

Department: Modern Languages

Faculty Evaluation Guidelines
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Approvals:

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Introduction

In accordance with institutional guidelines, the performance of each faculty member of the Department of Modern Languages shall be evaluated in the following areas: teaching, which includes advising; scholarly activity; and service at the departmental, school, university, community, and professional organization level. Faculty seeking promotion and tenure must demonstrate performance that meets standards defined by the guidelines of the department in these three areas of professional responsibility.

Department Mission Statement

The Department of Modern Languages transforms students' lives through instruction and mentorship, participation in critical dialog, and promotion of cultural and linguistic diversity. Engagement with language, literature and culture raises global awareness and develops inclusive communities; our programs cultivate linguistically capable, culturally competent, and intellectually inquisitive individuals. This endeavor supports students' community involvement, lifelong learning, and transferable skills for professional success in diverse fields in the global economy.

To accomplish its mission, the Department offers or has offered a variety of foreign language programs, including Chinese, French, German, Italian, Japanese, and Spanish. Over one thousand and seven hundred students are currently enrolled in the different programs of the Department. The Department offers two types of majors in Modern Foreign Languages: Option I with an emphasis area of either French or Spanish, and Option II, a dual-language composite program which features emphasis areas in French or Spanish as primary languages, and French, German, Italian, Japanese or Spanish as secondary languages. The Department also offers minors in French, German, Italian, Japanese and Spanish.

In addition, the Department supports Individualized Degree Programs (IDPs) in French, German, and Spanish especially designed to meet the needs of students with an interest in a specific area of concentration, such as translation and government service. Students successfully completing all department requirements for a major in Modern Foreign Languages and those established by the MSU Denver Teacher Certification Program are eligible for certification in elementary or secondary education by the Colorado Department of Education.

Preamble

Where examples are cited for fulfillment of each area of evaluation, they are, indeed, illustrative examples. Faculty members may cite other comparable activities to support a claim for a particular level of evaluation. Furthermore, departmental review of each portfolio will be performed with the understanding that the composition of the portfolio may reflect parameters established by prior departmental guidelines and that portfolios submitted for consideration during the current year should be evaluated with those parameters in mind.

CATEGORY I FACULTY

Professional Responsibilities

- I. Faculty shall perform responsibilities specified in the Handbook (in accordance with the academic calendar) and adhere to accepted standards of professional conduct, including: the conduct of assigned classes; providing the chair with timely notice (in writing) in the event they cannot conduct a class (or classes); and shall arrange when possible, prior instruction to be provided when they cannot be present—either by a substitute or by a class assignment.
- II. Faculty shall present to all students attending class a course description, class schedule, grading criteria, and special notices required by law or instructional policy (ADA statement, for example).
- III. Faculty shall adopt such procedures as necessary to assure that adequate and accurate records of student performance, and attendance if mandated by the syllabus, are maintained.
- IV. Faculty shall establish, post, and keep a minimum of five (5) office hours each week during each academic term of the regular academic year. Faculty members shall prepare for classes, evaluate students' performance, confer with and advise students, and participate in committee work, professional development, service, and other appropriate professional activities.

Teaching

Evaluation Standards for Teaching [from the Handbook]:

Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post baccalaureate careers or further educational opportunities.

Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.

The following benchmarks for Third-year tenure candidates are suggestions only; they do not form part of the guidelines themselves:

The faculty member shows progress toward a variety of course preparations, including work in General Education and program courses as appropriate for the candidate's particular discipline. The faculty member has adapted courses to meet student needs and improve learning for students, has participated in assessment activities, has learned the advising process, and shows progress toward advising students effectively. The faculty member shows work toward moving student evaluations nearer or above departmental averages. Student comments, where available, are a valued part of the portfolio and can be considered. Advising activities include participation in advising events, recording advising, becoming informed and keeping current in advising issues. Formative, developmental evaluations of faculty teaching, performed by peers or by the department chair, are optional benchmarking supplements that the faculty member may choose to incorporate into the portfolio.

To achieve a rating of Meets Standards for Re-appointment and Tenure in the Area of Teaching:

Courses are kept current through review of instructional resources and addition of new materials, as appropriate. The narrative describes how the faculty member has designed and taught courses, using multiple approaches to facilitate student learning. Expectations for student learning and performance are clearly communicated in syllabi and the tenure candidate uses student learning objectives/outcomes as one means to facilitate student learning and assessment. The faculty member shows appropriate work on developing new or reviewing existing curriculum. The faculty member uses professional expertise, along with course and/or program assessment results, as available, to improve courses. The faculty member advises students, participates in a variety of departmental advising activities, and uses professional knowledge and contacts where appropriate in writing letters of recommendation.

Sixth Year: The faculty member has a record of a variety of course preparations, as appropriate to the member's particular discipline and departmental needs, including revisions of particular courses to meet student, departmental and University needs. The faculty member has a record of effective participation in course and program review, departmental assessment activities, and advising. The faculty member shows examination of teaching practices with evidence of improved teaching, including student evaluations near or above the departmental average, including comments if available. Formative, developmental evaluations of faculty teaching, performed by peers or by the department chair, are optional supplements to the one required supplemental observation. The faculty member should have a record of student evaluations that demonstrate a score of a minimum of 4.5 out of 6 possible points in two-thirds of classes taught, including comments if available.

Guideline for Peer Feedback on Teaching for Tenure, Post-Tenure and Promotion to Professor

All MDL faculty will have to receive and provide evidence of peer feedback on teaching. Such feedback will be based on samples of direct teaching. A sample of direct teaching will be defined as follows:

- A. A standard face-to-face class session of no less than 40 and no more than 75 min. duration;
- B. A video recording of a standard face-to-face class session of no less than 40 and no more than 75 min. duration;
- C. An online class demonstration presented to an observer during a conference of no less than 40 and no more than 75 min. duration.

Tenure-Track Faculty: tenure-track faculty will receive peer feedback each semester during the first two years of hire, and once per academic year for the remainder of the probationary period. The signature pages of each observation form will need to be included in the required Portfolio materials for the category of Teaching. The full observation forms can be included under the Portfolio's Additional Materials category.

Tenured Faculty: tenured faculty will receive peer feedback no less than three times during the five years between post-tenure reviews. The signature pages of each observation form will need to be included in the required Portfolio materials for the category of Teaching. The full observation forms can be included under the Portfolio's Additional Materials category.

PROMOTION TO PROFESSOR—Significant Accomplishment:

The faculty member has a strong record of a variety of course preparations, as appropriate to the member's particular discipline and departmental needs, including the revision of particular courses to meet student, departmental and University needs. The faculty member has a record of highly effective participation in course and curriculum development and revision, whether as part of committee,

task force, or updating of a particular course, and/or program review, departmental assessment activities, and advising. The faculty member shows examination of teaching practices with clear evidence of strong teaching, including student evaluations that demonstrate a score of a minimum of 4.5 out of 6 possible points in two-thirds of classes taught, including comments if available. When interpreting SRI scores, special consideration will be given to cases where faculty teach more than one-third of their assigned credit hours in an online format. Faculty applying for promotion will receive peer feedback no less than three times between the last major review and the application for promotion. The signature pages of each observation form will need to be included in the required Portfolio materials for the category of Teaching. The full observation forms can be included under the Portfolio's Additional Materials category.

POST-TENURE REVIEW—Meets Standards:

The faculty member teaches a range of courses appropriate to the member's particular discipline and keeps those courses up to date. The faculty member has a record of participation in course review and assessment for the Department. The faculty member advises students. The faculty member has student evaluations at or near the departmental average, including comments if available.

EMERITUS STATUS GUIDELINES

The Department of Modern Languages adheres to the emeritus status requirements listed in the *Handbook for Professional Personnel*. To be considered for emeritus status, a candidate must meet the following conditions:

- The candidate has completed ten years or more of full-time service at the University;
- Faculty who participate in the transitional retirement program or who continue to teach full-time at the University after retirement are considered to be members of the faculty and therefore are not yet eligible for emeritus status;
- The candidate must be nominated by the department chair or any faculty member in the Department of Modern Languages;
- The nomination should be substantiated in terms of length of service, excellence in teaching, and other contributions to the University;
- The nomination must be endorsed by a majority of the tenured members of the Department of Modern Languages.

The benefits for an Emeritus Faculty member are outlined in the *Handbook for Professional Personnel*

Scholarly Activities

Evaluation Standards for Scholarly Activities [from the Handbook]:

Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring puzzles.

The following benchmarks for Third year tenure candidates are suggestions only; they do not form part of the guidelines themselves:

Candidate is presenting at conferences and shows progress toward taking a scholarly, creative or pedagogical work to a larger audience.

Guideline to achieve tenure:

Tenure candidate must demonstrate in their narrative that they have made one or more major contributions to their discipline that have been peer reviewed or accepted by a jury.

To achieve a rating of Meets Standards for Re-appointment and Tenure in the Area of Scholarly Activities:

The tenure candidate has had at least one disciplinary, pedagogical or creative work in a peer-reviewed publication, whether in print or online; or if appropriate to the discipline, the candidate has had his/her creative work accepted into a juried performance. Additionally, the faculty member may balance his/her scholarly and creative publication[s] with peer-reviewed presentations at professional meetings. Other possible activities would include upgrading of the faculty member's education as appropriate to her/his work assignments or participation in workshops or other continuing education activities that will further inform the faculty's scholarly work.

Sixth Year: Candidate has a solid record of at least three peer-reviewed or juried conference or the equivalent scholarly, creative, or pedagogical presentations in his or her field in local, national, or international conferences and at least one peer-reviewed publication in the discipline.

PROMOTION TO PROFESSOR—Significant Accomplishment:

Candidate has a solid record of peer-reviewed or juried conference or equivalent scholarly, creative, or pedagogical presentations in his or her field with at least one beyond the regional level. Candidate has at least one peer-reviewed published work since receiving tenure, whether print or online, or the equivalent.

POST-TENURE REVIEW—Meets Standards:

Candidate continues to engage in professional development activities, including presentations or publication, on a regular basis beyond the institutional level.

Service

Evaluation Standards for Service [from the Handbook]:

Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the program, department, school, or University level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, nonprofit organizations, or government agencies.

The following benchmarks for Third year Tenure candidates are suggestions only; they do not form part of the guidelines themselves:

Candidate has participated in at least one significant committee at the Department or other level of the University system of shared governance. Or the candidate has a record of service that uses his/her disciplinary expertise to the community or his/her disciplinary organization.

Guideline to achieve tenure:

Tenure candidate must demonstrate in their narrative that they have participated in shared governance at the University, and used their disciplinary or professional expertise to make an unpaid contribution to their professional organizations or the community outside of the University.

To achieve a rating of Meets Standards for Re-appointment and Tenure in the Area of Service:

The tenure candidate demonstrates ongoing and meaningful contributions to shared governance at the University or contributions within his/her disciplinary organization or contributions that use his/her disciplinary expertise to the community outside of the University.

Sixth Year: Candidate shows leadership, such as making meaningful contributions to a committee or task force, participating in a major committee initiative, contributing to the writing of a major report, or serving as committee liaison to

other members of the department or university bodies outside of the department in at least one of his/her service activities.

PROMOTION TO PROFESSOR—Significant Accomplishment:

Candidate continues to show leadership in his or her service activities, such as chairing a committee, writing a major report for a committee, task force, or other shared governance or community or professional group in at least one of his or her service activities.

POST-TENURE REVIEW—Meets Standards:

Candidate continues to participate in at least one committee at the Department or other level of the University or participates in service to the community that uses his or her disciplinary expertise.

CATEGORY II FACULTY

CATEGORY-II FACULTY EVALUATION GUIDELINES

Introduction

In accordance with institutional guidelines, the performance of each Category-II Faculty member of the Department of Modern Languages shall be evaluated in the area of teaching. Category-II Faculty seeking retention and/or contract renewal must demonstrate performance that meets standards defined by the guidelines of the department in this area of professional responsibility.

Preamble

Where examples are cited for fulfillment of the evaluation of teaching, they are, indeed, illustrative examples. Category-II Faculty members may cite other comparable activities to support a claim for a particular level of evaluation. Furthermore, departmental review of each portfolio will be performed with the understanding that the composition of the portfolio may reflect parameters established by prior departmental guidelines and that portfolios submitted for consideration during the current year should be evaluated with those parameters in mind.

Professional Responsibilities

Category-II Faculty shall perform responsibilities specified in the *Handbook for Professional Personnel*, set forth by the Board of Trustees (in accordance with the academic calendar) and adhere to accepted standards of professional conduct. Category II faculty are subject to the norms and expectations of academic freedom befitting an institution of higher education. Furthermore, they serve as contingent faculty appointed for defined terms. Category II faculty are hired most often to teach full-time under contracts of a duration from between one and three years; Category II faculty are eligible for reappointment at the discretion of the Dean and Department Chair, respectively. Decisions to reappoint are based upon the needs of the department or program, and also take into consideration the candidate's qualifications and performance. Performance evaluation, therefore, is done in part to support reappointment decisions and in part to foster improvement among Category II faculty members.

- I. Category-II Faculty shall conduct assigned classes; providing the chair with timely notice (in writing) in the event they cannot conduct a class (or classes); and shall arrange, when possible, for instruction to be provided when they cannot be present—either by a substitute or by a class assignment.

- II. Category-II Faculty shall present to all students attending class a course description, class schedule, grading criteria, and special notices required by law or institutional policy (ADA statement, for example).
- III. Category-II Faculty shall adopt such procedures as necessary to assure that adequate and accurate records of student performance, and attendance if mandated by the syllabus, are maintained.
- IV. Category-II Faculty shall establish, post, and keep a minimum of five (5) office hours each week during each academic term of the regular academic year. Category-II Faculty members shall prepare for classes, evaluate students' performance, confer with and advise students, and participate in other appropriate professional activities that support the above.

Submissions of Portfolios:

Any Category II faculty member who wishes to be reappointed will undergo a review by submitting a Portfolio to the Department Chair. Portfolios will include the following:

1. Cover Sheet
 - a. Published by the Office of the Provost; and
 - b. Used to record recommendations for/against reappointment, promotion, or multi-year contracts.
2. Narrative
 - a. Is a one-page statement describing how the faculty member has met expectations for assigned duties/responsibilities;
 - b. Presents a reflective self-assessment, highlights accomplishments, and indicates plans for the future;
 - c. Should present one's best case to disciplinary colleagues and administrative levels of review; and
 - d. If seeking promotion to Senior Lecturer or a Multi-Year Contract, should be noted in the first paragraph of the statement.
3. Annotated *Curriculum Vitae* (see Chapter V for definition of Annotated *Curriculum Vitae*) for a minimum of the past 6 years. The CV must also include full educational information including the dates and institutions of all degrees.
4. Student Ratings of Instruction per Guidelines for Appointment listed below.
5. Peer Observations as delineated in the Guidelines for Appointment listed below.
6. In those cases where Category II faculty have reduced teaching-load agreements that specify duties in Scholarly Activities or Service (see Handbook for Professional Personnel Chapter V for definitions of Scholarly Activities and Service, and Chapter IV for conditions of such agreements), evaluations should encompass work in those areas of performance.

7. For reappointment and/or promotion to senior lecturer, **one example of each** in the faculty member's portfolio is required: course syllabus, course assignment, assessment, evidence of how the course content is current.
8. For promotion to senior lecturer only, two additional peer observations are required: one by the department chair and one by a tenure/tenure track faculty member within the department.
9. Portfolios will be submitted using the same tool or format as Category I faculty and in accordance with the Academic Calendar.

Evaluation Standards for Teaching [from the Handbook]:

Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post baccalaureate careers or further educational opportunities.

Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.

Guideline for reappointment in Modern Languages: Areas of growth and achievement in teaching to promote greater student learning include: 1) content expertise; 2) course design; 3) pedagogical methods that integrate best practices and perspectives in foreign language teaching and learning; and 4) the use of assessment to improve courses. Evidence used for the evaluation of teaching includes the faculty narrative but also consists of the following:

1. Student Ratings of Instruction: Student Ratings of Instruction (SRIs) for courses taught by Category II faculty will be administered consistent with the practice for tenure-line faculty as outlined in the Handbook for Professional Personnel Chapter V. Category II candidate's SRIs should have a record of student evaluations that demonstrate a score of a minimum of 4.5 out of 6.0 in two-thirds of classes taught, including comments if available. When interpreting SRI scores, special consideration will be given to cases where faculty teach more than one-third of their assigned credit hours in an online format.
2. Peer Feedback on Teaching:
 - a. All MDL faculty will have to receive and provide evidence of peer feedback on teaching. Such feedback will be based on samples of direct teaching. A sample of direct teaching will be defined as follows:
 - A. A standard face-to-face class session of no less than 40 and no more than 75 min. duration;
 - B. A video recording of a standard face-to-face class session of no less than 40 and no more than 75 min. duration;

C. An online class demonstration presented to an observer during a conference of no less than 40 and no more than 75 min. duration.

b. Category II faculty will receive peer feedback on teaching at a minimum once per academic year.

c. For reappointment—Category II faculty will include the signature pages of each observation form in the required Portfolio materials for the category of Teaching. The full observation forms can be included under the Portfolio’s Additional Materials category.

d. For promotion to Senior Lecturer only—at least one example each of the following two types of observations will be required:

- i. One by the department chair, and
 - ii. One by a tenure/tenure track faculty member within the department.
- i. Both of the above observations will be included in their entirety in the required Portfolio materials for the category of teaching.

	CAT II Faculty Reappointment
<p><u>Meets Standards:</u> This rating demonstrates the minimum required accomplishments for a faculty member in four areas: content expertise, instructional design, instructional delivery, instructional assessment.</p>	<p>The faculty member achieves all of the following:</p> <ol style="list-style-type: none"> 1. Courses have a demonstrated pattern of content expertise through a display of basic course materials that reveal currency and relevance to the discipline. 2. Each course is kept current through review of instructional resources and the regular addition of new materials, as appropriate. 3. Expectations for student learning and performance are clearly communicated in syllabi and are linked to course content and assessment. 4. Courses are designed and delivered using multiple approaches to facilitate student learning in the relevant learning environment (classroom, on-line, hybrid, etc.) 5. For any general studies courses taught, the candidate designed their course in accordance with the official course syllabus meeting, departmental and university expectations including the writing and student learning outcome expectation. 6. SRI’s are compared to same level courses (lower or upper division) within the prefix. Category II candidate’s SRIs are consistently near or above the prefix average for same level course. If below this, they have shown a trend of improvement toward the prefix average for same level courses and the narrative addresses work toward improving a student ratings of instruction through shifting instructional content and/or design and/or delivery and incorporating feedback from student commentary. 7. One formative peer observation for each year of employment. Peer feedback on teaching should reflect strong pedagogy to facilitate

	<p>student learning.</p> <p>8. Assessment of courses comply with departmental and university requirements.</p>
<u>Needs Improvement</u>	This rating means the faculty member has not accomplished all of the necessary activities to attain the "Meets Standards" rating.

Eligibility Requirements for Senior Lecturer and Multi-Year Contracts

Applicants for Senior Lecturer and Multi-Year Contracts must meet the following eligibility requirements:

Senior Lecturer

Lecturers with a total of six years of exemplary service to MSU Denver at that rank, may be reappointed as a Senior Lecturer, based on a recommendation from department faculty, the department chair, the dean and the provost. To be eligible for the rank of Senior Lecturer, the candidate must have taught consecutively at least 3 of the required 6 years, and at least one of these consecutive years must have been within 18 months of the forthcoming Senior Lecturer appointment. In addition, to be promoted to Senior Lecturer, the faculty member needs to have:

- (a) taught a variety of courses (a minimum of 3 different classes, and at least one beyond the 1000-level);
- (b) shown evidence of pedagogical innovations such as, but not limited to online and hybrid class formats, applied learning modalities, as well as special projects, assignments, assessments, etc.;
- (c) shown evidence of active involvement in either curriculum development or student advising, or other meaningful service to the department.

If promoted to a Senior Lecturer, the salary will be adjusted to reflect the new title.

Multi- Year Contract

A faculty member must serve a minimum probationary period of three successive one-academic-year contracts before being eligible for a multi-year contract. At the discretion of the Department, Category II faculty may be given credit toward eligibility for a multi-year contract if they have previously taught as an Affiliate faculty member. In such cases, the equivalent of one year credit as a Category II faculty member may be granted for every two years as an affiliate faculty member teaching a maximum allowable load of 18 credit hours per academic year. Credit for teaching loads of less than the allowable maximum for affiliate faculty will be prorated accordingly. Category II faculty are eligible to receive up to a maximum of two years of credit toward eligibility through affiliate teaching.

CATEGORY III FACULTY

CATEGORY-III (AFFILIATE) FACULTY EVALUATION GUIDELINES

Professional Responsibilities

The faculty member must meet the contractual responsibilities defined in the *Handbook for Professional Personnel*, set forth by the Board of Trustees. Additionally, it is the faculty member's responsibility to be aware of, and comply with, any revisions to that document. The faculty member must also adhere to all Departmental guidelines for Affiliate Faculty, as a prerequisite to a satisfactory performance rating. Category III faculty are subject to the norms and expectations of academic freedom befitting an institution of higher education. Furthermore, they serve as contingent faculty appointed for defined terms. Category III faculty are eligible for reappointment at the discretion of the Dean and Department Chair, respectively. Decisions to reappoint are based upon the needs of the department or program, and also take into consideration the candidate's qualifications and performance. Performance evaluation, therefore, is done in part to rehire Category III faculty members.

EVALUATION STANDARDS FOR TEACHING

Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and growth in women's studies; it includes advising students to facilitate graduation and to transition to post baccalaureate careers or further educational opportunities. Effective teachers display knowledge of their subject matter within women's studies in the relevant learning environment (classroom, on-line, hybrid, field work, etc.). Women's Studies instructors also employ feminist pedagogical techniques when possible which include valuing women's diverse experience and engaging students in discussions that are not only analytical but solution oriented in service of women's empowerment. Note that women's studies scholars often face resistance in the classroom, and therefore teaching evaluations may reflect students' discomfort with challenges to their thinking. Multiple forms of evaluation, including peer evaluations and classroom observations, help to put student resistance in context.

Guidelines for Retention of Category III Faculty at the Department of Modern Languages:

Courses follow the official course syllabus (i.e., Regular Course Syllabus) and the Affiliate Faculty member adheres to university policies regarding ADA accommodations. Each course is kept current through review of instructional resources and the regular addition of new material on an annual basis. Courses are designed and delivered using multiple approaches to facilitate student learning. Expectations for student learning and performance are clearly communicated in the syllabi, and the faculty member uses the stated student learning outcomes to

facilitate student learning and assessment. An Affiliate Faculty member relies on professional expertise along with course and/or program assessment results to improve courses. For any General Studies courses taught, the faculty member designs their course activities in accordance with the official course syllabus that meets Departmental and University expectations. Assessment of General Studies courses complies with Departmental and University requirements.

Evidence used for the evaluation of teaching includes the following:

1. Student Ratings of Instruction: Student Ratings of Instruction (SRIs) for courses taught by Category III faculty will be administered consistent with the practice for faculty as outlined in the Handbook for Professional Personnel Chapter V. Category III candidate's SRIs should have a record of student evaluations that demonstrate a score of a minimum of 4.0 out of 6.0 in two-thirds of classes taught, including comments if available. If below this, the Affiliate Faculty is moving toward improving Student Ratings of Instruction through shifting instructional content and/or design and/or delivery and incorporating feedback from student commentary. When interpreting SRI scores, special consideration will be given to cases where faculty teach more than one-third of their assigned credit hours in an online format.
2. Peer Feedback on Teaching: A Formative Peer Observation must occur within the first semester the Affiliate is appointed and at least once per year thereafter. The Formative Peer Observation is conducted by the Language Coordinator or another faculty member and pertains to various aspects related to pedagogical knowledge, presentation, and classroom teaching skills.

No additional documents are required for evaluation unless requested by the Department Chair.