

CEE Department Teaching Evaluation Beyond Student Evaluations

University Senate policy (<http://www.admin.mtu.edu/usenate/policies/p504-1-1.htm>) states that no more than fifty percent of any evaluation of teaching, applied with respect to reappointment, promotion, tenure, and yearly salary adjustments, will rest on student evaluations. The remaining portion may be derived from other assessment tools through procedures established within a department/school to evaluate the appropriateness of level, content, and currency of courses taught by individual faculty members and the quality of the instructor's contribution to the teaching mission of the university.

1.0 Untenured Faculty Members

Untenured faculty members will work with the Chair to develop a teaching evaluation process to cover the additional 50 percent of evaluation over and above student teaching evaluations. PT&P suggestions are shown in Section 4.0. The self-assessment described in that section *must* be a part of that evaluation.

2.0 Tenured Faculty

Tenured faculty members will work with the Chair to develop a teaching evaluation process to cover the additional 50 percent of evaluation over and above student teaching evaluations. A reflective assessment process is adequate to meet this policy. In at least one course each year (at least one undergraduate course per year should be included when possible), faculty must do a reflective self-assessment. The self-assessment will be sent to the Chair within two weeks after the receipt of the results of the student evaluations for the course. These assessments will be discussed with the faculty member at the annual review.

3.0 Tenured Associate Professors Applying for Promotion to Professor

Tenured faculty members applying for promotion to Professor will work with the Chair to develop a teaching evaluation process to cover the additional 50 percent of evaluation over and above student teaching evaluations. The teaching evaluation required for promotion to professor will typically be more than that which the faculty member did as required in Section 2.0. The faculty member should begin the promotion teaching evaluation at least a year before the promotion materials are to be submitted. PT&P suggestions are shown in Section 4.0.

4.0 PT&P Committee Suggestions

The PT&P Committee has identified several items that could be used by a faculty to demonstrate their interest in teaching and their teaching effectiveness.

- Reflective self-assessment
- Peer reviews of classroom performance. The dates and topics of the classroom visit would be agreed to by the faculty member and the peer visitor; these would not be surprise visits.

- Peer reviews of course materials/portfolios (syllabus, tests, exams, assignments, websites, and other items to demonstrate teaching effectiveness). A course portfolio should also include a distribution of grades and a reflective self-assessment of performance and how the course could be improved.
- Letters of support from students, graduates, and peers
- Teaching awards or recognition
- Demonstration of participating in seminars, workshops, conferences, short courses, and other activities focused on teaching
- Scholarship, through publishing papers, in journals and conference proceedings focused on teaching
- Participation and leadership on engineering education committees and conferences
- Authorship/contributions to textbooks

A course portfolio, if used, should be a scholarly argument about the faculty member's quality of teaching. Thus, all items included in the portfolio must be used in the argument; it is *not the responsibility* of the Chair, PT&P Committee or other peer reviewer to sort through a large amount of information to evaluate the faculty member's teaching. A course portfolio should be prepared for the first time that one teaches the course and updated as necessary. The reflective self-assessment should be prepared every time that one teaches the course.

Instructor performance in front of the students affects the learning environment and should be part of the evaluation. Thus, class visits by peers (or a representative of the Center for Teaching and Learning) are recommended. These visits should be done by some faculty *not* selected by the faculty member being evaluated, analogous to the external letters requested for tenure and promotion review.

Guidance for Reflective Assessments

All of us make choices about how our courses are designed and delivered. Some of those choices are driven by external constraints (e.g., class size and student preparation) and others are based upon our own teaching philosophy and past experiences (modes of delivery, homework/examinations, and resources/textbooks). For the reflective assessment:

- Describe decisions that you've made in teaching this course that seem to effectively encourage student learning.
- Describe continuing challenges in teaching this particular course that you would like to address in future offerings.

- Describe the process you will use to identify alternative techniques and methods that might address one or more of the challenges that you have experienced and how you would measure the degree of their success.

Faculty are also encouraged to consider the points listed below as guidance for peer evaluations.

Guidance for Peer Evaluations

Evaluators are encouraged to consider the attributes of a “good course” and what qualifies as “good teaching”. The PT&P Committee suggests the following:

- Learning objectives and skills outcomes are planned and communicated to students;
- Course content and delivery of material are planned to achieve outcomes;
- Objectives and outcomes are evaluated regularly, and course content or delivery adjusted in response to evaluation;
- Material is up-to-date and relevant to students’ professional needs;
- Material is taught in context of students’ curriculum, reinforcing concepts and skills taught in other courses as well as providing concepts and skills needed in higher-level courses;
- Course is taught using multiple approaches to accommodate multiple learning styles;
- Students are able to ask questions and obtain answers;
- Students are engaged in evaluation and use of knowledge;
- Faculty treat students with respect and common courtesy;
- Learning skills required are appropriate to the development level of the students;
- Grading/assessment is fair and based on pre-defined learning objectives and skills outcomes;
- Teaching fosters the ability of students to continue learning outside of the classroom.

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