system. On the left is the University of Wisconsin-La Crosse logo. Next to it is a dropdown menu labeled 'Activities'. To the right of the dropdown are links for 'Reports', a help icon (?), a notification bell, and a user profile icon. Further right is the text 'Digital Measures by Watermark™'. Below the navigation bar, on the right side, are two buttons: 'Rapid Reports' and 'PasteBoard'. At the bottom of the screenshot, the title of the form is 'Edit Faculty Development Activities Attended'. To the right of the title are three buttons: 'Cancel', 'Save', and 'Save + Add Another'.

## 6 Narratives and Other Evidence

### 6.1 Purpose and Resources for Narratives

Faculty reviews for retention, tenure, and promotion typically require a written narrative. A written narrative provides context for all of your activities. Your narrative helps your retention and promotion committee members understand how your work fits together. For example, you can discuss how you have made continual improvements in multiple semesters of a class, how continual improvements in one class are related to improvements in another, while citing evidence from multiple classes and multiple semesters from your Digital Measures portfolio. Your Digital Measures portfolio without a narrative can appear as disjointed activities with unknown purpose. The narrative shows how your activities build toward a common purpose.

The narrative also helps you provide evidence for the significance of your contributions. For example, not all retention and promotion committee members may recognize a journal you published in to be of high quality. In your narrative, **cite external metrics or rankings** to speak to the quality of a journal. Examples of external metrics include the [Australian Business Deans Council ratings \(https://www.abdc.edu.au/master-journal-list.php\)](https://www.abdc.edu.au/master-journal-list.php), journal ratings unique to your discipline, or [Scimago journal rankings \(https://www.scimagojr.com/journalrank.php\)](https://www.scimagojr.com/journalrank.php).

UWL has several resources for writing effective narratives. The following are some of these resources.

- The [UWL Faculty Promotion Guidelines](https://www.uwlax.edu/globalassets/offices-services/human-resources/jpc-guide-to-faculty-promotions.pdf) provide some advice for tenured and tenure-track faculty considering promotion (beginning on page 4, <https://www.uwlax.edu/globalassets/offices-services/human-resources/jpc-guide-to-faculty-promotions.pdf>).
- The [UWL IAS Promotion Guidelines](https://www.uwlax.edu/globalassets/offices-services/human-resources/ias-promotion-guide.pdf) provide some advice for instructional academic staff considering promotion (beginning on page 4, <https://www.uwlax.edu/globalassets/offices-services/human-resources/ias-promotion-guide.pdf>).
- CATL hosted and recorded a [workshop on developing a teaching narrative and teaching portfolio](https://mymedia.uwlax.edu/Mediasite/Play/40736ad9bc714f84986c0ef1f6420d2a1d) (<https://mymedia.uwlax.edu/Mediasite/Play/40736ad9bc714f84986c0ef1f6420d2a1d>).
- The [Provost's Promotion Resources](https://www.uwlax.edu/academic-affairs/provost-promotion-resources/) page contains the above resources and more that can be useful in writing an effective narrative (<https://www.uwlax.edu/academic-affairs/provost-promotion-resources/>).

The above advice may be specifically targeted to candidates for promotion, but it is useful for both promotion and retention reviews.

## 6.2 Uploading a Narrative

When you have a narrative document prepared for a retention, tenure, merit, or promotion review, follow these steps below to add it to Digital Measures.

1. From the main Digital Measures page, find the heading **Personnel Review/Promotions Materials Management**.
  - If this is for a retention review, select the item, **Retention/Tenure and/or Merit Review**.
  - If this is for a promotion review, select the item **Promotion**

### ▼ Personnel Review/Promotions Materials Management

Retention/Tenure and/or Merit Review

Promotion

IAS Promotion Materials

FOR CHAIRS: Retention/Promotion Materials

FOR CHAIRS: IAS Annual Review

FOR CHAIRS: IAS Promotion Materials

2. Next you will see a list of all the academic years for which you created an entry. To upload a narrative, select **Add New Item**.



Item	
2016-2017	<input type="checkbox"/>
2016-2017	<input type="checkbox"/>
2014-2015	<input type="checkbox"/>

3. **Academic Year:** Select the appropriate academic year. **Pay attention to this detail, because it is a common mistake to choose the incorrect year.** Choose the most recently completed academic year that the committee is reviewing - not the current academic year. For example, if it is October 2020 (i.e. Fall semester of the 2020-2021 academic year), but your review committee is reviewing your accomplishments through the previous academic year, you would choose 2019-2020.

NOTES:

- Create only one "item" containing a set of materials per academic year (e.g., 2017-2018) . The year indicated should be the year leading into the review period. For instance, a Fall retention or promotion review in Fall 2017 should choose the 2016-2017 year for the evidence loaded. You can edit the item after it has been created and add or change materials as needed.
- The fields on this page are meant to augment information and data entered into the appropriate areas found on the main menu. You can upload narratives (if applicable) and briefly describe and then upload evidence files associated with teaching, scholarship, and service.

**Academic Year\***

This field is required.

4. **Upload narrative:** Upload your narrative using the appropriate box.

The retention/tenure and/or merit page upload space gives two options:

**Retention/Tenure Narrative (if applicable)**

Drop file here or select to upload

**Merit Narrative (if applicable)**

Drop file here or select to upload



The promotion page upload space gives one place to upload a narrative:

**Narrative(s)**

You will submit one single combined narrative.

- **Combined Teaching, Scholarship, and Service Narrative (maximum of 7 pages)**

Replace file here or select to upload


 narrative-5.pdf (166.53 KB) 

5. The next items on this page are discussed in [Subsection 6.3: Uploading Other Evidence](#). When you have finished the above steps, select the **Save** button in the upper-right corner.

Edit Retention/Tenure and/or Merit Review

Cancel

 Save

 Save + Add Another

## 6.3 Uploading Other Evidence

There may be additional evidence you want to upload to Digital Measures for your retention and promotion committee members to consider that do not fit well into any of the categories above. Such items may include the following:

- Teaching peer-evaluation report from a colleague that observed your class

- Grant proposal and/or final report (there is a section for grant proposals, but Digital Measures personnel reports do not include links to the proposals)
- Letters of support from colleagues that may speak to specific experiences (examples: description of your leadership efforts on a project, significance of your scholarly contributions to a literature, etc.)

The place to upload these items is the same as where you upload your narrative. You need to know whether you are uploading items for a promotion review or for a retention/tenure/merit review. The items that you decide to upload are typically referred to as *appendices* of your Digital Measures report. To upload items, follow the steps below.

1. From the main Digital Measures page, find the heading **Personnel Review/Promotions Materials Management**.

- If this is for a retention review, select the item, **Retention/Tenure and/or Merit Review**.
- If this is for a promotion review, select the item **Promotion**

#### ▼ Personnel Review/Promotions Materials Management

Retention/Tenure and/or Merit Review

FOR CHAIRS: Retention/Promotion Materials

Promotion

FOR CHAIRS: IAS Annual Review

IAS Promotion Materials

FOR CHAIRS: IAS Promotion Materials

2. Next you will see a list of all the academic years for which you created an entry. If you have already created an entry for your review (eg: you already uploaded the narrative), select that entry. If you have not yet done so, select **Add New Item** (and make sure also to upload a narrative - See [Subsection 6.1: Purpose and Resources for Narratives](#) and [Subsection 6.2: Uploading a Narrative](#)).

The screenshot shows the Digital Measures interface. At the top, there is a navigation bar with 'Activities' and 'Reports' tabs. Below this is a search bar with the text 'Search Retention/Tenure and/or Merit Review..Q'. To the right of the search bar are buttons for 'Rapid Reports' and 'PasteBoard'. Below the search bar is a section titled '< Retention/Tenure and/or Merit Review'. To the right of this title are buttons for '+ Add New Item', 'Duplicate', and a trash icon. Below this is a table with the following rows:

Item	
2016-2017	<input type="checkbox"/>
2016-2017	<input type="checkbox"/>
2014-2015	<input type="checkbox"/>

3. **Academic Year:** Select the appropriate academic year. **Pay attention to this detail, because it is a common mistake to choose the incorrect year.** Choose the most recently completed academic

year that the committee is reviewing - not the current academic year. For example, if it is October 2020 (i.e. the Fall semester of the 2020-2021 academic year), but your review committee is reviewing your accomplishments through the previous academic year, you would choose 2019-2020.

NOTES:

- Create only one "item" containing a set of materials per academic year (e.g., 2017-2018) . The year indicated should be the year leading into the review period. For instance, a Fall retention or promotion review in Fall 2017 should choose the 2016-2017 year for the evidence loaded. You can edit the item after it has been created and add or change materials as needed.
- The fields on this page are meant to augment information and data entered into the appropriate areas found on the main menu. You can upload narratives (if applicable) and briefly describe and then upload evidence files associated with teaching, scholarship, and service.

**Academic Year \***

This field is required.

4. Scroll down the page past the boxes to upload narratives and you should see expandable sections to upload additional evidence for teaching, scholarship, and service, respectively.

➤ Teaching Evidence (1)

➤ Scholarship Evidence (1)

➤ Service Evidence (1)

5. Expand one of the sections, teaching, research, or service, to upload a document related to that category.

▼ Teaching Evidence (1)

Examples of teaching evidence that may be included here: course observations, aggregated statements of assessment work, sample student work, additional course activities, etc. Syllabi should be uploaded for specified courses under Teaching Schedule where an instructor can also describe course-specific teaching innovations and assessments.

1st Item

Provide a brief description of the evidence

B I U x² x₂ ↺ ↻ ↶ ⚡

Classroom observation by Professor Eric Eager, Department of Mathematics.

Teaching Appendices (e.g., external letters, etc.)

Replace file here or select to upload

eager-classobs-1.pdf  
(106.62 KB)

+ Add Row

Provide a short description of the item (recommend 1-2 sentences) just so that people reviewing your portfolio know what the evidence is before they open the link. Upload the document in the space provided.

6. To add an additional item in this section, select the **Add Row**.
7. You may repeat the above steps for each of teaching, research, and service sections.
8. When you have finished the above steps, select the **Save** button in the upper-right corner.

Edit Retention/Tenure and/or Merit Review

Cancel

Save

Save + Add Another

### Recommendations:

- **Number of appendices:** There is no requirement for faculty to add appendices and there is no maximum number allowed. However, the Joint Promotion Committee (JPC) recommends a maximum of ten total appendices. Past JPC members have also warned against putting multiple items into a single document and thereby making several items a single appendix. It is likely better to exceed the ten appendices suggested limit than to create long appendices with multiple items in each.
- **Order of appendices:** The JPC recommends that appendices appear in order of significance or importance, with more important items appearing first.
- **Cite appendices in your narrative:** All appendices should be cited in your narrative, in the order that the appendices appear (with more significant work appearing first). If you want your retention and promotion committee members to consider the evidence in the appendices, they need to understand the context for the contributions.

## 7 Creating Digital Measures Reports for Retention and Promotion

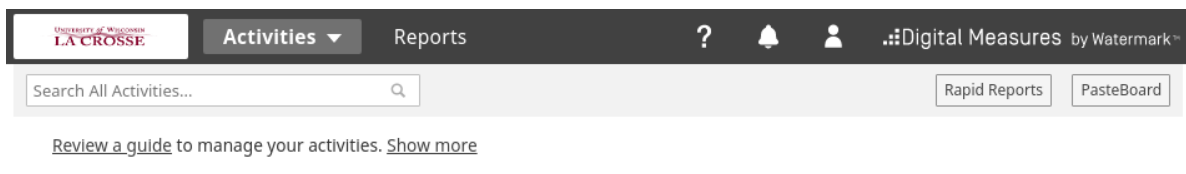
You will get a letter from your department chair or PRT chair notifying you of an upcoming review. The letter will indicate the types of Digital Measures reports required. There are two types of reports that can be requested (it is typical that both are requested):

- **Personnel report** (aka INDIV: Personnel Report (Faculty/IAS Promotions/Retention/Tenure))
- **Individual activities report** (aka INDIV: Activities Report (Annual Faculty/IAS; Merit; Post-tenure))

The Individual Activities Report is typically used to report activities only from the past year. The personnel report is typically used for reports for multiple years (such as from your date of hire, date of last contract review, date of last promotion, etc.)

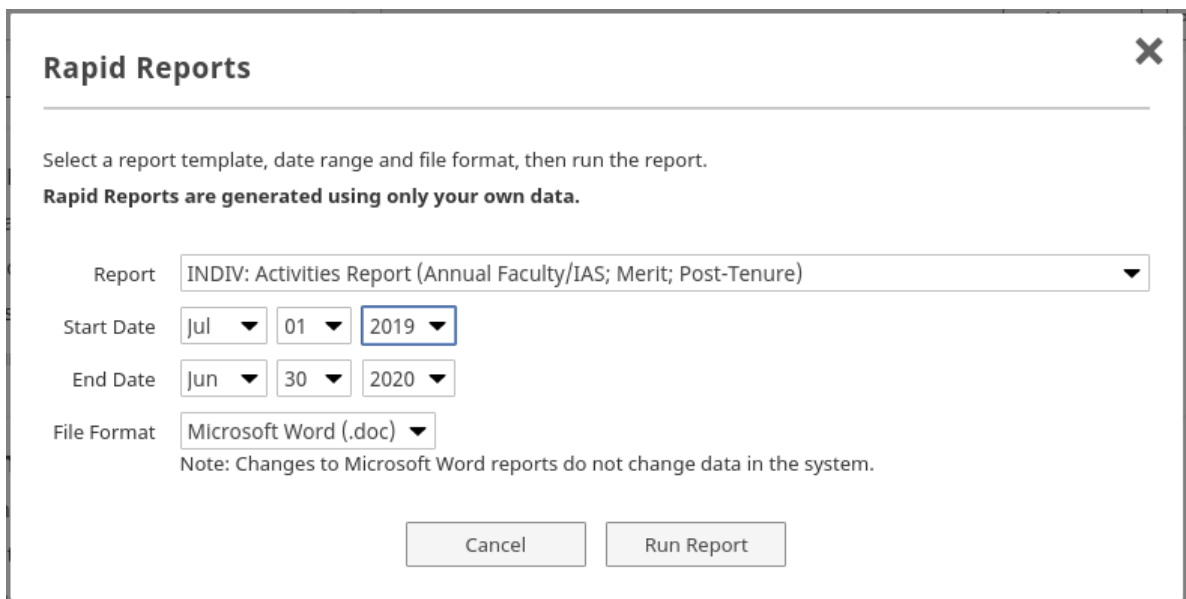
Follow the steps below to create the report:

1. At the main Digital Measures screen, select the **Rapid Reports** button in the top right corner.



The screenshot shows the top navigation bar of the Digital Measures system. It includes the University of Wisconsin-La Crosse logo, a dropdown menu for 'Activities', a 'Reports' link, and icons for help, notifications, and user profile. On the right, there is a 'Digital Measures by Watermark' logo. Below the navigation bar is a search bar labeled 'Search All Activities...' and two buttons: 'Rapid Reports' and 'PasteBoard'. A link to 'Review a guide to manage your activities. Show more' is also visible.

This will take you to the following screen to select the parameters of your report:



The 'Rapid Reports' dialog box is shown with a close button (X) in the top right corner. It contains the following fields and options:

- Report:** A dropdown menu showing 'INDIV: Activities Report (Annual Faculty/IAS; Merit; Post-Tenure)'.
- Start Date:** Three dropdown menus for month ('Jul'), day ('01'), and year ('2019').
- End Date:** Three dropdown menus for month ('Jun'), day ('30'), and year ('2020').
- File Format:** A dropdown menu showing 'Microsoft Word (.doc)'.
- Note:** 'Changes to Microsoft Word reports do not change data in the system.'
- Buttons:** 'Cancel' and 'Run Report' at the bottom.

2. **Select type:** Select the type of report to create (Activities Report or Personnel Report).

3. **Select dates:** Select start and end dates for the report. The department letter requesting your Digital Measures report should be explicit on what dates to use. If it is not, please contact your department chair.
4. **Select file format:** Choose File Format **Microsoft Word (.doc)**. Do not choose another format. It is typically necessary to edit the document that Digital Measures creates.
5. Digital Measures will generate the report and you can download it to your computer.
6. **Edit the Word document:** It is typically necessary to make small changes to the Word document for the sake of your review committee.

Note that any changes you make to the Word document are not reflected in the data in Digital Measures. Make changes for clarity, but do not add information or change the evidence. Department chairs and the dean's office on occasion run Digital Measures reports for all the faculty, and any changes you make in your Word document will not be reflected in those other reports.

Here are some changes to the Word document you may wish to consider:

- **Adjust spacing:** Adjust the spacing and add new pages for sections for the sake of readability.
- **Give context to scholarly work spanning multiple years/reviews:** If you have a paper is reported as published, but reported as accepted in a previous annual review, edit the Word document to make that obvious. Neglecting this may make retention and review committees think you are taking twice the credit for the same accomplishment. Consider a statement like, "Reported as accepted in 2018-2019 non-contract review."
- **Consider removing items:** Sometimes items end up in Digital Measures reports from multiple years, even though the work was complete before the beginning of the period. For example, often the period of a UWL grant is July 1 - June 30, but the annual review period is June 1 - May 31. The grant period takes place during 11 months of the first year, and one month of the second year, but the work may have been completed in the first 11 months. Consider removing the item if no work was completed over the time of review that your department chair requested.
- **Ask your department chair:** Sometimes your department has expectations for small edits to make to the Word document. Ask your department chair if they have any suggestions.
- When you have finished editing the Word document, save it and submit the document as instructed by your department chair.