

Michigan Technological University

University Senate

School of Business and Economics Evaluation of Teaching: Senate Procedure 504.1.1

This document provides detail for the evaluation of teaching within the School of Business and Economics (SBE) per Michigan Technological University Senate Procedure 504.1.1. The SBE Dean's Office and the SBE Tenure Promotion and Review (TPR) Committee have an established process that assesses (a) student teaching evaluations and (b) self-prepared teaching portfolios. Specifically, the evaluations of teaching will be based 50% on student teaching evaluations and 50% on the self-prepared teaching portfolios. These self-prepared teaching portfolio is comprised of two components: (a) a "Digital Measures" component and (b) a "Canvas" component.

Deadlines and detailed instructions on submitting the teaching portfolios are provided to faculty as part of the annual performance evaluation process and/or the tenure review process. A brief summary is provided here.

Digital Measures: Faculty will update Digital Measures annually as part of the annual review process. Digital Measures should be used to present specific evidence of contributions to the educational mission that occurred during the current performance period. Input into Digital Measures should be condensed and concise. Lengthy supporting information should be inserted into the "Other Information" section inside the Canvas Teaching Portfolio if necessary.

There are two locations to enter information into Digital Measures. Non-course specific contributions (e.g., teaching awards, professional development) should be entered in the Faculty Narratives section, while course-specific contributions (e.g., embedding experiential learning in a specific course) should be entered into the Scheduled Teaching section.

Canvas Teaching Portfolio: Faculty prepare a concise and well organized Canvas course documenting their Teaching Portfolio. The Teaching Portfolio should include, at a minimum, a teaching philosophy, syllabi, and examples of course material (exams, homework assignments, quizzes, lecture notes). Other material may include: development of new courses or new programs, mentorship of students, supervising internships and independent study, high-quality guest speakers, participation in teaching development activities, scholarship of teaching, recognition of teaching, examples of student work, evidence of teaching activities that support the MTU and SBE strategic plan, teaching innovations, evidence of quality interaction with students outside normal classroom hours, and support of SBE and University learning goals.

The evaluation of teaching for both performance decisions and tenure/promotion decisions value instructional quality and contributions to Michigan Tech's and the SBE's educational mission. Examples of contributions to the educational mission that go beyond direct instructional quality include but are not limited to teaching activities that bridge business and STEM (e.g., embedding a technology focus in the course), support the SBE strategic plan (e.g., experiential learning opportunities, guest speakers, interaction with industry), incorporate teaching innovations (e.g., use of teaching technology, creation or operation of student-focused programs, continuous improvement in teaching, quality interaction with students outside normal classroom hours (e.g., trips with students to visit industry or competitions) and teaching activities that support the SBE and University learning goals.