Teaching Effectiveness Evaluation Efforts in the
Department of Geological & Mining Engineering & Sciences
Updated: 14 March 2019

There are four elements that are compiled and reviewed each semester: 1) Professional Development Efforts related to improving student learning through teaching methods, evaluating student performance, and/or curricular improvements; 2) Self reflections that include summaries of student evaluations, if performed; 3) Summaries of Teaching Innovations; and 4) Peer evaluations.

The information addressing these elements are used "annually" (1 July through 30 June) for continuous improvement and merit adjustment considerations, "comprehensively" (e.g., past 3 or 5 years) for promotion and reappointment considerations, and also for documenting excellence and innovations for award considerations. The annual consideration for continuous improvement is the priority and drives the schedule of this process.

The first three elements of this process is to be completed by individual faculty members by 15 May for the previous fall and spring semesters, and summer if appropriate. Faculty are encouraged to complete any of these elements following each semester after course evaluation results are shared from the Center for Teaching and Learning (CTL). **The information will be submitted to a canvas course**, which will be used to foster peer evaluations, that will be managed by the department chair so that each faculty member's annual information is evaluated by at least two colleagues. **The peer evaluations will be completed before the end of May each year.** The minimum information for each element is outlined below. Faculty may share additional information on their teaching effectiveness and the course content if they choose to do so or if the Chair or faculty peers request more information. Faculty concerned about their course evaluation ratings are expected to share additional information on their teaching effectiveness and the course content. The peer evaluators and department chair may meet with faculty to facilitate conversations about the reflections and evaluations. Self reflections and peer evaluations can be edited during this process.

Once the peer evaluation process is completed, the text for each of the elements will be uploaded by individual faculty members to ActivityInsight (DigitalMeasures).

Element 1: Professional Development Efforts

In addition to student evaluations of courses and teaching, and self reflections, faculty in the Department of Geological & Mining Engineering & Sciences (GMES) are expected to proactively and regularly participate in professional development activities that foster continuous improvement of teaching effectiveness. The goal in GMES is that annually, faculty will participate in at least a half-day of professional development, or equivalent (e.g., 2 CTL events), aimed at fostering consideration of new approaches for teaching, evaluating students, or improving curricula.

DigitalMeasures allows for documenting Professional Development activities, such as workshops/sessions at conferences or CTL registration/attendance (will be automatic starting Fall 2018).

After Logging into DigitalMeasures and the default screen is the "Activities" Page. Click on "Professional Development Activities" under **General Information.**

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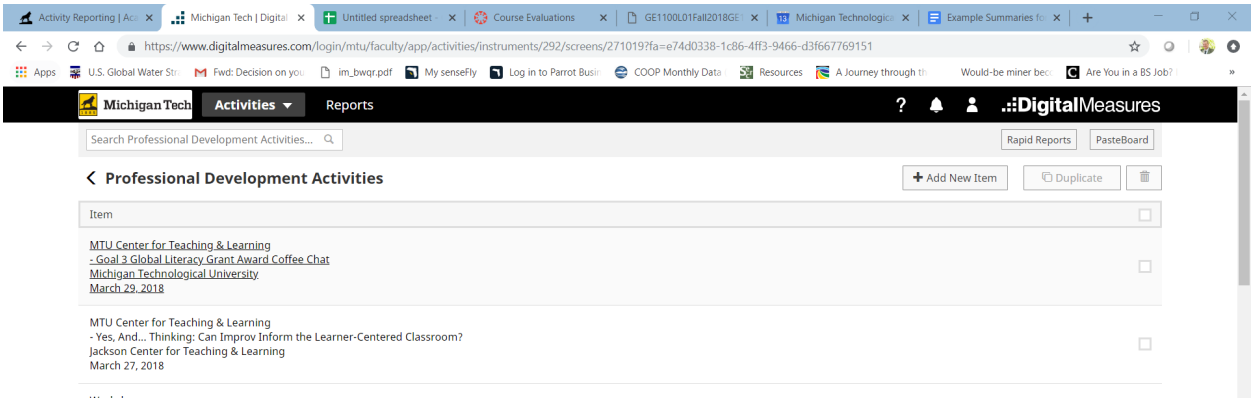
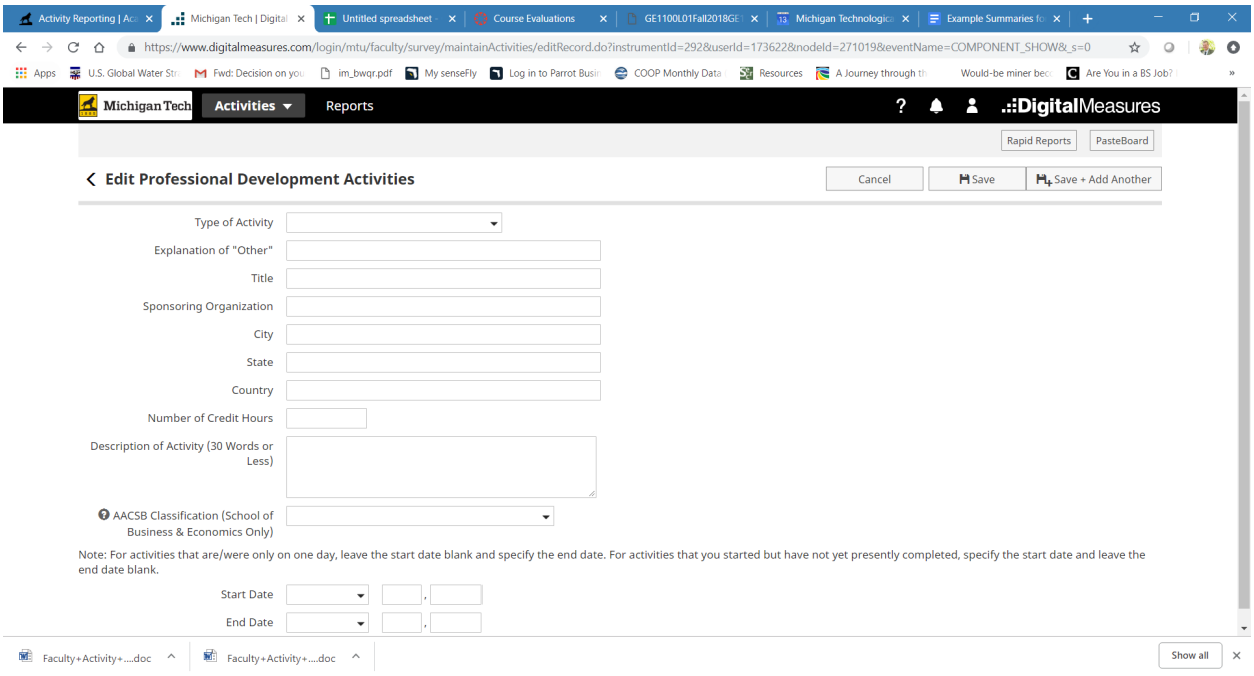


The two entries above are CTL events that are added automatically. Other activities have to be entered manually. To do so, click on "+Add New Item" and the information that is listed is:



The pertinent information is Type of Activity (dropdown, and Explanation if choosing "Other"), Title, Sponsoring Org. (City, ST, Country if elsewhere), Description of Activity, and Beginning/End Dates. Include the End Date so DigitalMeasures does not interpret it as continuing.

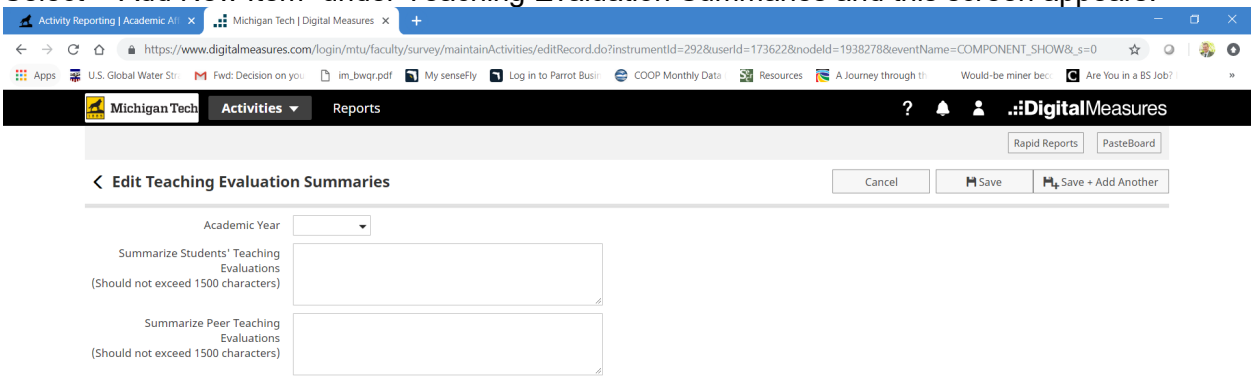
Element 2: Self reflections, including summaries of student evaluations

Summaries of student evaluations are provided in this section to provide some contextual basis for the self reflections. The self reflections should be written to provide the department chair and peers with the faculty's insights into their teaching. If faculty provide additional information on teaching effectiveness and/or course content (e.g., recordings, course notes, examples of handouts, exams, etc.), the information provided should be referenced here.

Faculty will summarize the student evaluations and document a self evaluation. Every class, including those where course evaluations were not performed, either because the enrollments were too low or they were structured in a manner not amenable to the institutional course evaluation system (e.g., capstone or certain special topics courses), will include a self reflection and summary of the student course evaluations if performed. The structure of the summary is outlined below The character limit in DigitalMeasures for the summaries is 1500 characters. Faculty can provide a separate electronic files with more detailed explanations and should note in this summary when a separate document exists.

Click on "Teaching Evaluation Summaries" under the **Teaching** category.

Select "+Add New Item" under Teaching Evaluation Summaries and this screen appears:



Select the appropriate "Academic Year"

Summarize Students' Teaching Evaluations by entering the following information (Limit is 1500 Characters):

- ❏ Course No. and Title, Credits, and General Structure e.g.,
- ❏ GE1100 Geo-Orientation, 1 cr., classes 1 hr/week and 4+ field trips, led by TA
  No. of responses/enrollment
  Q1-4: Range of average ratings for the student self assessment questions (1-4)
- ❏ Q5-11: Range of average ratings for the teacher/course assessment questions (5-11), low-rating question, high-rating question
- ❏ Average of 7 dimensions:
- ❏ Summarize student comments and provide a self reflection.
- ❏ Reference additional information provided, if relevant.

Save
or
Save + Add Another (class)

Element 3: Teaching Innovations

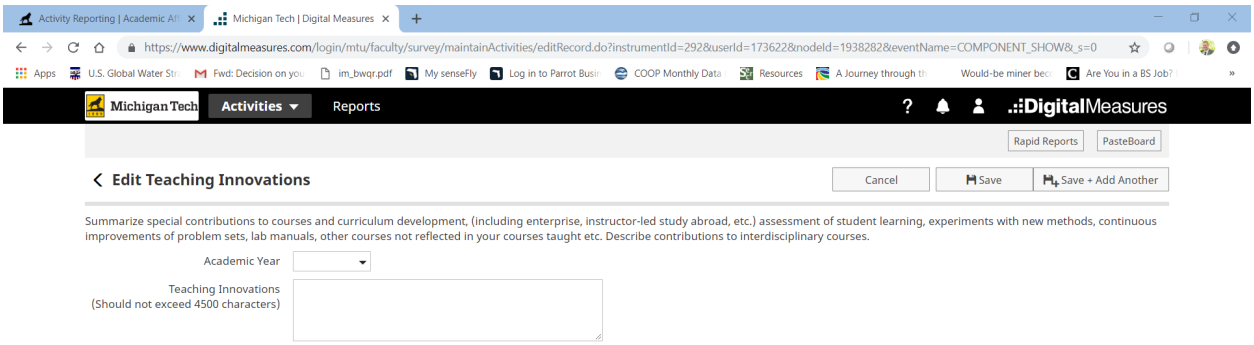
Innovative methods and courses are important evidence of fostering improvements in teaching. Substantial innovations include new courses, new styles of teaching, major changes in course

content and/or delivery methods, or other activities that are beyond normal efforts to improve teaching.

This part of DigitalMeasures is used to summarize special contributions to courses and curriculum development, (including enterprise, instructor-led study abroad, etc.), assessment of student learning, experiments with new methods, continuous improvements of problem sets, lab manuals, [etc.] other courses not reflected in your courses taught etc. Describe contributions to interdisciplinary courses. The character limit is 4500 characters. Faculty are encouraged to reference course webpages, journal or conference publications or additional supporting information on the innovation.

After Logging into DigitalMeasures and the default screen is the “Activities” Page. Click on “Teaching Innovations” under the **Teaching** category.

Select “+Add New Item” under Teaching Innovations and this screen appears:



Select the appropriate “Academic Year”

The form and content should be tailored to the person/activity/significance.

Save
or
Save + Add Another

Element 4: Peer Evaluations

At least 2 peers and the department chair will evaluate the elements provided by the faculty (1-3, outlined above) and submit assessments accordingly. Peers will be assigned by the department chair in attempt to balance the work, match complementary expertise, and strive to foster the most impact of the process on improvement. This process will be managed through a specialized canvas course managed by the department chair. In addition, the faculty member will make available information on course content either in hard copy or online via course website for the committee to review.

The peer evaluations will be shared with the faculty member and when finalized, entered into DigitalMeasures by the faculty member. The text entry is limited to 1500 characters per element or class. The committee can provide longer, more detailed evaluations and those should be referenced/summarized in this section.