The School of Technology has a Teaching Evaluation Task Force that met beginning in Fall 2014 to “research and recommend additional methods/process/procedures/data to evaluate teaching effectiveness.”

The process includes:
- Student evaluations
- Early term survey
- Self-evaluation (quantitative and qualitative)
- Conversation with the Dean (includes feedback)

The process is designed to be self-consistent between methods. The quantitative self-evaluation questions are the same questions asked of the students. The qualitative self-evaluation questions reflect the early term surveys and fit into the questions included in Digital Measures. Additional self-evaluation activities include video recording of instructor’s own recitation, lecture, and/or lab and reflecting, via this new perspective, what works well, what doesn’t work as well, and what could be improved with delivery and student interactions. The recommended frequency for video recording is a minimum of one (1) review every three (3) years.

The self-evaluation rubric is attached.

Future strategies that are still under discussion for possible adoption:
To support continuous improvement, preliminary discussions have begun around short-term and long-term goal setting as part of the self-evaluation. This would enable each faculty member to set goals specific to each course on the onset and then self-reflect against those goals upon course completion. Long-term goals may include curricular shifts and improvements over time or piloting and subsequent deployment of new, innovative instructional strategies.
**Self-evaluation rubric:**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was enthusiastic about the subject matter of the courses.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I communicated the course material clearly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I engaged students by encouraging participation during class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I engaged students by encouraging course preparation, reflection, or other activities outside of class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I provided timely feedback on students work (homework, assignments, exams, etc.).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I displayed a personal interest in students and their learning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I used technology appropriately.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I conveyed the relevancy of the course content to industry.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Self-reflection questions:**

What about this course, or my teaching, is helping students to learn?

What could I change about this course, or my teaching, that would improve student learning?

How can I (as the instructor) improve the classroom environment to make this class more inclusive?
Classroom instruction - self evaluation:

Recording of a class

Record and then self-review one of your own instruction sessions (recitation, lecture or lab) to provide another method of review of your own teaching.

Recommended frequency: minimum 1 review every 3 years

Self-reflection narratives:

Write a narrative describing improvements you initiated for instruction and/or curriculum:

Instructions: Describe in detail any efforts you have initiated to improve instruction or the curriculum, including any interdisciplinary activities, efforts to internationalize the curriculum, participation in distance education or active learning (Sr. Design, enterprise programs, etc.), incorporation of any total quality/continuous improvement principles, or innovative use of technology.

Professional Statement:

Briefly outline your perception of how your scholarly activity contributes to your profession and to the Michigan Tech community. Describe how your efforts in research, and public, professional and University service contribute to the mission of the University.

Teaching Philosophy:

State your teaching goals and summarize professional development activities related to teaching. Describe efforts to improve teaching including, but not limited to, self-study teaching assessments, reflective teaching logs, working productively with teaching support systems on campus. Also include other pertinent items related to teaching and not covered earlier. For example, consider ways in which your research accomplishments are introduced into the classroom and how this benefits your teaching goals.