

**DEPARTMENT OF
FOREIGN LANGUAGES AND LITERATURES**
Department Application of Criteria
(DAC)
Effective Fall 2013

I. University and College Intentions

A. University Mission Statement

Chicago State University (CSU) is a public, comprehensive university that provides access to higher education for students of diverse backgrounds and educational needs. The University fosters the intellectual development and success of its student population through a rigorous, positive, and transformative educational experience. CSU is committed to teaching, research, service, and community development including social justice, leadership and entrepreneurship.

B. University Strategic Planning Goals and College Key Performance Indicators

The Key Performance Indicators for the College of Arts and Sciences parallel the University's Strategic Planning Goals. Each of the six CSU strategic goals is aligned with a specific public agenda goal or CSU strategic issue which supports the fulfillment of the University mission. Together, these goals create what the University conceptualizes as *ACCESS* for every University stakeholder. The six goals are Academic Excellence, Teaching and Research; Community Service and Engagement; Cost Efficiencies and Diverse Revenue Streams; Enrollment, Retention and Graduation; Strengthened Infrastructure; and Shared Accountability and Image.

C. Conditions for Employment

All Unit A and Unit B faculty members must complete the State of Illinois ethics training and are required to have oral English proficiency as mandated by Illinois statute. Unit A faculty members are required to attend all department meetings (at no less than a 75% rate during an evaluation period).

II. The Departmental Application of Criteria (DAC)

A. DAC Preamble

The purpose of this document is to provide criteria to evaluate employee performance in three areas – teaching, research, and service. The goal of evaluation is to ensure that University identified standards of excellence are maintained in those three areas. The document is organized according to three sections, with each section representing an area of evaluation. Each section identifies the categories of accepted materials and activities, their

relative importance, and the methods of evaluation.

B. Evaluation Portfolio

The evaluation portfolio is a collection of materials submitted by the employee in order to substantiate performance in accordance with the DAC. Each portfolio will include a copy of the current Departmental Application of Criteria, a curriculum vitae, a yearlong work assignment and any revised work assignment worksheets, peer evaluations, student evaluations, instructional materials, evidence of teaching/primary duties, evidence of research/creative activities, evidence of service activities, and any other materials as set forth in the *Contract*. Below are guidelines each candidate should follow when submitting a portfolio for promotion, retention, tenure, or a PAI.

1. Only include materials within the evaluation period as stipulated in the *Contract*.
2. A letter of intent should be the first item in the portfolio and should provide a narrative of activities accomplished in the three areas. The letter of intent should be no more than two pages and should clearly identify the purpose of the submission (i.e. Fourth-Year Retention, PAI) and provide a summary of the entire portfolio. It should be stated if the individual is to be evaluated on a higher standard, such as promotion or tenure by exception. Preceding each area of evaluation (Teaching/Primary Duties, Research/Creative Activity, Service) a one to two page summary of supporting materials in the evaluation area is suggested. This narrative should provide a more detailed summary of its content than appears in the letter of intent.
3. A table of contents is required and a paging system is strongly recommended.
4. The candidate should use the same headings and language as that found in the DAC for the three categories. Divisions between sections of the portfolio should be very clear and distinct.
5. The submission and review of portfolios are governed by a process set forth in the *Contract*. In particular, they must be submitted by the requisite deadlines and, once submitted, material may not be added or removed by the faculty in personnel action unless requested by the evaluators.
6. Submitted material shall not include personal information such as social security numbers or irrelevant documents such as the Ethics Training Certificate.

III. Departmental Personnel Committee (DPC)

A. Purpose

The purpose of a Department Personnel Committee shall be to review materials submitted by faculty members of the Department seeking retention, promotion, professional

advancement increase (PAI) or tenure and to provide recommendations in accordance with the DAC. The dates for each evaluation process are specified in the annual University evaluation timetable.

B. Composition

The composition and voting policies of each Department Personnel Committee (DPC) will be determined by a program's bylaws and will not necessarily be uniform across the College. Individual programs and departments will also determine the procedure for naming peer reviewers and for developing the instrument used for peer and chairperson evaluations.

IV. Evaluation Criteria for Unit A Faculty

The degree of effectiveness of performance of each faculty member who is being considered for retention, promotion, PAI, tenured-faculty review, or tenure shall be evaluated in the areas of teaching/performance of primary duties, research/creative activity, and service. Teaching/performance of primary duties is considered the most important of the three areas of evaluation as stipulated in *Contract* Article 19.3.a.1.

The Minimum Performance Requirements for Unit A faculty in each of the three areas of evaluation is shown in the table below for each personnel action. These Performance Requirements are as designated in the current *Contract* in Article 19.3.b.2.

Personnel Action	Teaching/Primary Duties	Research/Creative Activity	Service
First year retention	Satisfactory	Appropriate	Appropriate
Second year retention	Satisfactory	Satisfactory	Satisfactory
Third year retention	Effective	Highly satisfactory	Highly satisfactory
Fourth year retention	Highly effective	Effective	Highly effective
Fifth year retention	Significant	Highly effective	Highly effective
Tenure	Superior	Significant	Significant
Associate Professor	Superior	Significant	Significant
Full Professor	Superior	Superior	Superior

Post-Tenure Review	Adequate/Exemplary	Adequate/Exemplary	Adequate/Exemplary
PAI	Superior	Superior/Significant	Superior/Significant

V. Teaching/Primary Duties

Teaching/performance of primary duties will be considered the most important of the three areas of evaluation. After teaching/performance of primary duties, research/creative activity and service will be given equal emphasis. All faculty members are required to participate in departmental assessment activities.

I. Evaluation of Teaching:

- A. Categories of materials and activities for use in evaluation include, but are not limited to those listed below:

Category 1: Online Student Evaluations

- a. Course Evaluation Summary (End of Semester Course Evaluation).
- b. Summary of Students Ratings Form (Appendix A).

Student evaluations should be determined by summarized ratings of the Course Evaluation Summary by using the Summary of Student Ratings Form (Appendix A).

Category 2: Classroom Observations

- a. Observation by professional peer(s) within the appropriate program.
- b. Observation by department chairperson.

Peer and chair evaluations should be determined by using the Classroom Observation Summary Form (Appendix B).

Category 3: Course Materials

- a. Course syllabi.
- b. Materials distributed in class.
- c. Supplemental instructional materials.
- d. Work plans.
- e. Updating course materials.
- f. Materials prepared and utilized in the course of professional work.
- g. Course-related academic counseling.

- h. Course packets.
- i. Yearlong work assignments for the period

Category 4: Curriculum Development

- a. Development of a new course which requires research.
- b. Major revision of an existing course.
- c. Substantial revision of syllabi for program review/accreditation purpose.
- d. Development of a special curricular project/program (e.g. interdisciplinary projects, etc.).
- e. Course proposals.
- f. Program changes (such as minor/major options revisions).
- g. Program development (new major/minor options).
- h. Internal teaching awards.
- i. Participation in faculty development activities or other professional development workshops to improve teaching performance.

Category 5: Receives an award of national recognition that certifies/verifies one's professional competence or achievement in teaching.

B. Relative importance of materials and activities

- 1. Categories 1, 2, and 3 will be weighed equally.
- 2. Category 4 and 5 are considered only for superior ratings.

C. Methods of evaluation of teaching are described as follows:

- 1. Evaluation Procedures:
Each academic term all of the instructor's students shall have the opportunity to evaluate their instructor's teaching effectiveness in accordance with methods and procedures specified in the approved statement of Departmental Application of Criteria. All official student evaluations remain the property of the University. All students, except those enrolled in practica, tutorials, independent study courses and other such courses with an enrollment less than 5, will complete the end of semester course evaluation through the online system, known as Digital Measures. The system will be open to faculty the day grades are available to students. The DPC chairperson and another person working in the department are to summarize the evaluations and present this summary to the department chairperson for inclusion in the faculty member's file, and to the faculty member. The average score of the Summary of Student Ratings Form of the effectiveness of the instructor is a guideline for rating levels of teaching effectiveness according to the following scale:

Level I	Satisfactory	(year 1 & 2)
Level II	Effective	(year 3)
Level III	Highly Effective	(year 4 & promotion to Assist. Prof.)
Level IV	Significant	(year 5)
Level V	Superior	(Tenure, promotion to Assoc. Prof. and PAI)

- Classroom Observations: The faculty member being evaluated will request a minimum of at least three classroom observations: one by the department chairperson and two by members of the DPC. Any members of the DPC are eligible to evaluate and vote on all personnel actions. Other peer visitations, if any, may be requested by the faculty member being evaluated. These observations will take place in the term during or preceding the personnel action. The class(es) to be observed shall be agreed upon by the faculty member in conjunction with the observer. The evaluator will use the Classroom Observation Summary Form. These written evaluations will be given to the faculty member for inclusion in the evaluation packet. The average score of the Classroom Observation Summary Form is a guideline for rating levels of teaching effectiveness according to the following scale:

Level I	Satisfactory	(year 1 and 2)
Level II	Effective	(year 3)
Level III	Highly Effective	(year 4)
Level IV	Significant	(year 5)
Level V	Superior	(tenure, promotion and PAI)

- Classroom Materials: The faculty member being evaluated may provide a packet of classroom materials representative of the materials used in teaching. These materials are to be judged by the DAC as reflecting the syllabus of the course. Where weaknesses are noted, an opportunity is to be given to the faculty member to respond to these issues. Course materials must be kept current and revised as appropriate.
- Curriculum Development: The faculty being evaluated may present a packet of materials providing documentation of new course development, major course revision, substantial revision of syllabi, development of a special curricular project/program, course proposals, program changes or program development.
- Receive an award that certifies one's professional competence or achievement in teaching.

D. Relative importance and weight:

Performance Indicator	Teaching/Primary Duties
Satisfactory (First year retention)	Satisfactory ratings in Categories 1, 2, and 3.
Satisfactory (Second year retention)	Satisfactory ratings in Categories 1, 2, and 3.
Effective (Third year retention)	Effective ratings in Categories 1, 2, and 3.
Highly Effective (Fourth year retention)	Highly Effective ratings in Categories 1, 2, and 3.
Significant (Fifth year retention)	Significant ratings in Categories 1, 2, and 3.
Superior (Tenure) (Associate Professor) (Full Professor) (PAI)	Superior ratings in Categories 1, 2, and 3/or Superior ratings in Categories in 1, 2, or 3 and show evidence of Categories 4, 5 or 6.
Exceptional	Superior ratings in Categories 1, 2, and 3 and show evidence of Categories 4, 5 or 6.
Adequate (Post-tenure review)	<ul style="list-style-type: none"> a. Participate in departmental assessment activities. b. Receive effective rating in student evaluations, course materials, and primary duties (if applicable).
Exemplary (Post-tenure review)	<ul style="list-style-type: none"> a. Participate in departmental assessment activities. b. Receive highly effective rating in student evaluations, course materials, and primary duties (if applicable). c. Show evidence of Categories 4 or 5.

II. Evaluation of Primary Duties:

Primary duties such as academic advising, assessment or laboratory coordination, administration of a grant, etc., will be evaluated based on appropriate materials presented. The evaluation of primary duties will be based on the following criteria: unsatisfactory, satisfactory, effective, highly effective, superior. The Assigned Time Activity Evaluation form will be used for this purpose (Appendix C).

VI. Research/Creative Activity

I. Categories of materials and activities appropriate for the evaluation of Research/creative activity are grouped to demonstrate the order of their relative importance. Guidelines for effective performance:

Group I: Including, but not limited to:

1. Submission of a proposal for presentation at a professional conference or seminar.
2. Presentation at department, college or university forums.
3. Evidence of work in progress (i.e. bibliography or draft)
4. Attendance in professional meetings, conferences, seminars and workshops.
5. Show evidence of writing of a grant proposal.

Group II: Including, but not limited to:

1. Presentation at meetings, conferences, seminars, workshops, etc. of local, state, or regional professional organizations.
2. Evidence of submission of grant or contract proposals.
3. Evidence of a manuscript accepted for presentation at national or international conference (not presented).
4. Evidence of preparation/submission of manuscripts for publication.
5. Service as referee, juror, or editor for professional publications or organizations.
6. Presentation at teacher in-service and staff development programs.
7. Professional consultations (i.e. textbook review)
8. Writing/Preparation of manuals and textbooks.
9. Presentation of faculty members' research at a department, college or university workshops, seminars or forums.
10. Translations of one's work or other writer's works, editing of translations.
11. Research related to program review or accreditation.
12. Completion of a professional development program (one-day or multiple-day) which results in receipt of a certificate.

Group III: Including, but not limited to:

1. Presentation at meetings, conference, seminars, workshops, etc. of national or international professional organizations.
2. Presentation at professional workshops and/or seminars for academic groups.
3. Funded internal awards of grants.
- * 4. Publication of creative writings, book reviews, translation, research works or entries in encyclopedias.
5. Evidence or letter of acceptance of publication of articles,

books, book reviews, book chapters or entries in encyclopedias.

6. Citation in published works or other professional recognition of accomplishment or contribution.
7. Production of film, videotape, computer program, Internet web sites or any other instructional material, including electronic media.
8. Patents or copyrights.

Group IV: Including, but not limited to:

1. Publications of book chapters, books, translation of an entire work.
2. Funded external grants.
3. Directing an independent study course that requires research.

* Translation is considered as creative activity in our discipline.

* A minimum of two publications (including on-line publications) in a peer –reviewed journal, press, or compilation is required for tenure, promotion to professor, and PAI.

* Other research and creative activities deemed worthy of merit, such as an award or recognition from professional groups or organizations that addresses scholarly achievement, etc.

II. *Methods of Evaluation for Research/creative activity*

The following rating criteria will be used:

Performance Indicator	Research/Creative Activity
Appropriate (First year retention)	At least two activities from Group I or one activity from Groups II or III.
Satisfactory (Second year retention)	a. For retention, faculty member has engaged in at least three activities of which two are from Group II or III. b. For promotion to Assistant Professor (needs highly effective teaching/primary duties; satisfactory research/creative activity; and satisfactory service), faculty member has engaged three activities from Group II or III during the entire evaluation period.
Highly Satisfactory (Third year retention)	For retention, faculty member has engaged in at least four activities of which three are from Group II or III.
Effective (Fourth year retention)	For retention, faculty member has engaged in at least five activities of which four are from Group II or III.
Highly Effective (Fifth year retention)	For retention, faculty member has engaged in at least six activities of which four are from Group II and III.
Significant (Tenure) (Associate Professor) (PAI)	a. For retention, faculty member has engaged in at least five activities from Group II and III. b. For tenure and promotion to Associate Professor (needs superior teaching/primary duties; significant research/creative activity; and significant service), faculty member has engaged in at least four activities from Group II and four from III during the entire evaluation period.
Superior (Full Professor)	a. For retention, faculty member has engaged in at least six activities from

(PAI)	<p>Group II and III.</p> <p>b. For promotion to Professor (needs superior teaching/primary duties; superior research/creative activity, and superior service) and PAI (needs superior teaching/primary duties either superior research/creative activity or service), faculty member has engaged in at least six activities from Group II and six from group III during the entire evaluation period.</p>
Exceptional	<p>Faculty member has engaged in at least ten activities from Group II and eight from Group III during the entire evaluation period.</p>
Adequate (Post-tenure review)	<p>Faculty member has engaged in at least three activities from Groups I, II, III, or IV.</p>
Exemplary (Post-tenure review)	<p>Faculty member has engaged in at least four activities from Groups I, II, III, or IV.</p>

VII. Service

Evaluation of the effectiveness of an employee's unit, college, university, community or professional service will include consideration of: extent and nature of leadership, degree of participation; quality and length of service; extent and nature of national, state, or local recognition of service; and relationship of the service to the employee's assigned responsibilities and to the university. A service activity may be repeated over a number of years and points will be awarded per year.

A. Categories of materials and activities appropriate for the evaluation of service are grouped to demonstrate the order of their relative importance as evidence of effective performance:

Group I (a): Service to the Department, including but not limited to:

1. Active membership on department committees.
2. Membership on department search committee.
3. Participating in program reviews, program accreditation or assessment activities.

Group I (b): Service to the Department that shows and emphasizes leadership, including but not limited to:

1. Participating in committee activities which foster departmental growth and visibility.
2. Sponsoring or advising of student organizations/groups.
3. Chairperson of a departmental committee.
4. Conducting program review or program accreditation.

Group II (a): Service to the College/University, including but not limited to:

1. Speaking engagements on campus or in the community for a special occasion (i.e. Foreign Language Week, Hispanic Heritage Month, Afro-American Heritage Month, Career Day, etc.).
2. Presentation in poetry recitals, dramatic readings or any other public performance as part of a group or as an individual.
3. Organization of symposium, college's seminar and workshops.

Group II (b): Service to the College/University that shows and emphasizes leadership, including but not limited to:

1. Service on a college or university committee.
2. Service through union activities.
3. Serving as an officer of a college or university committee.
4. Student recruitment/retention activities.
5. Volunteer work to the college or university (i.e. Safe Zones).

6. Chairperson of a college, university or system-wide committee.
7. Establishment/implementation of study abroad programs.
8. Serving on an accreditation team.
9. Evidence of research and groundwork which lead to the development of international programs.

Group III (a): Service to the Community (professionally related services), including but not limited to:

1. Provide information or references to external inquirers.
2. Workshop presentations to teachers and other professionals in the community.
3. Participation in committees or activities designed to increase cooperation with other institutions.

Group III (b): Service to the Community (professionally related services) that shows and emphasizes leadership, including but not limited to:

1. Volunteer work (to the university or wider community) which draws upon one's academic skills.
2. Partnership with local elementary/secondary schools/community organizations.
3. Organizing specialized recruitment/retention programs.
4. Monitoring students in professional activities.
5. Community outreach.
6. Appointment to a position in a professional committee or organization based upon one's academic expertise.
7. Serve as judge at competitions sponsored by professional organizations.

Group IV (a): Service to the Profession, including but not limited to:

1. Membership in professional organizations.
2. Invitation to participate in an election as an officer/delegate to a professional organization.
3. Invitation to serve on a committee.

Group IV (b): Service to the Profession that shows and emphasizes leadership, including but not limited to:

1. Nomination to election as an officer/delegate to a professional organization.
2. Serving as an officer/delegate in a professional organization.
3. Serving on an editorial board.

II. *Methods of Evaluation for Service*

The following rating criteria will be used:

Performance Indicator	Service
Appropriate (First year retention)	At least two activities from Group I or one activity from Group II.
Satisfactory (Second year retention)	a. For retention, faculty member has engaged in at least three activities from Groups I and II. b. For promotion to Assistant Professor (needs highly effective teaching/primary duties; satisfactory research/creative activity; and satisfactory service), faculty member has engaged in at least three activities from Groups I and II during the entire evaluation period.
Highly Satisfactory (Third year retention)	For retention, faculty member has engaged in at least four activities from Groups I, II and III.
Effective (Fourth year retention)	For retention, faculty member has engaged in at least five activities from Groups I, II and III.
Highly Effective (Fifth year retention)	For retention, faculty member has engaged in at least six activities from Groups I, II and III.
Significant (Tenure) (Associate Professor) (PAI)	a. For retention, faculty member has engaged in at least five activities from Group II and III. b. For tenure and promotion to Associate Professor (needs superior teaching/primary duties; significant research/creative activity; and significant service), faculty member has engaged in at least four activities from Groups I and II and four from Groups III and IV during the entire evaluation period.
Superior (Full Professor)	a. For retention, faculty member has engaged in at least six activities from any

(PAI)	<p>Group.</p> <p>b. For promotion to Professor (needs superior teaching/primary duties; superior research/creative activity, and superior service) and PAI (needs superior teaching/primary duties either superior research/creative activity or service), faculty member has engaged in at least six activities from Groups I and II and six from Groups III and IV during the entire evaluation period.</p>
Exceptional	<p>Faculty member has engaged in at least ten activities from Groups I and II and eight from Groups III and IV during the entire evaluation period.</p>
Adequate (Post-tenure review)	<p>Faculty member has engaged in at least four activities from Groups I, II, III, or IV.</p>
Exemplary (Post-tenure review)	<p>Faculty member has engaged in at least five activities from Groups I, II, III, or IV.</p>

Evaluation of Unit B Faculty

Teaching/Primary Duties

For the purpose of evaluation for retention, Unit B faculty will need to show evidence of satisfactory teaching in years 1 and 2 and highly effective thereafter as described in the aforementioned DAC:

1. In order for an individual to be rated as satisfactory in teaching effectiveness, she/he must have a satisfactory rating in Categories 1) Student Evaluations, 2) Classroom Observations, and 3) Course Materials.
2. In order for an individual to be rated as highly effective in teaching effectiveness, she/he must receive ratings of highly effective in all three categories.

Research/Creative Activity

Unit B faculty are encouraged to become engaged in activities that foster their growth and development. While not required by the *Contract* to engage in Research and Creative activities, Unit B faculty may for informal purposes only, supply materials that document their research/creative activities during the evaluation period.

Service Activity

Unit B faculty are encouraged to become engaged in activities that foster their growth and development. While not required by the *Contract* to engage in Service activities, Unit B faculty may for informal purposes only, supply materials that document their Service activities during the evaluation period.

Appendices

- A. Summary of Student Rating Form**
- B. Classroom Observation Summary Form**
- C. Released Time Activity/Primary Duties Evaluation Form**
- D. Research/Creative Activities Evaluation Form**
- E. Service Evaluation Form**
- F. Distance Education Policy**

APPENDIX A
Foreign Languages and Literatures
Summary of Student Ratings Form

Faculty Member:
Term:
Class:
Date Evaluated:

Item	5	4	3	2	1	No. of Response	Average
Question 1							

Questions:

1. This course challenged me to learn and/or develop new skills.
2. This class provided a positive learning environment.
3. I have become more competent or knowledgeable in this area since taking this course.
4. I actively participated in course activities and completed all assignments on time.
5. I understood the instructor's grading scale and could calculate my academic standing in the class at regular intervals based upon information provided in the course syllabus.
6. I used all instructional resources, including contacting my instructor during office hours, when there were things in the course I did not understand.
7. The instructor was well prepared to teach this course.
8. The instructor was genuinely interested in the students' progress.
9. Overall, this instructor was an effective teacher.

5= Strongly Agree

4= Agree

3= Acceptable

2= Disagree

1= Strongly Disagree

Overall rating of the course:

Overall rating of the faculty:

- 4.2-5.0 Superior**
- 3.9-4.1 Significant**
- 3.6-3.8 Highly Effective**
- 3.3-3.5 Effective**
- 3.0-3.2 Satisfactory**

APPENDIX B
Foreign Languages and Literatures
Classroom Observation summary Form

() CHAIRPERSON () PEER

Evaluation of Faculty Member Based Upon Classroom Visitation

Faculty Member Being Evaluated

Nature of Evaluation: ___ Retention ___ Tenure
 ___ PAI ___ Promotion to rank of _____

Ratings Based Upon This Visitation

Rate this instructor on each item according to the following:

U = Unsatisfactory	SA = Satisfactory
E=Effective	HE = Highly Effective
SG = Significant	SU = Superior

- | | |
|---|---------|
| 1. Command of the subject matter or discipline. | () |
| Ability to organize, analyze, and present knowledge or material. | () |
| Ability to encourage and interest the students in the learning process. | () |
| Overall degree of teaching effectiveness. | () |

Written Comments

Evaluator's signature: _____ Date : _____

APPENDIX C

**Foreign Languages and Literatures
Reassigned Time Activity/Primary Duties Evaluation Form**

Faculty Member Evaluated _____ Date _____

Nature of Evaluation: ___ Retention _____ Tenure
_____ PAI _____ Promotion to rank of _____

Activity _____

Overall evaluation (Circle one):

Unsatisfactory Satisfactory Effective Highly Effective Superior
(1) (2) (3) (4) (5)

Activity _____

Overall evaluation (Circle one):

Unsatisfactory Satisfactory Effective Highly Effective Superior
(1) (2) (3) (4) (5)

Activity _____

Overall evaluation (Circle one):

Unsatisfactory Satisfactory Effective Highly Effective Superior
(1) (2) (3) (4) (5)

Group III:

1. Presentation at meetings, conference, seminars, workshops, etc. of national or international professional organizations.
2. Presentation at professional workshops and/or seminars for academic groups.
3. Funded internal awards of grants.
4. Publication of creative writings, book reviews, translation, research works or entries in encyclopedias.
5. Evidence or letter of acceptance of publication of articles, books, book reviews, book chapters or entries in encyclopedias.
6. Citation in published works or other professional recognition of accomplishment or contribution.
7. Production of film, videotape, computer program, Internet web sites or any other instructional material, including electronic media.
8. Patents or copyrights.

Group IV:

1. Publications of book chapters, books, translation of an entire work.
2. Funded external grants.

* Other research and creative activities deemed worthy of points, such as an award or recognition from professional groups or organizations that addresses scholarly achievement, etc.

Overall Evaluation (Circle one based on table below):

Unsatisfactory	Appropriate	Satisfactory	Highly Satisfactory
Effective	Highly Effective	Significant	Superior

Comments:

8. Serving on an accreditation team.
9. Evidence of research and groundwork which lead to the development of international programs.

Group III (a):

1. Provide information or references to external inquirers.
2. Workshop presentations to teachers and other professionals in the community.
3. Participation in committees or activities designed to increase cooperation with other institutions.

Group III (b):

1. Volunteer work (to the university or wider community) which draws upon one's academic skills.
2. Partnership with local elementary/secondary schools/community organizations.
3. Organizing specialized recruitment/retention programs.
4. Monitoring students in professional activities.
5. Community outreach.
6. Appointment to a position in a professional committee or organization based upon one's academic expertise.
7. Serve as judge at competitions sponsored by professional organizations

Group IV (a):

1. Membership in professional organizations.
2. Invitation to participate in an election as an officer/delegate to a professional organization.
3. Invitation to serve on a committee.

Group IV (b):

1. Nomination to election as an officer/delegate to a professional organization.
2. Serving as an officer/delegate in a professional organization.
3. Serving on an editorial board.

*Other service activities deemed worthy of points, such as an award that certifies one's professional competence or achievement in service, etc.

Overall evaluation (Circle one based on table below):

Unsatisfactory Appropriate Highly Satisfactory Effective

Highly Effective

Significant

Superior

Comments:

APPENDIX F
Distance Education Policy
Foreign Languages and Literatures

1. The department of Foreign Languages and Literatures considers Distance Education courses to be any course that is completely online (internet courses), hybrid courses (primary web-based with some traditional classes and/or labs), web-enhanced courses, course utilizing traditional Television link-up, or interactive TW workshop between a location on campus and remote sites off-campus. Such course may be offered for credit or non-credit.
2. The Department will not permit more than 10% of the above courses to fulfill the requirement for a degree.
3. The Department will determine which department courses can be offered within the CSU Distance Education program.
4. The faculty member will present his/her proposal to the faculty for a Distance Education course. He/she must demonstrate technical ability to administer such course. To offer a Distance Education course, departmental approval and Administrative approval are required before a course can be offered for credit.
5. The Department may offer as many Distance Education courses per semester as is appropriate to satisfy the program needs of the department and the university.
6. The department chairperson will formulate a roster based on seniority of faculty who wish to teach a Distance Education course in the event that the demand for teaching assignments exceeds the support from Distance Learning.
7. The department will evaluate the effectiveness of a Distance Education course as follows:
 - a. The department chairperson with advice from the appropriate curriculum committee shall evaluate the quality of the instructional materials. If the department chairperson does not feel technically qualified to perform the evaluation, he/she may appoint an ad-hoc faculty committee to perform the course review. The course materials presented would contain a hard copy of the syllabus used that summaries information concerning the objectives, operation, and management of the course.
 - b. Students enrolled in the course shall evaluate the technical specifications of the course including instructional delivery methods and the timely response of the instructor. The students shall also evaluate the course using the standard department student evaluation form.