

CBA Common Expectations for Digital Measures Documentation

Effective Date: February 20, 2020

Motivation: Digital Measures is the university's faculty activity reporting software that is used for faculty reviews and by the Deans' office to gather data for both internal reporting requirements and for accreditation purposes. Each department has its own requirements for its faculty for reporting, which differ between departments, and the expectations may differ by the type of review, between rank faculty and instructional academic staff, and possibly between Redbooked-budgeted faculty and non-Redbooked. The university Joint Promotion Committee and IAS Promotion Committee also have their own expectations for faculty going up for promotion.

Purpose: The purpose of this document is to set some common expectations for all faculty (including rank faculty and instructional academic staff, both in Redbooked-budgeted positions and those who are not) in the CBA while respecting each department's own review process and expectations set out in their bylaws.

Teaching

The CBA expects all instructors to make evidence-based continual improvements in their instruction and provide the documentation in Digital Measures that they are doing so. The following are some *minimum* expectations for this documentation. Individual departments and review committees likely have more expectations.

Under the section *Teaching*, item *Teaching Schedule* is populated with every section of every class that you teach each semester. Upload your syllabus to each of these sections. Each term, you should also include some evidence ***in at least one of the courses*** that you made evidence-based continual improvements. This should include ***at least one of the following*** items:

- Description of pedagogical innovations
- Description of new teaching materials
- Description of an interaction with the business or professional community as part of the course
- Direct measures of student learning, such as assurance of learning exercises and results for your class
- Indirect measures of student learning, i.e. surveys to students on their perceived intellectual growth
- Case studies or student sample work, annotated by the instructor to document student learning

For any of the above, faculty should accompany the descriptions with a reflection on the strengths and weaknesses in their students' learning and specific plans for instructional improvement. While the stated minimum expectation is one of the above items in just one of the courses for each semester, the accumulated documentation over the semester's courses should make a compelling case that the instructor makes evidence-based continual improvements.

Deadline for teaching documentation is the first day of Fall semester classes for classes that occurred during the previous academic year.



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CBA Qualification / Productivity Guidelines

All faculty must have sufficient evidence in digital measures to classify their qualifications as *Scholarly Academic*, *Practicing Academic*, *Scholarly Practitioner*, and *Instructional Practitioner*. See the following resource for CBA expectations for maintaining these qualifications:

<https://www.uwlax.edu/globalassets/academics/colleges-schools/cba/selected-documents/uwl-cba-faculty-qualification--scholarly-productivity-051514-approved.docx>)

Scholarship/Research Documentation Guidance

Many, but not all, rank faculty and instructional academic staff are involved in making intellectual contributions to their academic disciplines, professional audiences in their industry, and/or to the field of teaching and learning. Intellectual contributions include, but are not limited to, academic journal articles, book chapters, books, edited volumes, magazine articles, newspaper articles, trade publications, and conference proceedings. Intellectual contributions may or may not be peer-reviewed.

All intellectual contributions are valued and need to be documented in Digital Measures.¹ Intellectual contributions are valued for personnel reviews and promotion decisions, for individual faculty members' AACSB qualification statuses, and also by AACSB for the college's entire portfolio. It is important to keep these records continually up to date in Digital Measures.

All intellectual contributions should be entered in the section, *Scholarship/Research*, item *Intellectual Contributions*, and include all of the following:

- Contribution type
- AACSB Classification
- Type of review
- Current Status
- All authors, in the same order as appears in the publication
- Complete bibliographic information, including the publication date

Deadline for documentation on intellectual contributions is the first day of Fall semester classes for contributions that occurred during the previous academic year.

Faculty members seeking to be considered with AACSB qualifications, *Scholarly Academics* or *Scholarly Practitioners*, should have sufficient documentation to make the case in the *Scholarship/Research* section of Digital Measures.

¹ The relative value of the contribution may depend on peer-review status and the standing, reputation, and impact of the publication outlet. The value of an intellectual contribution for personnel review is determined by individual department bylaws. The value of an intellectual contribution for maintaining AACSB qualifications is determined by the CBA Productivity Guidelines.



Practitioner Documentation Documentation Guidance

Faculty members seeking to be considered with AACSB qualifications, *Instructional Practitioner* or *Practicing Academic*, should have sufficient documentation in Digital Measures to make the case.

The section, *General Information*, item *Related Professional Positions*, can be used to document professional positions held within the last five years that are related to the faculty member's area of teaching. These may include paid professional, military, and academic positions.

The section, *Service*, item *Professional and Community Service*, can be used to document any of the following:

- Membership on a board of advisors for an organization
- Membership on a board of directors for an organization
- Program director, coordinator, or organizer for an outside organization
- Other interaction with industry

The section, *General Information*, item *Consulting*, can be used to document paid and pro-bono consulting activities.

The section, *General Information*, item *Faculty Development Activities*, can be used to document other professional development activities that enhance currency in industry practices related to one's field of teaching.

The section, *General Information*, item *Licensures and Certifications*, can be used to document professional licensures and certifications that document currency in industry practices related to one's field of teaching.

