

## Assessment Evidence for Promotion—Advice and Tips from a Senior Lecturer and Member of the IAS Promotion Committee

### I. Preparation

Be proactive when collecting data. Use your Annual Review and Merit preparation every year to pack your Digital Measures full of evidence you might draw upon when it comes time to apply for promotion.

#### Here are a few techniques I used to prepare for promotion. Every year:

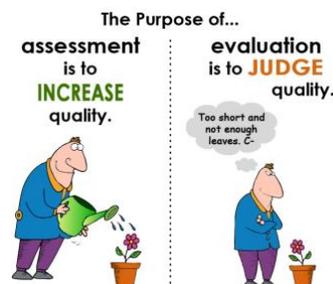
- I created a reflection that illustrated how I exceeded expectations or addressed student comments (in SEIs for example)
- I uploaded assessments, assignment sheets, important innovative lesson plans, grant documents, and basically any evidence that I contributed to the mission of the department, college or university
- I included every service, professional, creative, or research/scholarship detail that would illustrate the extensive nature of my contributions

#### Here is what I did the year before I went up for promotion:

- I ran a five-year report in Digital Measures and printed it out
- I used my comments from the teaching boxes in Digital Measures and my old annual reflections to begin to create my promotion narrative
- I also used the report I created to analyze the trends in my assessments in order to determine how to select evidence

### II. Creating Assessment Evidence for the Promotion Report

To create the actual evidence that you will upload as a part of your Promotion report, don't try to include every little thing you do—choose specific kinds of evidence and examples that would best tell a committee how YOU were an effective teacher (Lecturer) or sustained teaching excellence (Senior Lecturer). To demonstrate *sustained* teaching excellence, you might include “before and after” artifacts, or reassessments based on prior ones. It is also important to include assessment evidence of some kind for each of your course preps.



<https://chme.nmsu.edu/admin/assessment/>

#### Assessment evidence in PDF files might focus on direct or indirect measures, or case studies. Here are some possible ways to focus evidence:

- A specific Gen Ed assessment and reassessment, or case study with annotation of one of the students assessed for the SLO
- Student SEI comments or in-class survey responses, and artifacts demonstrating change as a result of comments (NOTE: include all student SEI comments from the last three years in an appendix for context if you have them)
- Effective use of technology in the classroom (ex. online course development grant, evaluation of your online course, a change based on that evaluation)

- High impact practice assessment (ex. case study of a student’s portfolio creation with your annotated feedback)
- Peer observation assessment and reassessment addressing an area of improvement
- Curricular leadership in a specific area of pedagogy and subsequent assessment (Senior Lecturer)
- Grad Student assessment of teaching (yours and their own)
- Pre- and Post-exam surveys with graphs indicating changes
- Other discipline specific assessments—there are countless ways we assess!

**Tips on how to create and refer to a specific PDF file:**

- Use folders to collect evidence related to one kind of assessment prior to your PDF file creation
- Organize and combine the different files into a single PDF
- Create a “table of contents” at the beginning of each file to provide a quick overview of the related artifacts within the file
- Create tables or graphs for clearer illustration of performance or results
- Label the PDF file in a clear way (ex. Appendix A Meaningful Questions or DM1 ENG110 Gen Ed Assessment)
- Refer to the PDF file parenthetically in your narrative when contextualizing and explaining that growth or effectiveness

NOTES BRAINSTORMING AREAS OF ASSESSMENT YOU MIGHT INCLUDE: