# Linfield University (formerly Linfield College)

**Business Department Promotion and Tenure Guidelines**

Authored by the Business Department Draft VII, June 9, 2020, approved by Dr. Mark McPhail, Interim Provost, on November 29, 2022.

# Introduction

# Important Note: the word “college” has not been changed in all places in this draft because there are references to the current Faculty Handbook or references, such as committee names, that tie back to the current Faculty Handbook. The draft, if approved by the Provost, will be revised to be consistent with the revised Faculty Handbook once it is adopted.

The Linfield *Faculty Handbook1* refers to “outstanding work” in teaching effectiveness, professional achievement, and service as a standard for tenure (IV.6.7.5, p. 18); “meritorious work” as a standard for promotion to associate professor (IV.6.7.4, p. 17); and “special merit and accomplishments” as a standard for promotion to professor (IV.6.7.4, p. 17). The present document *(Business Department Promotion and Tenure Guidelines)* supplements these standards by articulating “departmental expectations for teaching effectiveness, professional achievement, and service” (see *Faculty Handbook*, IV.6.1.4, p.9). See Appendix A for a description of the process used to develop these guidelines.

We intend these guidelines as a resource document for three audiences:

* Candidates for tenure and promotion in the Business Department (by default, all members of the tenure-track faculty in Business). Hereafter, we refer to each of these individuals as “the candidate”.
* Colleagues at Linfield and elsewhere who engage in peer review of faculty in the Business Department.
* Members of Linfield’s faculty and administration who are responsible for developmental feedback, performance review, and recommendations on promotion and tenure of Business Department faculty.

# Candidate Preparation for Tenure/Promotion Review

During the years at Linfield preceding tenure/promotion review, the candidate participates in annual review meetings (see *Faculty Handbook* IV.6.3, pp. 11-12). Preparing and participating in these meetings assists the candidate in building a professional identity at Linfield while shaping a tenure/promotion file. This file documents achievements in teaching, professional achievement, and service, and articulates the candidate’s professional plan along a three- to five-year path.

At the time of review, the candidate submits a complete tenure/promotion file, following instructions provided by the Promotion and Tenure Subcommittee. A file submitted for *tenure review* (usually accompanied by a review for promotion to associate professor) should document accomplishments to date, articulate future potential in the areas of teaching, professional achievement, and service, and demonstrate “professional compatibility between

1Linfield *Faculty Handbook*, 10/1/19, https://[www.linfield.edu/assets/files/academic-affairs/faculty-handbook-current.pdf](http://www.linfield.edu/assets/files/academic-affairs/faculty-handbook-current.pdf)

the candidate’s contributions and the needs of the college” (see *Faculty Handbook,* IV.6.7.5, p. 18). A file submitted for review for *promotion to professor* should document a sustained record of achievement in each of the three areas, while articulating the candidate’s future trajectory.

With either type of review, while accomplishments during the period since one’s last review at Linfield University are of primary importance, the candidate may have earned additional accomplishments during previous years at Linfield University or elsewhere that are important to include in the tenure/promotion file. We encourage the candidate to document and describe those accomplishments, and to clarify the connection and relevance to current work under review.

# Department Context

Individual academic departments possess unique operational characteristics and requirements for faculty. Understanding how a candidate’s department may differ from others can provide important context for evaluating that individual’s tenure/promotion file.

Distinguishing characteristics of the Business Department include the range of its members’ backgrounds and expertise, the size and complexity of the department, its extensive collaboration with other departments and institutions, and its connections with the business community.

## Range of Faculty Backgrounds and Expertise

Business faculty expertise is consistent with the range of disciplines taught in the department, and terminal degree requirements vary according to discipline (see *Faculty Handbook*, IV.11, pp. 22-24). In addition to their work at Linfield University, business faculty may bring prior or concurrent experience from other educational institutions, businesses, consulting practices, not for profit organizations, and/or government organizations. Although disciplinary backgrounds, degrees, and professional experiences differ, *Business Department Promotion and Tenure Guidelines* encompasses the range of departmental expectations for all members of the tenure-track business faculty.

## Size and Complexity of the Department

The Business Department delivers six majors: accounting, finance, international business, management, marketing, and sport management; three minors: entrepreneurship, management and sport management; and a limited set of service (e.g., Linfield Curriculum and paracurricular) courses. We teach a sizeable portion of McMinnville course sections each year, with an average class size in the top third of Linfield departments (See *Linfield Fact Book2*, sections 44 and 45).

2Linfield *Fact Book*, https://[www.linfield.edu/research/fact-book-online.html](http://www.linfield.edu/research/fact-book-online.html) Median class size on the McMinnville campus in Fall of 2019 was 12.0; median BUSN class size was 15.3.

Business majors alone constitute a large proportion of the Linfield student population. In 2018-2019, for example, approximately 25% of non-Nursing students majored in business, and approximately 25% of non-Nursing students graduated with a business major *3* (see *Linfield Fact Book*, sections 39 and 47). Administering this range of offerings to a large student population results in substantial advising responsibilities and frequent coordination between faculty members in various business disciplines.

## Extensive Collaboration with Other Departments and Institutions

The collaborative work of business faculty helps shape our teaching, professional achievement, and service. For example, we work with other departments on our interdisciplinary offerings in international business, sport management, and entrepreneurship. We coordinate with Online and Continuing Education in its delivery of business majors and certificates and contribute to the Leadership and Ethics across Disciplines (LEAD) and Wine Studies curricula. We plan events in partnership with other academic departments, Athletics, and Career Development. We coordinate with Institutional Advancement on donor connections and engage in research with internal and external collaborators. We work with other academic institutions on articulation agreements and collaborate with the International Programs Office on our exchange program with Neurtingen-Geislingen University in Germany.

## Connections with the Business Community

Developing and maintaining connections to the business world is essential work for the Business Department. These connections help ensure currency and relevance of our curriculum, enrich classroom instruction, provide opportunities for applied research, enhance the external reputation of Linfield University, and enable connections for student internships and jobs. All business faculty participate as members of Linfield’s Business Advisory Council, and faculty link to the business community in additional ways. Examples include planning and conducting numerous business-related events on- and off-campus each year, maintaining relationships with business professionals and welcoming them to our classrooms, conducting frequent class visits and tours of businesses, actively connecting students with internships and jobs, and enhancing the knowledge and practice of business by sharing our expertise and research with non-academic audiences.

# Guidelines for Teaching Effectiveness

According to the *Faculty Handbook*, “the teaching effectiveness section [of department guidelines] will describe the department’s understanding of what constitutes teaching success both in and out of the classroom” (IV.6.1.4, p. 9). In the Business Department, we recognize effective teaching as the core charge of Linfield’s faculty. Our statement of mission and values reflects our commitment to students’ growth and development as our highest priority:

3A total of 24.8% of non-Nursing students graduated with major housed in the Business Department; 25.0% of non -Nursing students declared a major housed in the Business Department. These proportions include OCE-Business students.

“*We cultivate future leaders who will positively impact business and society. We are inspired to create an educational experience that fosters integrity, ethical behavior, intellectual curiosity, business-relevant knowledge and skills, and a mindset that is both inclusive and global. Our actions are guided by this mission, and by the key values of student-centered learning, professionalism and respect.” (Business Department Mission and Values Statement, rev. 2019).*

We also value our own continuous learning and development as teachers. Supporting this value are our department practices of a) voluntary collaboration and peer review, and b) department chair review consisting of annual class observation, followed by a one-on-one discussion of strengths, areas for improvement, and suggestions for development. The documentation used for this latter review process is included in Appendix B. Faculty may choose to include this documentation in their tenure and promotion applications, but it is not required.

## Teaching Effectiveness: Review for Tenure and Promotion to Associate Professor

The file of the candidate for tenure and promotion to associate professor should document *“outstanding” and meritorious”* levels of achievement in teaching effectiveness. Evidence must include *each* of these four items.

1. A narrative self-appraisal demonstrating the candidate’s reflection on teaching effectiveness. Possible areas for reflection include but are not limited to knowledge and enthusiasm, appropriate pedagogy, effective organization of courses and class sessions, expectations and engagement with students, grading, student learning, availability to students, and effective advising (see Faculty Handbook, IV.6.1.1, p. 8).
2. Favorable colleague evaluations by the Department Chair and tenured department faculty. These evaluations should result in part from direct observation of teaching.
3. Favorable student evaluations. The Business Department recognizes the limitations of student evaluations*4*. When writing the teaching narrative and colleague evaluations, the candidate and colleagues are thus encouraged to consider a) trends, patterns, commonalities, and differences across the candidate’s portfolio of student evaluations;

b) numerical ratings *and* narrative feedback provided via student evaluations; and c) other sources of student feedback, when provided by the candidate.

1. Documentation of at least one additional, significant contribution to teaching effectiveness at Linfield. Examples of such contributions include, but are not limited to:
   * Significant revision of a course
   * Use of a substantial, innovative technique or technological application in a course
   * Supervision of an independent study/student project
   * Participation in a faculty-student collaborative research project
   * Service as an academic advisor for an average of 20 or more students, or advising 30 or more advisees at some point during one’s review period
   * Particularly impactful advising or student mentoring

4 These limitations include incomplete coverage of factors in effective teaching, self -selection of students in participation, susceptibility to bias and rating errors; and variable class sizes and response rates.

## Teaching Effectiveness: Review for Promotion to Professor

The candidate for promotion to professor should document *“special merit and accomplishments”* in teaching effectiveness as follows. First, the candidate must provide evidence of continued teaching effectiveness during the post-tenure review period on items 1, 2, and 3 (narrative self-evaluation, colleague evaluations, and student evaluations) as outlined in the present document: *“Teaching Effectiveness: Review for Tenure and Promotion to Associate Professor”*. Second, the candidate must provide evidence of a *lead role* at Linfield in at least one area of teaching effectiveness during the current review period. Examples include, but are not limited to:

* Developing a new Linfield course
* Sharing domain expertise (e.g. in a workshop or seminar) to help other Linfield faculty improve their teaching effectiveness
* Mentoring other Linfield faculty in their teaching or advising
* Reviewing Linfield curricula for assessment, accreditation, or program review
* Providing substantial curricular revisions for an academic program at Linfield

# Guidelines for Professional Achievement

The *Faculty Handbook* states that the professional achievement section of each department’s guidelines “will reflect appropriate disciplinary standards and expectations within the candidate’s discipline(s)” (IV.6.1.4, p. 9). Further, the guidelines “should include a description of the types and expected levels of scholarship, the particular kinds of public scholarly products, and the types of peer review that are most common and valued within their discipline, including interdisciplinary scholarship” (IV.6.1.4, p. 9).

In the Business Department, we recognize the vital importance of professional achievement in expanding the scope of faculty members’ knowledge, educating and enriching others, and advancing one’s field of endeavor. The professional achievement narrative of the candidate should be related to one or more business disciplines, as described in the professional achievement narrative.

The candidate may choose to include copies of published works and/or links to other relevant documents in the tenure/promotion file. Unsolicited or solicited letters from experts, collaborators, editors, or others may be included to provide further evidence of the relevance, scope, importance, or impact of the candidate’s work. Colleague evaluations should include an assessment of the candidate’s professional achievement when appropriate (i.e. when the evaluator is sufficiently familiar with the candidate’s field of study).

## Types of Professional Achievement

Both individual and collaborative professional achievement are valued in business disciplines. Candidates should document their roles and contributions in any collaborative work, as part of the curriculum vitae or professional achievement narrative. With any co-authored work, the candidate should clarify whether order of authorship was alphabetical, based on contribution,

or otherwise determined. Within-discipline or interdisciplinary collaboration may involve colleagues at Linfield or elsewhere, students*5*, members of the business community, or others.

Boyer’s Model of Scholarship*6* is a typology which identifies four forms of scholarship (discovery, integration, application and teaching) relevant to various academic disciplines. All four types of scholarship are applicable to professional achievement in the field of business. We summarize Boyer’s typology in the present document to demonstrate the range of acceptable professional achievement in business. The candidate is not required to refer to Boyer’s model in the tenure/promotion file.

1. *The Scholarship of Discovery* is the search for and dissemination of new knowledge or information. Examples in business include but are not limited to theory development, model construction, and empirical tests of propositions or hypotheses. Often, dissemination occurs via scholarly presentations and publications, but other venues may be appropriate for a given piece of work.
2. *The Scholarship of Integration* is the fruitful combination of knowledge from different sources. Examples in business include but are not limited to literature reviews, meta-analyses, interdisciplinary presentations, and integrative book reviews. Integration may take place within a business discipline (e.g. as applied across industries), connect two or more business disciplines (e.g. accounting practices and business law), or integrate business knowledge with other disciplines (e.g. consumer behavior and psychology).
3. *The Scholarship of Application* brings knowledge and insight to bear on real world challenges. Examples in business include but are not limited to contributions to scholarly panel discussions, trade conference presentations, public presentations, practitioner-oriented journals, blogs, news articles, and editorials.
4. *The Scholarship of Teaching* refers to research, innovation, and application of best practices in teaching and learning, broadly defined. Examples in business include but are not limited to a public presentation on innovation in student mentoring, a journal article about curriculum evaluation, a conference presentation summarizing trends in student performance, and publication of an original teaching case.

## Professional Achievement: Review for Tenure and Promotion to Associate Professor

The file of the candidate for tenure and promotion to associate professor should document *“outstanding” and meritorious”* levels of professional achievement. Evidence must include at least three items (in total) from the Tier 1 and Tier 2 lists below, at least one of which must be a Tier 1 item (a peer-reviewed presentation or publication).

When documenting professional achievement, the candidate should provide a brief description of the submission, nomination, and/or review process used for each item. Additionally, the candidate may provide evidence of the quality or reach of a work product (e.g. metrics such as acceptance rate for a conference division, impact factor of a journal, or number of attendees at a conference or trade show). These metrics are not universally available, however, and are not required elements of the tenure/promotion file.

*5*Note that while the Business Department considers the *activity* of conducting faculty-student collaborative research as teaching, any disseminated *output* of the work is considered to be professional achievement.

*6*In Boyer, E. L. (1990) *Scholarship reconsidered: Priorities of the professoriate.* San Francisco: Jossey-Bass.

Tier 1: Peer-Reviewed Publications and Presentations

* *Peer-reviewed publications* include but are not limited to journal articles, full papers published in proceedings of peer-reviewed conferences, book chapters, monographs, and books. Double-blind peer review is highly valued for papers published in academic journals, but Tier 1 publications also may result from a single-blind or editorial review. The candidate may document a publication in the tenure/promotion file if it has already appeared in print, or if it has been accepted for publication (as documented with an editor’s letter).
* *Peer-reviewed presentations* may take place at academic or professional conferences. Double-blind peer review is highly valued for papers presented at academic conferences, but Tier 1 presentations also may result from single-blind or editorial review. The candidate may document a presentation in the tenure/promotion file if it has already taken place, or if it has been accepted for presentation at a specific conference (as documented with a conference organizer’s letter). The candidate may document a co-authored presentation in the tenure/promotion file, regardless of whether he or she presented in person at the conference venue.

Tier 2: Additional Evidence of Professional Achievement

* Receipt of internal grant or award; or receipt of an external grant, award, or contract for professional achievement
* Non-peer-reviewed publication such as a contribution to a newspaper, blog, or magazine; or non-peer-reviewed presentation, such as a public speech
* A distinction or honor from a professional society or academic organization, including but not limited to service as session chair or discussant at an academic conference
* Member of a journal’s editorial board; ad hoc reviewer for a conference, journal or book; editor or co-editor of a book or book series
* Progress toward or achievement of a relevant advanced degree beyond the terminal degree Linfield requires for one’s discipline; completion of professional development activities or continuing education to earn or maintain competencies, professional qualifications, or certifications)7.

## Professional Achievement: Review for Tenure and Promotion to Professor

The candidate for promotion to professor should document *“special merit and accomplishments”* in professional achievement as follows. First, he or she must provide evidence of continued achievement during the post-tenure review period by producing at least one additional Tier 1 item as outlined in the present document: *“Professional Achievement: Review for Tenure and Promotion to Associate Professor”*. Second, the candidate must provide evidence of at least one way in which the record of professional achievement to date has had a positive impact on others and/or advanced the candidate’s field of endeavor.

*7*Certifications and continuing education include but are not limited to: Certified Financial Planner, Chartered Financial Analyst, Chartered Global Management Accountant, Certified Internal Auditor, Certified Management Accountant, Certified Public Accountant, Continuing Education Units (e.g. via Oregon Society of Certified Public Accountants, Oregon State Bar), Personal Financial Specialist, Society for Human Resource Management Certified Professional or Senior Certified Professional

Examples include but are not limited to:

* Mentoring or otherwise helping others to generate professional achievement
* Delivering a workshop or conference to advance professional achievement in others
* Developing a program or organization based one one’s professional achievement to

positively impact business, community, and/or society

* Generating a record of professional achievement that impacts knowledge or

application of one’s field

* Generating a new line of research or inspiring others to do so
* Receiving an achievement award or other high-level recognition for excellence in research from a scholarly, community, or business organization

# Guidelines for Service

According to the *Faculty Handbook*, the service section of each department’s guidelines “may briefly define and identify institutional and departmental forms of service, especially those that might be unique to the department, but will focus on describing forms of service both inside and outside of the college to the disciplines represented by the department” (IV.6.1.4, p. 9). To meet the needs of business students, accomplish smooth functioning of our department, and contribute to shared governance, service contributions to the Business Department and Linfield University are vital for business faculty. Other forms of service strengthen relationships between Linfield University and external constituencies.

## Service: Review for Tenure and Promotion to Associate Professor

The file of the candidate for tenure and promotion to associate professor should document *“outstanding” and meritorious”* levels of service. Evidence must include *each* of the three items listed below. When documenting service, the candidate should provide a brief description of the nature and importance of each service contribution, including the approximate time and effort required. Additionally, the candidate may provide evidence of the quality or impact of service contributions (e.g., via reviews or letters from committee chairs).

* 1. Consistent service to the Business Department. Examples may include but are not limited to: Business Advisory Council Member, Business Student Tutor Coordinator, Online and Continuing Education Liaison, Faculty Advisor to Delta Mu Delta (business honor society), Faculty Advisor to LABS (Linfield Association of Business Students), Business Department Social Media Coordinator, Business Department Search Committee Member, and participation in department projects, meetings, subcommittees, and events.
  2. More than one service contribution to Linfield University. Examples include but are not limited to:
     + Serving as an elected or appointed member or chair of a Linfield University committee, search committee, or working group
     + Completing a substantial (non-committee) service commitment at the division or university level
     + Serving as a faculty advisor for a Linfield student organization or other substantial student activity
     + Assisting with external relations of the university (e.g., speaking with prospective students, connecting with alumni)
  3. More than one service contribution to one’s profession, and/or the external

community. Examples include but are not limited to:

* + - Serving a professional organization at the local or regional level (e.g., as a volunteer, committee member or chair, or board member)
    - Serving a professional organization at the national or international level (e.g., as a volunteer or committee member)
    - Serving a community organization (e.g., as a volunteer, committee chair, or board member)
    - Serving as a media resource on business-related topics

## Service: Review for Promotion to Professor

The candidate for promotion to professor should document *“special merit and accomplishments”* in service as follows. First, he or she must provide evidence of continued achievement during the post-tenure review period on item 1 (service to the Business Department) as outlined in the present document: *“Service: Review for Tenure and Promotion to Associate Professor”*. Second, the candidate must provide evidence of at least one leadership role in the University, professional, or community service, which began or continued during the post- tenure review period. Examples include but are not limited to:

* Chairing a college-level committee (e.g., Personnel, Faculty Budget and Planning, Curriculum, Student Policies)
* Serving in an appointed role on a college-level committee (e.g., search committee for an administrator, Strategic Planning Committee)
* Serving as a faculty coordinator for a student organization (e.g., Greek, Athletics)
* Serving in an appointed college-wide leadership role (e.g., Faculty Athletic Coordinator, Transfer Colloquium Coordinator)
* Serving in a leadership role with a professional organization at the local, regional, national or international level (e.g., President, board member)
* Serving in a leadership role with a community organization or board

# APPENDIX A:

**Process Used to Develop *Business Department Promotion and Tenure Guidelines***

The Business Department developed the *Promotion and Tenure Guidelines* through a set of iterative drafts, facilitated by a series of department conversations and advice from Linfield’s Personnel Committee. To begin framing the guidelines we reviewed numerous documents including:

* The Linfield *Faculty Handbook*
* Approved guidelines from other Linfield departments
* The Promotion and Tenure Subcommittee’s rubric for assessing department

guidelines, and

* Best practices for drafting departmental guidelines for promotion and tenure 2

Next, we consulted department guidelines from other institutions3, including large universities with business schools, and institutions comparable in size to Linfield University. Augustana College’s description of the functions and uses of department guidelines were particularly helpful. Additionally, its guidelines for business administration helped us to identify relevant evaluation categories and evidence to be included in our own guidelines.

In addition, we sought feedback on the department’s draft guidelines from administrators of business programs at two institutions in our geographical region. Feedback from these reviewers has been provided to the Promotion and Tenure Subcommittee under separate cover. The favorable responses of these reviewers affirm that the Business Department’s guidelines on promotion and tenure are commensurate with those of other institutions.

Finally, we consulted standards of the Accreditation Council for Business Schools and Programs (ACBSP) **3**. Although Linfield University is not a member institution of ACBSP, the standards illustrate common expectations for business faculty in teaching institutions. As part of the ACBSP “Faculty Focus” standard, for example, member institutions must foster teaching excellence and scholarly/professional activity by providing clear criteria for evaluating faculty members. The *Business Department Promotion and Tenure Guidelines* aligns with this expectation by providing guidance on performance criteria for use in formative and summative evaluations.

1For example, Diamond, R. M. (1999). Developing departmental guidelines. In *Aligning faculty rewards with institutional mission: Statements, policies and guidelines*. Boston: Anker. <http://www2.acenet.edu/resources/chairs/docs/Diamond.pdf>

2Examples include: Texas A&M University <http://mays.tamu.edu/maysnet/employee-guide/employee-guide-> policies/policies-facult-promotion-tenure-guidelines/; Penn State-Harrisburg https://harrisburg.psu.edu/policy/promotion- and-tenure-criteria-sba; Augustana College https://[www.augustana.edu/files/2018-08/Business\_August\_2015.pdf;](http://www.augustana.edu/files/2018-08/Business_August_2015.pdf%3B) Seattle Pacific University https://spu.edu/~/media/universityleadership/provost/scholarshipstandards/SBE%20Scholarship%20Stan dards.ashx

3https://acbsp.org/page/accreditation-standards

# APPENDIX B:

**Department Chair Teaching Observation Business Department**

**Linfield**

**(version dated 8/20/19)**

The chair’s observation process consists of 1) pre-observation communication, 2) classroom observation and completion of the observation form, and 3) post-observation meeting.

1. Pre-observation. Dates and times for classroom observations will be arranged between the instructor and observer at least one week in advance. The instructor is encouraged to inform students that a visitor is expected on a particular date. The instructor should send a short description of his or her plans for the class session to the observer in advance of the observation, along with any other materials (e.g. syllabus, PowerPoint presentation) the instructor considers relevant).
2. Observation. The observation period should be at least 40 minutes long, and should be scheduled so that the observer may view the instructor in action (e.g. lecturing, leading discussion, reviewing a problem set). Observation should *not* take place during activities like student presentations or exams. The observer should take pains to be unobtrusive and should complete the observation form as soon as possible after the observation.
3. Post-Observation Meeting. The post-observation meeting should take place within two weeks of the observation. The purpose of the meeting is for the observer and instructor to discuss the instructor’s teaching. While review of the observation form is one important part of the meeting, the meeting is also an opportunity for the observer to become familiar with the instructor’s philosophy and approach to teaching, successes and challenges, goals etc., and for both faculty members to learn from one another. Because availability to students and student advising are part of the department’s guidelines for tenure and promotion, the instructor and observer are encouraged to devote part of their discussion to these areas. At minimum, the observer should share observations, and the instructor and observer should discuss strengths and areas for continued improvement in the instructor’s teaching.

The instructor and observer will each retain a copy of the completed observation form. The instructor may choose to include the form in the tenure/promotion file and/or reference it in yearly review meetings.

Instructor Observer

Date of Visit Course Number Course Title

Observation Start Time Observation End Time Number of Students Present

**Part 1: Assessment**

*Instructions:* For each performance area listed below, describe specific behaviors displayed by the instructor during the class observation.

|  |  |
| --- | --- |
| **Performance Area** | **Comments** |
| **Organization**  e.g. providing students with objectives for class session, shaping class  to meet stated objectives, using class  time effectively |  |
| **Knowledge**  e.g. demonstrating command of subject, challenging students to deepen knowledge, integrating class  readings with other sources of information |  |
| **Enthusiasm**  e.g. demonstrating interest in the subject matter, generating engagement among students in class  activities |  |
| **Pedagogy**  e.g. use of instructional methods appropriate to class content, use of  innovative teaching approaches |  |
| **Communication**  e.g. expressing oneself clearly, communicating with students at an appropriate level, effective use of questioning and  discussion |  |

**Part 2: Post-Observation Meeting Notes**

(Observer) Record a bulleted summary of the primary discussion points from the post-observation meeting. This summary may include strengths, areas for continued improvement, strategies for development and additional suggestions.

(Instructor) Record any additional notes about this meeting.

Observer/Date:

Instructor/Date: