Promotion at UW-La Crosse
IAS Promotion Information
SPRING 2024

Promotion—General Practices and Resources

Online Assistance:
1) **Division of Academic Affairs**
   https://www.uwlax.edu/Academic-Affairs/Provost-promotion-resources/
2) **Digital Measures "how-to"**
   http://www.uwlax.edu/Academic-Affairs/Digital-Measures/
3) **Departmental Bylaws**

Mentoring: Department Chairs, Formal/Informal Mentors, Committees, successful candidates
                     IAS Liaison (**Ryan Friesen**, ENG)

Portfolio: Candidate—includes narrative and evidence
                     Department DM file—includes letter reinforcing, explaining, putting evidence into context

Promotion—Eligibility

**IAS: Associate Teaching Professor
    or Clinical Associate Professor**
- Six completed semesters teaching at UW-L in assistant/clinical assistant rank
- 10 total completed semesters teaching
- Well-respected within department for excellence in teaching
- Has taken an active role in improving instruction in department
- Has taken an active role in service to the department
- Established evidence of scholarship/ professional development OR university/professional service

IAS: Teaching Professor or Clinical Professor
- Four completed semesters teaching at UW-L in associate teaching/clinical associate rank
- 20 total completed semesters teaching
- Well-respected within department for sustained excellence in teaching
- Has taken a leadership role in enhancing departmental curriculum
- Sustained role in service to the department
- Sustained evidence of scholarship/professional development OR sustained university/professional service
- Leadership roles at department, university, and/or professional level

IAS Promotion Timeline

Promotion portfolio due to Department Chairs from individual	Timeline set by departments
Chairs deadline to send candidate and departmental portfolio to Deans	First Friday of December
Deans Deadline to post promotion packet to the IAS Promotion Canvas Site	First Friday of January
IASPC recommendations due to Provost office (Portfolios are transferred to Human Resources office)	First Friday of February
Provost recommendations due to Human Resources	Within 14 days of receiving IASPC recommendations
Human Resources issues notification letters to all IAS applicants	Within 7 days of receiving Provost decisions
New title takes effect	July 1

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Tips for the Digital Measure Report

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1. All attached documents must be pdf files.
2. Monitor dates so you do not have open-ended dates unless they are truly open.
3. Discuss with your chair and people outside your department/college when you are eligible to determine if you have the necessary artifacts for promotion. Eligible ≠ Promotable
4. Each artifact should only appear once in Digital Measures. Wherever you put an artifact, that is where it is contributing, you cannot count it anywhere else (e.g., Undergraduate Research)
5. For individuals going up for teaching professor, be very careful not to count things that were in your DM from your previous promotion.

The Narrative—used to contextualize your activities that are chronicled in the Digital Measures file
The narrative will have the following format:
1. Executive Summary (250 words)
2. Pandemic Impact Statement (currently available; optional; max 1 page)
3. Discussion of Teaching with Closed-Loop Assessment of Instruction (3 pages)
4. Discussion of Scholarship (2 pages)
5. Discussion of Service (2 pages)

The discussions of teaching, service, and professional development can be no more than 7 pages. The pandemic impact statement and executive summary do not count toward that limit.

Service
- Service to UWL is required (i.e., not all service can be professional service)
- Contextualize your role, your contribution, and how the experience has benefitted you and others
- Associate teaching professor candidates may demonstrate service to their department and college; teaching professor candidates should also serve on university committees and/or take leadership roles

Professional Development/Creative Activity
- While many IAS do engage in scholarship, this is not required for IAS promotion. Instead, professional development is required
- Professional development/creative activity/scholarship is a broad category. The degree of involvement in professional development/creative activity/scholarship and/or service activities differs significantly based on departmental expectation
- Professional development includes those activities engaged in that improve the IAS knowledge, teaching, or service to the university
- Professional development activities may include but are not limited to those activities that can be shown to relate to the IAS teaching or service responsibilities: participation in workshops, institutes, seminars, graduate courses, or participation in professional organizations or attendance at professional meetings

Teaching
The following topics be included in the narrative statement:
- Discussion of teaching philosophy and personal growth
- Discussion of course expectations (what do you expect students to learn and do)
- Description of your approach to grading and evaluation
- Description of methods you use to measure your teaching effectiveness clearly linked to course or programmatic student learning outcomes
- Evidence of the use of assessment information utilized for the intent of improving student learning
- Contextualization of Student Evaluation of Instruction (SEI) scores, Learning Environment Survey (LENS) and/or peer evaluations.

Guidelines for Evaluating

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Narrative and support letter contextualize evaluations				

> **Five Tips for DM Portfolios in Providing *Teaching Evidence* – Beyond the SEI or LENS**
> Example set up for DM Promotion Report, section III. Teaching, B. Additional Teaching Evidence.
> Not intended to be complete or prescriptive.

Appendix 1: Innovative Teaching. Demonstrate with significant course development and pedagogical activities/experiments; include assessments/discussion/reflection. Provide specific examples.

Appendix 2: Direct Measures of Student Learning. Sample course assessments and student performance measures; link these measures to course SLOs.

Appendix 3: Indirect Measures of Student Learning. More "informal" survey activities and responses from courses; pre/post, qualitative, student thoughts about own learning and learning environment, etc. Be specific.

Appendix 4: Samples of Student Work. Specific examples of your feedback provided on student writing and other assignments; consider annotated, graded work (with student names redacted) and link to course SLOs. How are students guided toward learning?

Appendix 5: Peer Observations. Peer evaluation letters sent directly to the candidate or to department PRT committees, etc. May be easier for junior faculty to obtain, but senior faculty (seeking promotion to the upper ranks) should feel free to invite peers in for classroom observations and analyses via written summaries.

Closing the Loop in Assessment

1. Pick a learning outcome (course SLO, programmatic LO). While it does not matter why you picked this LO, having a rationale is helpful for putting it in context of your teaching.

2. "Design" an assessment artifact for this learning outcome with rubric. This artifact can and should be relevant to your discipline and teaching.

3. Implement the assessment artifact with data collection.

4. Aggregate, analyze, and present data.

5. Interpret data with plan for changes to be made to instruction.

6. Reflect and revise. Implement planned change, reassess, interpret data and determine impact of the change. How can you build upon these results in a future assessment?

Questions?
Feel free to contact: **Ryan Friesen**, IAS Liaison, at rfriesent@uwlax.edu
Ronda Leahy, Faculty Assistant to the Provost, at rleahy@uwlax.edu