

PERSONNEL POLICY STATEMENT

MODERN LANGUAGES AND LITERATURES DEPARTMENT

Adopted: May, 1993
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1.0 INTRODUCTION

1.1 The Intent of this Statement

This document systematizes personnel procedures for the Modern Languages and Literatures Department, California Polytechnic State University, San Luis Obispo, for both full-time and part-time faculty. These procedures and criteria are based on the need for the following:

1. Teaching excellence
2. Professional growth and activities as they relate to academic careers
3. The best possible promotion of education and furthering goals of the students.

What follows is not intended to duplicate regulations and codes applying to the state universities generally or to this university as a whole. The Campus Administrative Manual (CAM) and the Agreement Between the Board of Trustees of The California State University and the California Faculty Association (Unit 3) (CFA) cover procedures that govern the policies of this department. Rather, this policy statement is intended to articulate academic standards and procedures that apply specifically and uniquely to the Modern Languages and Literatures Department. If any provision of this document is in conflict with any provision of the MOU, the terms of the MOU shall govern.

1.2 General Principles

- a. Collegiality.** This department expects all its members to abide by the rules of professional conduct known as collegiality. By this we mean that we base our conduct on mutual professional respect, that which is due to professional degrees and achievements and to talent and merit irrespective of degrees and accomplishments. We respect ability, dedication, and achievement, which are based on our high standards for hiring, retention, and tenure. We also affirm the knowledge that the corporate authority and integrity of the department as a unit arise from the ability of various independent individuals to work in harmony for the common good.
- b. Professional Ethics.** The department subscribes to commonly accepted principles of professional ethics. We understand these principles as the foundation of liberal education rather than as arbitrary limitations. These principles are respect for the following: truthfulness; the free investigation,

expression, and exchange of ideas; the right of access to information; the duty to consult openly about issues of mutual concern; and the concomitant right to be consulted about the same.

1.3 Definitions

- a. A tenure track or tenured faculty member is a faculty member who has been hired on a full-time basis as part of the permanent faculty of the department.
- b. A full time temporary faculty member is a member of the department who has been hired on an annual contract to teach 45 units. The appointment of a full-time faculty is usually made for teaching purposes only.
- c. A part-time temporary faculty member is an instructor who is serving in a less than full-time academic year appointment or at a less than full-time base of 45 teaching units. Such positions are classified as lecturers and are not considered academic rank (i.e., full professor, associate professor, assistant professor). However, they do presuppose professional qualifications, and they command professional respect to which all of the laws of collegiality apply.
- d. A substitute instructor is normally chosen from the official Part-Time Pool List and may be employed to replace members of the faculty who are temporarily absent. This term refers to a pay classification. A substitute instructor is employed for a period of less than one quarter and is paid on an hourly basis. A substitute instructor may teach no more than 18 classroom hours per assignment.
- e. An emergency hire is one who is not listed on the official part-time pool list, and who is hired for a single term replacement due to impending emergency. Normally, emergency hiring will be done only after the entire Part-Time pool has been exhausted.
- f. The term entitlement refers to the credited amount of time that part time faculty accrues after teaching three consecutive quarters in any given academic year.
- g. The Executive Committee is constituted from all tenured faculty in the department.
- h. The Peer Review Committee is an elected body of tenured full-time faculty. It is elected by probationary and tenured faculty, and acts as the first level of review in any faculty personnel review. For promotion evaluation, members must hold higher academic rank than the candidate. The committee itself elects a member to act as chair of the committee. (MOU 15.35-15.37)

- i. Full-time faculty who decide to take advantage of the CSU's Faculty Early Retirement Program (FERP) shall teach at no more than half their normal load. They shall still be considered full members in the department and shall be accorded all rights, and responsibilities of their academic rank. FERP faculty shall follow all the regulations of such assignments, including limitations on their roles in personnel evaluation, as indicated by the CFA contract. (MOU Art 29)
- j. The Polylingual International Resource Center (PIRC) Director serves as the administrative person in charge of the facility. The appointment is for half time and is made by the department chair after consultation with the Full-time faculty.
- k. The Department Chair is the term for the department's main administrative faculty member. The chair serves at the pleasure of the Dean of the College of Liberal Arts and is subject to the collective will and democratic procedures of the department's tenured faculty members.
- l. The Administrative Assistant manages the department office, works directly under the authority of the department chair, and assists all faculty members and PIRC staff as defined under article 1.3 of this document.

1.4 Mission, Goals, Objectives and Assessment of the Department

- a. **Mission.** The Modern Languages and Literatures Department is an internationally-oriented, equal-opportunity department in the College of Liberal Arts. As one of the humanities disciplines, the department offers programs in various national languages, cultures, and literatures. The department offers a B.A. in Modern Languages and Literatures which entails the study of two languages. It also offers comprehensive minors in French, German, and Spanish that serve the interests of students at Cal Poly, and it offers elementary language courses in Italian and Japanese. Because intellectual, academic and pedagogical freedom are the department's cornerstones, the department is dedicated to offering students the most advanced education possible by maintaining state-of-the-art laboratory equipment, computing and audio-visual resources, and other learning devices, and by ensuring that the faculty is among the most talented in CSU.
- b. **Goals.** The philosophy and goals of the Modern Languages and Literatures Department at Cal Poly reside in three inter-related areas: the College of Liberal Arts, in which the function of the Department is limited by academic purposes and abilities; the professional community in which the standards of the Modern Language Association of America (MLA) and the American Council of Teaching of Foreign Languages (ACTFL) are sought and maintained; and the multicultural community of the State of California as a whole.

Beyond normal replacement searches, the most pressing goal is to add new tenure-track positions in French, German, Japanese and Spanish. These positions are needed in order to support the Major in Modern Languages and Literatures. During the process of maintaining and enhancing this Major the department seeks to:

1. recruit, hire, retain, tenure, and promote top candidates throughout the department's programs; and
2. maintain the PIRC by procuring a maintenance budget.

Additionally, in order to fulfill its mission, the department desires to expand its language programs and to add new languages.

Furthermore, the department will continue to engage in the following activities

- Promote the pursuit of truth and knowledge while aiding students in their attainment of equal opportunity and personal, social and intellectual growth as set forth in its Rhetorical Syllabus (See Appendix A)
- Promote the adoption of a graduation requirement in modern languages for all departments in the College of Liberal Arts
- Support the state-wide CSU International Programs
- Support all cultural and ethnically diverse university programs
- Support in-state, out-of-state, and international travel for professional activities for the faculty
- Recruit, support and retain the best part time instructors available in the local area for the Part-Time Pool
- Support the CSU Foreign Language Council with annual dues, elected members and travel funds when possible
- Support the subscription to professional journals and department membership in professional associations
- Ensure that the faculty is supplied with all available resources to enable it to deliver the best education possible

- c. **Objectives.** The department purposes to be the principal and leading programmatic administrative unit at Cal Poly that promotes and implements learning language, literature, and culture as the foundations of both ethnic pluralism and internationalism at Cal Poly. The object of every curricular, extracurricular, pedagogical, and professional activity engaged in collegially and individually by this department is to further both the objective study and the personal internalization of various national languages and cultures both on campus and overseas. Because linguistic communication drives all human interaction, because all human activity is now subject to the conditions of the global village, and because Cal Poly is one of the leading institutions of higher education in the most ethnically diverse and economically powerful state in the U.S.A., it is incumbent upon this department to continue improving and enlarging its programs. This overall objective is to educate

the next generations of citizens and leaders who will be faced with local and world-wide communicative challenges. In order to achieve this objective the department will continue to seek the support of administration, faculty, staff, and students in order to fulfill its mission and to achieve its goals and objectives.

- d. **Assessment.** The Modern Languages and Literatures Department is committed to integrating within its academic tasks all the values inherent in any humanities-based education. The department strives to form graduates that think and act globally, who are marketable, and who can communicate at a professional level in and outside of their work environment.

The department has in place a working structure of internal assessment for both primary and secondary languages (Appendix 5). MLL is also committed to assess its mission and standards via periodic review processes.

2.0 TENURE-TRACK FACULTY INITIAL RECRUITMENT AND APPOINTMENT (Memorandum of Understanding [MOU], Art. 12)

2.1 Procedures for Full-Time Positions

- a. **Advertising.** The department advertises as widely as possible (e.g., MLA Job Information List, Cal Poly Report, The Chronicle of Higher Education, and journals specializing in diversity employment, etc). Word-of-mouth advertising, telephone calls, and letters to colleagues and department chairs of other colleges and universities, in conjunction with national advertisement are also acceptable supplementary means of advertising full-time vacancies. An Employee Equity Facilitator and the office of Academic Personnel must clear all advertisements for any academic position before it can become public.
- b. **Sources and cultivation of contacts.** The department chair receives, reviews and files all inquiries regarding employment. All inquiries are answered immediately, and an indication of the department's status and/or interest in the application is made. An active file of various applications including those of pro-active diversity position applicants is maintained for one year.
- c. **Search committee.** This committee is normally composed of the following members: the department chair who acts as committee chair; a group of three tenured faculty members. The department will elect the tenured members of the search committee; normally untenured faculty do not serve. The search committee reviews all applications, chooses candidates to be interviewed, recommends finalists to the dean for on-campus interviews, and ranks the candidates in order of preference to be recommended to the dean for hiring.

- d. **Participation.** All other members of the department may participate informally in the search process.
- e. **Interview.** The department chair, or his/her representative(s), may interview applicants at national meetings of such professional associations as the MLA, AATSP, AATF, and the AATG. Interviews may also be conducted by phone. Finalists are normally interviewed on campus by the search committee, and they are asked to give a scholarly presentation and to teach a demonstration class.
- f. **Offer of appointment.** The department committee will make recommendations on the finalists listing, by ranking the candidates. The chair of the department will then affirm or modify the recommendations and present them to the dean. The dean, based on the recommendations of the department tenders an offer of employment to the appropriate candidate.
- f. **Advisement.** During the interview the department chair informs the candidate of the courses he/she may teach, assigned time, and indirect instructional time activities expected, conditions peculiar to this department, and professional growth expectations in terms of the RPT process. The dean informs the candidate on salary structure, benefits and other related matters.

2.2 Criteria for Tenure-Track Positions

- a. **General.** This department implements the California Administrative Manual, Art. 314.1.
- b. **Specific.**
 - (1) It is the policy of this department that candidates appointed to tenure-track positions have earned doctorates, in the appropriate discipline, at the start of the appointment.
 - (2) A candidate with an A.B.D. may be appointed with the understanding that the Ph.D. is the normative degree, that tenure, promotion, and upper-division teaching assignments depend upon the completion of this degree, and that the degree must be completed before the completion of the first year of employment is ended, unless otherwise specified by specific job advertisement for a unique position.. Candidates who fail to earn a terminal degree after initial appointment may have their appointment re-classified or terminated. (MOU 12.20)
 - (3) Several special criteria for judgment of quality in modern languages arise from this department's dedication to teaching language, literature, and culture. These include:
 - (a) Ability to speak the target language at the level of an educated native or near-native speaker

- (b) Substantial study and travel in a country of the target language
- (c) An ability to function and communicate effectively in English at all university levels
- (d) An ability to teach in more than one language offered by the department
- (e) The understanding and application of different and current language teaching methodologies
- (f) The ability to use current technology in the classroom environment and in research

2.3 Duties and Responsibilities of Full-time Tenure-Track Faculty

Duties and responsibilities for Full-time Tenure-Track Faculty in the department adhere to all the rules and regulations outlined in the California faculty Association (CFA) Contract, in CAM and the MOU (Art 13, 20 and 25), and include:

Teaching

Full-time faculty members are expected to teach a 12/15 unit base full-time load per quarter, (usually three courses per assignment) unless given specific release time for other duties, including, but not limited to serving in an administrative capacity, conducting research, grant development, and/or curricular development. Full-time faculty are expected to teach at all class levels.

Professional Development

Full-time faculty are assigned 3/15 base time per quarter as part of time required to be spent in professional duties and activities. These include preparation for teaching, scheduling and keeping regular office hours, participation in advising of students, grading and record keeping in individual courses, directing senior projects, and participating in departmental, collegiate and university governance.

Research and Other Professional Development

Full-time faculty members are expected to maintain a level of currency within their chosen field of expertise. This is obtained by such means as publication of critical and or creative materials in book or journal form, participation in professional conferences and/or participation in creative activities that enhance the teaching and professional development of the faculty member.

3.0 TEMPORARY FULL AND PART-TIME FACULTY INITIAL RECRUITMENT AND APPOINTMENT (Memorandum of Understanding [MOU], Art. 12)

3.1 Recruitment

a. **Advertising.** The department advertises part-time vacancies in the Spring Quarter each year. Advertisements are placed locally only in such media as the Cal Poly Report and the local newspaper. Additional announcement of openings may include the following: word-of-mouth, telephone calls, letters to colleagues and department chairs in the foreign language departments of other colleges and universities. Part-time instructors whose names are on the active part time list are contacted automatically by letter from the department chair when the advertisements are placed.

b. **Academic Qualifications.** Part-Time pool applicants will normally have at least an M.A. or comparable degree to receive consideration (MOU 12.25)

c. **Application.**

1. For faculty who are already in the part-time pool.

Application involves a letter stating the desire to be considered again for the part-time pool list and the language(s) of competence. Applicants on the active part-time pool list must submit an updated curriculum vita and must include a list of courses taught at any CSU campus.

Applicants who have been assigned multiple year appointments in the latest term need only apply in the last year of said appointment for the following academic year. The application process remains the same as above.

2. For new applicants

Applicants seeking to be placed on the list for the first time must submit supporting documents which must include the official Cal Poly application form, at least two recent letters of recommendation, a curriculum vitae, and a transcript from the institution of most recent and appropriate degree.

d. **Part-Time Pool Appointment Committee.**

- (1) A committee of two full-time faculty members appointed by the department chair reviews all applicants (MOU 12.3-12.12). This committee uses the criteria detailed below (3.2) under "Criteria for Part-Time Lectures" for judgment of the applications.

- (2) First-time applicants who appear to meet the job description and the department's minimum qualifications may be asked to be interviewed by the committee, and pending results of the interview, they may be invited to give a demonstration class.
- (3) Applicants on the active Part-Time pool list may be subject to class visitation by one or more of the committee members and or the chair of the department.
- (4) The committee recommends a final Part-Time pool list to the department chair. Part-time instructors are hired from this list in ranked priority. Once approved, the department chair notifies applicants either that (a) they have been rejected, or (b) they have been approved for the Part-Time Pool List.
- (5) All applicants on the official part time pool list are ranked in accordance to MOU Art 12, in the following manner:
 - a) Multiple year appointments
 - b) Entitled part time faculty
 - c) Newly hired part time faculty
- (6) Applicants who are not selected are notified of such decision by the department chair.

g. Notification of Assignments.

Instructors will be offered courses to teach on a priority basis shown according to the criteria in (2.4.d) above; department needs; availability of resources; student demand; and position allocations. Only the Dean of the College of Liberal Arts sends out official contracts.

3.2 Criteria for Part-Time Instructors

a. Teaching

- (1) Ability
 - (a) Observation of teaching in classroom
 - (b) Recommendations and/or student evaluations
 - (c) Evidence of ability to work with students similar to Cal Poly's
 - (d) Level and quality of previous experience
 - (e) Ability to teach in a desired specialization or a specific topic
- (2) Knowledge of Target Language
 - (a) Interview
 - (b) Study and travel in country of target language
 - (c) Recommendations

- (d) Place and level of last degree
- (3) Experience
 - (a) Candidate has taught similar type of course at a level equivalent to college or university
 - (b) Quality and length of experience at other institutions
 - (c) Careful review of previous periodic evaluations, if any (see Personnel Action File in Dean's Office)
- b. Professional Achievements and currency**
 - (1) Degrees to be preferred in normal hierarchical order in the appropriate field
 - (2) Evidence of staying current in methodologies of course(s) to be taught
 - (3) Evidence of working toward next degree
- c. Collegiality** (See: 1.2.a.)

3.3 Duties and Responsibilities for Part-Time Instructors

- a.** Part-time instructors have the classification of lecturers and will be assigned from 1 to 15 teaching units per quarter. This is based on a full-time schedule of 15-quarter units per quarter. Part-time instructors are normally given lower division assignments. Part-time instructors are not normally given assigned time duties in the department, the college, nor the university, but in extraordinary circumstances, such assignments may be made if they are voluntary and if the department chair recommends them and are approved by the dean.
- b.** In unusual circumstances, a part-time lecturer may be asked to teach an upper division course. Before such an assignment is given, it must be agreed by vote of the full-time faculty.
- c.** Part-time instructors will be fully responsible for the conduct of each course assigned to them. For academic matters, they will report to the full-time faculty member who is in charge of the language in which they teach. They will be responsible to the department chair for personnel matters.
- d.** Part-time instructors are subject to all university policies concerning enrollment lists, add-drop policies, grading procedures, etc.

3.4 Additional resources for Part-Time instructors

- a. Part-time instructors have the opportunity to request the use of the PIRC for teaching or other related classroom activity (Appendix 4)
- b. All part-time instructors enjoy the use of departmental supplies for use in their classes.
- c. All part-time instructors enjoy the use of university facilities and services
- d. All part-time instructors may ask the department administrative assistant for clerical help in the preparation of materials related directly to courses taught at Cal Poly.
- e. All part-time instructors are invited to attend and participate in departmental meetings, except when meetings involve personnel matters.
- f. When available, in-state travel funds may be provided on a pro-rata basis upon petition to the department chair, for course-related travel.

4.0 REAPPOINTMENT FOR FULL-TIME TENURE-TRACK FACULTY

4.1 Procedures

- a. CAM (Sec. 343.1) and MOU (Art. 13) deal with reappointment of regular, probationary faculty. The department abides by all university regulations regarding reappointment and probation.
- b. A Working Personnel Action File (WPAF), must be delivered to the department chair prior to an evaluation occurring. This file must contain at least a current vita and any evidence of the candidate's performance to be evaluated by all levels of review. Syllabi, materials developed for specific courses, quizzes and exams, student evaluations, full-text copies of papers delivered at conferences and/or copies of articles published in journal or book form are indices of evidence of performance.
- c. Once the file is complete, the candidate will deliver the WPAF to the department chair, who will act as the custodian of the file while the review remains at the department level. Once a WPAF has been delivered, no other materials may be added or removed.
- d. A log shall be kept and all parties who review the WPAF must sign the log each time they review any material in the WPAF.

4.2 Criteria

Full-time non-tenured faculty are evaluated yearly for the following (in order of significance):

- a. **Teaching.** The department regards excellence in teaching as the most important criterion. A determination of excellence is based on the faculty's self assessment (Appendix 12.2), direct peer evaluations, student evaluations (qualitative and quantitative data) and the implementation of the department's Rhetorical Syllabus in all classroom assignments that are under his/her control. (Appendix 12.3)
- b. **Professional Growth and Achievement.** The department requires evidence of research, publications in peer-reviewed books or journals, creative achievements related to the faculty's chosen field, and other professional activities such as delivery of papers and/or creative presentations at professional conferences, attendance and participation in lectures and attendance of professional meetings, etc.
- c. **Service to Department.** The department places significant value on contributions to the goals and mission of the department. These contributions include curriculum development, service on departmental committees, student advising, and other similar activities.
- d. **Service Outside the Department.** Service on university-wide and statewide committees and on national committees and organizations is valued by the department, as are other professionally related activities within the College of Liberal Arts or in the university community.
- h. **Service to the Community.** Service offered to the general community is valued as a way of engaging the non-university community with the goals of the department and the university.
- i. **Collegiality.** Collegiality is an important corollary to excellence in all areas under evaluation (see: 1.2.a)

4.3 Manner of Gathering Substantiation of Recommendations

The MLL Personnel Review Committee will review the WPAF, will visit classes and submit written peer evaluation and recommendations to the candidate at least seven days before they are forwarded to the chair of the department. Peer evaluations are of prime importance. Student evaluations will also be used as secondary evidence. Class level, number of students in a class, frequency that the evaluatee has taught a given class, extremes in individual student evaluations, and the like will be used in determining the value of student evaluations. The committee's recommendations will note the manner in which student evaluations were considered.

4.4 Manner of Evaluation and Submitting Evidence

- a. **From Peer Review Committee.** The chair of the peer review committee examines and certifies the signed written reports of class visitors and student evaluations. The chair of the Peer Review Committee shall then submit a report to the faculty being reviewed with the committee's recommendations regarding retention, promotion and tenure. The candidate shall have seven (7) calendar days to respond in writing to this report and shall submit within this time frame the signed report and any written response the candidate may provide to the chair of the department.
- b. **From the department chair.** The department chair shall be considered the next level of review. S/he shall write an evaluation and report to the candidate. The evaluation must include a review of the WPAF, review of the Peer Committee, recommendations, review of faculty response to this report, and classroom visitations by the chair. The candidate shall have seven (7) calendar days to rebut in writing to this report and shall submit within this time frame the signed report and any written response the candidate may provide to the chair of the department. The chair of the department shall then submit all materials to the dean of the college for the next level of review.

Faculty shall, at all levels of review, have a period of 7 days from receipt to review and rebut to comments made by either the Personnel Review Committee, the department chair, and the dean.

4.5 Evidence to be submitted for evaluation

a. Years 1-2

Faculty should assemble their Working Personnel Action File to include materials that evidence advancement in all areas of evaluation. The following represents the minimum that candidates must include for evaluation, but in no means represents exclusively what is required to obtain a successful evaluation.

Teaching: Syllabi for all courses taught. Candidates should provide examples of examinations, handouts and other materials developed by them for the particular course(s) being taught. For year 2, student evaluations of courses from previous years should also be included.

Professional growth and achievement: A five-year professional development plan. Evidence of professional development such as books, papers published in refereed journals, papers delivered at professional conferences, creative materials published in journals or book collections.

Service: Evidence of serving on department, college and/or university committees. The candidate should give evidence of advising students

either in a mentor or advisor capacity. Evidence of engagement with the community at large (such as professional services rendered to community organizations, etc.)

b. Years 3-4

For all categories, the threshold for years 1-2 should be clearly met, and above that, the following should be included:

Teaching: A clear indication that the candidate is doing an excellent job in teaching. For example, evidence of attending teaching workshops and/or student evaluations that demonstrate a consistent advancement in teaching,

Professional growth and achievement: Evidence of several accomplishments of the items listed in the original professional development plan. Re-evaluation of said plan to better reflect the professional direction of the candidate. Clear evidence of peer-review publications (professional and/or creative) in professional publications.

Service: Continued demonstration in service to all areas. Consistent record of involvement with the local community.

c. Year 5

For all categories, the threshold for years 3-4 should be clearly met, and above that, the following should be included:

Teaching: Clear and well documented evidence that the candidate is meeting or exceeding all the requirements of a teacher. The candidate must present evidence of consistent excellence in the classroom. Student and peer evaluations should be included that demonstrate such a level in teaching.

Professional growth and achievement: Evidence of most, if not total accomplishment of original five-year professional development plan. The candidate must demonstrate clear evidence of professional currency, such as several publications in the candidate's chosen field, several creative publications in various publications, a book manuscript or other evidence directly related to the candidate's field.

Service: The candidate should demonstrate a high level of involvement by taking up positions of leadership in service to the university, students and the community. There should be ample evidence to the candidate's continued and consistent involvement in the area of service to the university and the community.

d. Year 6

For this period of evaluation, all thresholds for “year 5” period should be clearly met and, if possible, exceeded in all categories. Usually, the sixth year is considered the promotion/tenure year and candidates should review carefully the sections in this document pertaining to tenure (7.0) and promotion (8.0) for more detailed information regarding the evaluative process under these circumstances.

5.0 EVALUATIONS AND REVIEW OF TEMPORARY FULL AND PART TIME INSTRUCTORS

5.1. Procedures for evaluation and review

- a. The Department adheres to all the regulations regarding faculty evaluation, as stated in MOU articles 11, 12, 13, 14, and 15.
- b. Lecturers who are appointed for the entire academic year on a full-time base must be evaluated by a peer review committee of tenured faculty members, the department chair and dean.
- c. Part time instructors appointed for the entire academic year at less than full-time basis must be evaluated by the department chair and the dean. A peer committee evaluation may be created but is not required. However, it is the prerogative of any full-time tenure track member of the department to be given the opportunity to provide evaluative statements. Such statements shall be written, signed, and seen by the faculty member under review.
- d. Lecturers appointed for one or two quarters are evaluated at the discretion of the chair and the dean. Such employees may request that an evaluation be performed. The request must be in writing prior to the deadline stated in the appropriate timetable and must be accompanied by an updated resume or curriculum vitae.
- e. Lecturers appointed for multiple years are evaluated on a yearly basis. The chair will notify in writing to the candidate that an evaluation is to be performed prior to the deadlines stated in the appropriate timeline.
- f. When an evaluation is to be made, lecturers will be notified by the department chair of the appropriate timetables to be followed for the evaluation period.
- g. Whenever an evaluation takes place, it is the responsibility of the candidate to assemble a Working Personnel Action File (WPAF), to review the personnel action file in the dean’s office, and to insure that the material within it is current and reflective of the quality of his/her teaching.

- h. The WPAF shall contain at least a current copy of the candidate's curriculum vitae, copies of syllabi for courses that the candidate teaches, and any other supplemental materials, such as handouts, exams or other materials given to students. Other materials that the candidate deems appropriate for the evaluation of work performance may also be included.
- i. All evaluations of lecturers shall be made in writing.

5.2 Criteria

- a. Lecturers are to be evaluated solely on the quality of their teaching. Other accomplishments, such as professional development and service may also be included in the WPAF, but are not subject to review. (MOU 15.18-15.31)
- b. The performance of instructional responsibilities extends beyond duties in the classroom and includes such activities as: preparation for class, preparation and revision of syllabi, adherence to all department policies regarding teaching duties, including implementation of the department's Rhetorical Syllabus, evaluation of student performance, and maintaining currency in the field of assignment as well as in teaching. Activities such as attendance and participation in university, college or department workshops on teaching and scholarship are usually indices of currency.
- c. Notwithstanding anything that is requested on the printed form used for reporting these evaluations, evaluations of full-time and part-time temporary faculty shall not include any recommendation regarding reappointment or range elevation unless and until the MOU is explicitly altered to permit or require such recommendations.

5.3 Manner of Gathering Substantiation of Recommendations

- a. Whenever there is a review, as indicated in 5.1 above, it will consist of a review the WPAF, class visitation(s) and submitted written peer evaluation and recommendations to the candidate. Peer evaluations, when available are of prime importance. Student evaluations will also be used as evidence. Class level, number of students in a class, frequency that the evaluatee has taught a given class, extremes in individual student evaluations, and the like will be used in determining the value of student evaluations. The recommendations will note the manner in which student evaluations were considered. In the case where no committee is assembled the department chair shall conduct the above.
- b. Faculty shall, at all levels of review, have a period of 7 days from receipt to review and rebut to comments made by either the Personnel Review Committee, the department chair, and the dean.

6.0 PIRC DIRECTORSHIP

6.1 Procedures for PIRC Director

The PIRC director is the individual who is in charge of the day-to-day operations of the language laboratory. The director insures that the language laboratory functions to the best interest of the department, assists faculty in the development and maintenance of electronic materials for classroom use, and assists the chair in creating and maintaining student assistant and reader/corrector positions throughout the year,

6.2 Criteria

a. Technical /Hardware

1. Ability to operate and understand the following equipment:

- IBM platform computers
- Macintosh Platform Computers
- In Focus Projection Systems
- Document Cameras
- Analog and Digital recording systems

2. Ability to understand and maintain the department server(s)

b. Software

1. Excellent working knowledge of DIVACE systems
2. Excellent working knowledge of standard software packages in open access computer laboratories at Cal Poly.

c. Management and Administration

1. Ability to establish and maintain student assistant schedules
2. Ability to administer and maintain a budget
3. Ability to train faculty in all equipment located in the PIRC

6.3 Duties and Responsibilities for PIRC Director

- a. The PIRC lab director has the classification of faculty and is primarily in charge of the day-to-day operation of the PIRC laboratory under the department's care. The director is assigned at half-time (equivalent to 22.5 units) per year.

- b. In consultation with the department chair, the director will create and maintain a per quarter cost analysis budget to include staffing, maintenance and day-to-day operations of those facilities under his/her care.
- c. The director will be in charge of recruitment and retention of PIRC staffing. This includes recruitment, calendaring hours and supervision of all language laboratory monitors and all department reader/correctors.
- d. The director shall be in charge of security for the facility. This includes the creation and implementation of safety and security measures for personnel and equipment directly associated with PIRC.
- e. In consultation with the department chair, the director shall be in charge of the establishment and enforcement of PIRC rules and regulations of conduct.
- f. In consultation with the department chair, the director will assign classroom space in PIRC, based on the department's approved criteria for such assignment of Space. (Appendix 12.4)
- g. The director shall maintain at least 4 office hours per week, per quarter, for general questions from students, faculty and staff regarding usage and facilities in the PIRC.
- h. The director shall enjoy all the rights, privileges and responsibilities of the faculty. This includes use of all available resources in the department, including supplies and administrative assistant help, as needed.

6.4 Periodic Review

The PIRC director shall be evaluated as part of the regular Retention, Promotion, and Tenure cycle appropriate to his/her case. (MOU Articles 13, 14 and 15)

7.0 TENURE

7.1 Procedures

CAM 341.1 and 344.1, and MOU-Article 13 describe procedures subscribed to by this department.

7.2 Criteria

- a. **Teaching.** The department regards excellence in teaching as the most important criterion. A determination of excellence is based on the faculty's mastery of all aspects of language teaching as indicated by the

department's Rhetorical Syllabus, and a high degree of mastery in the candidate's chosen field of study, demonstrated by possessing an appropriate earned doctorate. Evidence of excellence comes from a consistent record of peer and student evaluations or peer and student awards in the area of teaching, creating innovative avenues for student learning and consistently contributing to the welfare of the department's mission and goals in teaching.

- b. **Professional Growth and Achievement.** The department requires evidence of research presentations, publications in book or journal form, creative achievements via publication of materials and/or creative presentations, and other professional activities that directly relate to the growth of the candidate's understanding of the appropriate field.
- c. **Service to Department.** The department places significant value on contributions to the goals and mission of the department. The candidate is required to demonstrate strong contributions to the department's development, including curriculum development, service on departmental committees, student advising and other related activities.
- d. **Service Outside the Department.** The candidate shall present evidence of active service to the college, the university, statewide or national committees that help and/or enhance the governance of the institutions being served.
- e. **Service to the Community.** The candidate should demonstrate evidence of service offered to the general community as a way of engaging the non-university community with the goals of the department and the university.
- f. **Collegiality.** Collegiality is the an important corollary to excellence in all areas under evaluation (see: 1.2.a)

7.3 Early Tenure.

Early tenure is not normally considered by this department, but, if all other criteria are met, early tenure will be considered in exceedingly exceptional cases. Among other things, outstanding teaching awards, major publications in national and international editorial houses and/or journals, major grants, and extraordinarily innovative curricular and extracurricular contributions to the department, the college, and the university are all required desiderata for early tenure.

8.0 PROMOTION

8.1 Procedures

CAM 342 and MOU-Article 14 describe procedures for promotion.

8.2. Criteria.

- a. The doctorate, proof of consistent excellent teaching, significant scholarly activity, positive contributions to department, college, and university service areas, and continued growth in leadership and collegiality are prerequisites for consideration for promotion to the top professorial ranks. For the purpose of promotion to Associate Professor the candidate shall demonstrate not only a sustained record of excellence in teaching, but also tangible promise of continuing development in his/her chosen field, as well as clear evidence that the candidate is making a marked contribution to the development of the department, the college and the university. Excellence in teaching, consistent positive peer and student evaluations, a solid record of publications in critical and/or creative form, leadership in committees at all levels of service and evidence of leadership in the community are all indices of consideration for promotion.
- b. For promotion to Full Professor, the candidate must demonstrate a level of performance that is clearly above that expected for promotion to Associate Professor. The candidate must hold a doctoral degree in his/her teaching specialty, show clear evidence of excellence in teaching, and be making a significant contribution to his/her professional area of specialization, above and beyond the threshold for Associate Professor. For promotion to this rank, evidence of continued successful research and contributions to the candidate's field(s) of expertise outside the university are essential. A consistent record of publications (critical, literary, and creative), in book and journal form, and a body of scholarly papers read at professional conferences are considered evidence of such achievement. Consistent achievement in creative publications and presentations as well as continued leadership on department, college, state-wide and national committees and other professional organizations are also indices of merit for promotion to the rank of Full Professor.

8.3 Early Promotion. This department does normally not support early promotion, but, if all other criteria are met, early promotion will be considered in exceedingly exceptional cases.

8.4 Non-Consideration of Promotion. Article 14.3 of the MOU requires tenured faculty members who are technically eligible for promotion, but do not wish to be considered, to submit such a declaration in writing to the dean, by way of the

department chair. The candidate shall follow all deadlines established by the university for regular Retention, Promotion, and Tenure cycle.

9.0 DEPARTMENTAL ADMINISTRATIVE STRUCTURE

9.1 Department Chair

- a. **Appointment.** The department chair is appointed according to the procedures detailed in CAM 315.5. The department chair must have the rank of at least associate professor and have tenure, if hired within the faculty of the department. The chair serves three-year terms, which may be renewed by the dean if the chair receives a majority vote of the tenured faculty and after all department faculty and staff are have been consulted. If a chair wishes to serve beyond the first three-year term, he/she must inform the entire faculty of such a decision before the end of the third week of the Spring Quarter in the third year. The tenured faculty will then follow CAM 315.5. The chair may, on the recommendation of the department faculty, be asked to serve additional terms. The chair is appointed by the dean.
- b. **Criteria.** The chair must be a distinguished teacher and scholar, and s/he must be able to demonstrate administrative ability by prior experience or by evidence of such potential.
- c. **Responsibilities and Duties.** S/he must fulfill all terms of department chair listed in CAM. In addition, he/she must chair departmental meetings, sit in the College Council, represent all matters concerning the department to the College of Liberal Arts, and, through the dean, to the university. Other duties are the following: distribute assigned time and indirect instruction assignments equitably, supervise the administrative assistant, and devise and revise short and long-range departmental plans. In addition, the chair acts as the leader for all aspects of the department.

9.2 Faculty Governance

- a. All faculty members with academic rank, with and without tenure, are required to attend department meetings of the full-time faculty. It is their responsibility to decide all issues relating to personnel development and to academic planning.
- b. Faculty members are subject to all provisions of MOU and CAM.

9.3 Department Meetings

- a. The chair will hold official meetings with the entire full-time faculty at least once quarterly, except under special circumstances.
- b. The chair will hold informational meetings with the entire full- and part-time faculty as needed to exchange information concerning all general matters relating to the department.
- c. Departmental meetings are open to all members of the department, except when personnel issues are to be discussed. In such a case, the Department chair shall call an executive meeting (see 7.4) The chair shall communicate any results of such meetings, if deemed appropriate by the executive committee, to the entire department in a timely manner
- d. All members present have a vote on matters brought to a vote at department meetings.
- e. When there is an open meeting where full and part-time faculty participate, and a vote is taken, votes may be counted in regards to faculty assignments at the time the vote takes place, unless an agreement prior to the vote suspends the rules.

9.4 Executive Meetings

- a. Tenured faculty members only may meet in special Executive Meetings in order to discuss issues relating exclusively to the tenured faculty.
- b. Issues reserved for executive meetings relate principally to personnel issues and other equally sensitive matters.
- c. Executive meetings are all considered confidential.

10.0 FIVE-YEAR POST-TENURE PEER REVIEW

10.1 Governing Policies

Post-tenure peer review is a periodic evaluation that shall be conducted in a timely fashion according to MOU-Article 15 and CAM 345.4. It shall be conducted once every five years following the year in which tenure is achieved. Postponements can be granted under special circumstances

10.2 Levels of the Review

Post-tenure peer review shall be conducted by three levels of review. The departmental Post-Tenure Peer Review Committee carries out the first level of the

evaluation; the department chair conducts the second level, and the third level is the dean of the College of Liberal Arts.

10.3 Post-Tenure Peer Review Committee

In October of the fall quarter of the year in which a tenured faculty member undergoes this periodic evaluation, the department chair, in consultation with the Dean, shall call for the nomination of at least four names for the election of committee members. All and only full professors in the College of Liberal Arts shall be eligible to serve on the Post-Tenure Peer Review Committee, which shall be composed of three members. All and only tenured members of the Department shall have the right to cast a ballot to elect the committee. The election shall be conducted by the date when the Working Personnel Action Files are closed. The department chair shall announce the results of this election to the dean, who shall officially name the committee.

10.4 Timetables

The department shall follow the timetable established by the university for such reviews.

10.5. Procedures

The committee shall use all procedures applicable to periodic evaluations.

10.6 Criteria

The candidate for a Five-Year Post-Tenure Peer Review shall show evidence of a high degree of performance in all areas described in Section 5.2 and 6.2 of this document. The most important guiding principle of this review is to ascertain that tenured members of the department continue to excel both in their normal duties and in their capacity as role models for junior colleagues in the department, the college, the university, and in national or international circles within their areas of expertise. Other specific departmental criteria for evaluation are collegiality and professional ethics as defined in 1.2 of this document

11.0 STUDENT EVALUATION POLICY

11.1 General

- a. These policies supplement CAM 74-1, CLA Policy statement (20 Dec. 89), and the CFA paragraphs in the MOU (15.14, 15.15 and 15.16) on the "Process for Student Evaluation of Teaching."

- b. Written student questionnaire evaluations shall be required for all faculty members who teach in the department.
- c. A minimum of two (2) classes annually shall be required of all faculty members. Instructors who teach only one course per year shall have that course evaluated by students.
- d. Each faculty member is responsible to see that current evaluations are placed on file in the department office each year.
- e. All student evaluations must use the official departmental form (Appendix 1) and a standard envelope obtained from the departmental secretary.

11.2 Procedures

- a. Faculty members may conduct student evaluations at any time during a quarter; however, it is recommended that they be conducted during the last two weeks of a quarter. Under no circumstances are evaluations to be conducted during Finals week.
- b. Evaluations are administered by a student chosen by mutual consent of the students in the class and the instructor.
- c. The instructor shall deliver the sheet of "Instructions to the Student Monitor" when such a monitor is chosen during the class period when the student evaluation takes place.
- d. When the department office is closed, the faculty member will meet the student monitor at the department office immediately following the class period. The student monitor and the faculty member will sign the flap of the sealed evaluation envelope. Then the instructor will open the department office to enable the student to place the envelope on the departmental administrative assistant's desk.
- e. The administrative assistant shall stamp the date on the evaluation envelopes at the time they are delivered by the student monitor.
- f. The administrative assistant shall coordinate the gathering of results and distribution of all scores and qualitative data to faculty.

11.3 Availability

- a. Evaluations will be made available for review once statistical analysis is complete and after the date on which grades for the quarter are due.

- b. Evaluations are available only to the instructor concerned and to those authorized to evaluate teaching effectiveness in the course of official departmental and university business.
- c. Evaluations may be consulted only in the department's main office or the department's meeting room. No current evaluations may leave the departmental office areas.

11.4 Criteria

- a. The correlation between the number of evaluations in a class and departmental evaluation averages shall be a primary consideration in judging the reliability of student evaluation instruments.
- b. The correlation between grades and evaluation results in a given class shall be given secondary prominence in judging the reliability of evaluation instruments.
- c. Departmental averages shall be computed by language and course level, and comparisons shall be made within language and level areas.

12.0 APPENDICES

12.1 Student Evaluation Forms

12.2 Rhetorical Syllabus

12.3 PIRC Faculty Use Policy

12.4 Outcomes Assessment Policy

12.2 MLL Rhetorical Syllabus

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
Modern Languages and Literatures Department

RHETORICAL SYLLABUS

I. Universal Goals

- A. Learning individual and community mediation through a language other than one's native language or the community's dominant language
 - 1. Broaden the potential student population served by International Languages and Literatures by recognizing that our curricular content pertains to all disciplines
 - 2. Ability to distinguish critically between various modes of linguistic, metalinguistic, and paralinguistic mediation
 - 3. Oral vs. written speech modes and various registers, styles, tones

- B. Social praxis
 - 1. Present International Languages and Literatures to the public effectively through lobbying, translating and publishing of works written in all international languages, and accessing both the public and internal academic groups.
 - 2. Reflect on meaning of communication
 - 3. Attain understanding through cognition, experience and performance
 - 4. Emphasize the contributions to intellectual debates that arise from the international community

- C. Language and social/cultural structures
 - 1. Link between grammatical choices and meanings
 - 2. Grammar as "contextual frame" (e.g., heritage studies)
 - 3. Culture as "grammatical frame"
 - 4. Cultural studies as an entry into the center of the Cal Poly curriculum
 - 5. Broad range of issues relating to cultural constructs

- D. Language and all cultural modes and levels
 - 1. Distinguish between universal and particular
 - 2. Stimulate and exercise the imagination and creativity
 - 3. Achieve dynamic personal awareness
 - 4. Prepare for career and personal self-realization
 - 5. Attract multi-ethnic student populations
 - 6. Address theoretical and affective differences between negative stereotyping and personal and cultural identities

- E. Guidelines for completion of Minimum levels of language-cultural-literary competencies for secondary language in Modern Languages and Literature Department's (FLL) BA in Languages and Literatures
- F. Articulated sequences
 - 1. Instruction for language from Kindergarten to BA/BS degrees
 - 2. Coordination for lower-division and upper-division classes in the undergraduate curriculum
- G. Educational targets
 - 1. Define goals for content, objectives, and methodology
 - 2. Be responsive to practical needs of graduates in a rapidly changing world
 - a. contribution of different programs in international languages and literatures in the USA
 - b. financial viability
 - c. responsiveness to needs for future members in the profession
 - d. different intellectual emphases
 - e. different student populations
 - f. job placement
 - g. technological areas including data and communications
 - 3. Develop a cadre of effective leaders in international languages and literatures
 - 4. Develop a professional culture which upholds a professional ethos that focuses on the public welfare and the welfare of all members of the profession, regardless of educational level and academic specialization

II. First-Year: First plateau of elementary language acquisition

- A. Ability to communicate with non-native individuals and groups in simple sentences (subject/verb/object) and objective knowledge of salient grammatical features plus command of essential cultural differences *qua* universal knowledge and in target language/culture
 - 1. Lexia: groups of words in different contexts
 - 2. ACTFL Level 2- (novice to intermediate low levels)
 - 3. Completion of minimum prerequisite levels for entrance into the Modern Languages and Literatures Department BA in Languages and Literatures
 - 4. Culture
 - a. essential geography
 - b. greeting gestures and non-verbal communication
 - c. current leaders
 - d. simple songs and lyrical poems
 - e. technology and the internet
 - f. notion of variation within target language
- B. First Quarter
 - 1. Begin language competencies
 - a. contextualized language situations: comfort zone

- b. greetings
 - c. beginning verb tenses
 - d. basic syntactic order for target language
 - e. basic phonetics
 - 2. Cultural competencies
 - a. simple lyrical poems and songs
 - b. geographical locations
 - c. holidays
 - 3. Entry-level narrative writing tasks (700 words minimum)
- C. Second Quarter
 - 1. Language competencies
 - a. contextualized language situations: problem solving
 - b. contextualized role playing
 - c. past and simple future structures
 - d. intermediate syntactical order
 - e. continuation of basic phonetics
 - 2. Cultural competencies
 - a. develop simple poems and songs
 - b. introduce cultural diversity within target language
 - c. traditions and customs via various media
 - 3. Entry-level/intermediate narrative writing tasks (800 words minimum)
- D. Third Quarter
 - 1. Language competencies
 - a. contextualized language situations: complex communicative skills
 - b. initiate active interaction
 - c. completion of presentation of all basic grammatical structures
 - d. advanced syntactical order
 - 2. Cultural competencies
 - a. development of poems and short stories
 - b. recognition of significant cultural figures in target language
 - c. presentation of basics of intercultural gender roles
 - d. presentation of art media
 - 3. Intermediate-low narrative writing tasks (2,000-2,500 words minimum)

III. Second-Year: Second plateau at intermediate level of language and culture acquisition

- A. ACTFL level 2+ (intermediate mid to intermediate high range)
 - 1. uncomplicated, simple conversations on general topics
 - 2. some ability to use communicative strategies with native speakers including some circumlocution
 - a. evidence of connected discourse
 - b. ability to ask and answer questions

3. transition phase of communicative competence from sympathetic listener (language teachers) to unsympathetic listeners (native speakers with little exposure to non-native speakers)
- B. First Quarter
1. Intermediate language competencies: review of half of principal grammatical topics in target language
 2. Intermediate cultural competencies
 - a. various prominent historical events
 - b. uniqueness of political structures in target culture
 - c. various aspects and kinds of popular culture
 3. Writing: minimum of 8 pages of task-oriented written projects in target language
 4. Literature
 - a. 4 literary texts
 - b. 10 literary concepts
- C. Second Quarter
1. Intermediate language competencies: review of half of principal grammatical topics complementary to III.B.1
 2. Intermediate cultural competencies: continue and expand historical, political, and popular cultural topics from III.B.2
 3. Writing: minimum of 10 pages of task-oriented written projects in target language
 4. Literature
 - a. 6 literary texts
 - b. 25 literary concepts
- D. Third Quarter
1. Intermediate/advanced language competencies
 2. Intermediate/advanced cultural competencies
 3. Intermediate critical writing and thinking competencies
 4. Introduction to critical reading in literature
 - a. critical terminology, application, and interpretation
 - b. expansion of reading ability and comprehension
 - c. survey of literary modes, genres, historical periods and regions
 5. Fulfillment of GEB C.1 requirement
 6. Writing to demonstrate understanding of literary form and content

IV. Third year: panoramic level of language and culture acquisition

- A. ACTFL level 3 (advanced to advanced high)
1. Ability to communicate with native and non-native persons in complex structures
 2. Ability to think critically and solve complex problems in the target language
 3. Minimum level of completion for secondary language in Modern Languages and Literatures Department BA in Languages and Literatures

4. In-depth survey of target culture
 5. In-depth survey of target literature
 6. Intermediate critical analysis and comparison of both literary and cultural topics
 7. Advanced level of writing in target language for multiple tasks
 - a. development of different writing styles
 - b. review of pertinent grammatical structures
 8. Internalization of techniques to advanced research in both the literature and culture of the target language
- B. Language (301/302)
1. Language competencies
 - a. review of pertinent grammatical structures for individual modes of writing to re-enforce deep structures of grammatical understanding
 - b. contextualized group and individual activities to develop a professional vocabulary
 - c. complex syntactical order
 2. Writing competencies
 - a. understand different modes of writing including descriptive, narrative, factual, argumentative, and expository writing
 - b. compare different uses of language in particular writing modes
 - c. oral reports on complex or involved topics
 - d. acquisition of tools necessary to fully develop and write a formal research paper
 3. Cultural competencies
 - a. In-depth understanding of stylistic uses of language specific to discursive situations
 - b. exploration of controversial and complex topics
 - c. introduction to cultural nuances within and between various microcultures within the general target culture
- C. Literature (305 and others)
1. Writing competencies
 - a. ability to use and defend particular methodological and/or theoretical approaches to particular literary subjects
 - b. ability to sustain an argument, showing clear and effective examples in a formal research paper
 2. Cultural competencies
 - a. understand the historical importance of the text being studied/researched
 - b. internalize the idea that literature is not created out of a vacuum
 - c. identify literary movements and periods within the scope of the material being presented
- D. Culture (310/303)
1. Cultural competencies
 - a. understand unique historical particulars of target culture
 - b. identify and compare cultural differences between L1 and L2 cultures

- c. explore specific canonical and non-canonical figures in target culture
- d. examine cultural relativism and stereotyping of target culture
- 2. Oral competency: articulate cultural competency between L1 and L2 cultures
- 3. Writing competency: sustain arguments with clear and effective examples via formal research paper

V. Fourth and final year of Modern Languages and Literatures Department undergraduate education: specialized level

- A. ACTFL level 4 (advanced high to superior)
 - 1. All language competencies at level to be able to communicate with native speakers in complex speech situations
 - 2. Minimum number of completed units for primary language in Modern Languages and Literatures Department BA in Languages and Literatures
 - 3. Specialized, monographic seminars on language, culture, and literature
 - 4. Synthesis of multiple individual skills and knowledge
 - 5. Advanced internalization of diversity, multilingualism, and multiculturalism
 - 6. Pre-professional technical knowledge
 - a. computer applications for foreign languages
 - b. general technical and computer literacy
 - 7. Technical international communication skills
 - a. knowledge of World Wide Web
 - b. knowledge of language applications in internet
 - c. knowledge about video conferencing
 - 8. Advanced analytical, expository, and creative writing skills
 - 9. Preparation for graduate school and professional training
- B. Literature
 - 1. In-depth advanced knowledge of themes, authors, movements, and periods
 - 2. Advanced literary theory
 - 3. Knowledge and understanding of alterity (Otherness) of all advanced subjects
- C. Culture
 - 1. Advanced knowledge of social, political, anthropological, humanistic, military, religious, and philosophical aspects of target culture
 - 2. Culture-specific and intercultural theories
 - 3. Understanding that all cultures are relative, changing, and dynamic
 - 4. In-depth discussion of negative aspects of stereotyping
- D. Language
 - 1. Ability to engage in subject-specific conversations with native speakers
 - 2. Demonstrated appreciation of expressive and allusive power of target language
 - 3. Ability to pass National Teachers Examination and national PRAXIS examination
 - 4. Minimum pages during full fourth year of 30 pages of advanced analytical, critical, expository, and creative writing

VI. Interdisciplinary Sequences and Rubrics (FORL)

- A. General
 - 1. all categories parallel the above syllabus
 - 2. this designation is for various less commonly taught languages
 - 3. interdisciplinary foci
 - 4. specific cultural content
- B. Various lower division language sequences
 - 1. 101, 102, 103 parallel specific languages
 - 2. 201, 201 parallel specific languages
 - 3. lower division independent study
- C. Various cultural courses
 - 1. 303 sequence parallels third year above
 - 2. in any target language
- D. Specialized and monographic courses
 - 1. translation and other topics
 - 2. independent study in any language

VII. Challenge Examinations and Independent Study

- A. Challenge examinations
 - 1. Challenges of all courses covered by this Rhetorical Syllabus are based on goals and standards set in this document for each course and course level
 - 2. Courses covered are from first quarter of first year through last quarter of fourth year
 - 3. Examinations may be fulfilled by equivalent project (writing, performance, oral presentation, etc.) that conforms to these same standards and norms
- B. Independent Study
 - 1. Independent study courses covered by this Rhetorical Syllabus are based on goals and standards set in this document for the corresponding course level
 - 2. Courses covered are lower division (FORL 200) and upper division Independent Study (FORL 400)
 - 3. Independent study may be fulfilled by writing, performance, oral presentation, term paper, or examination providing the project conforms to the standards and norms set forth in this Rhetorical Syllabus

12.3 PIRC Faculty Use Policy

Modern Languages and Literatures
California Polytechnic State University
Polylingual International Resource Center
Teaching Facility Policy

In keeping with the Modern Languages and Literatures Department commitment to giving students the most advanced opportunities to learn, and based on the principles of collegiality and professionalism set for in the department's Personnel Policy Statement, the MLL faculty has developed the following guidelines in requesting the use of the PIRC as a teaching classroom.

Criteria to consider in regards to usage of PIRC facilities (Ranked)

- Specific need of facilities to deliver class materials. This relates to the amount of complete lab usage that the particular course requires to deliver material that is directly related to the learning environment. As such, request will be honored in the following order:
 - A. Web-based classes
 - B. Classes which use multimedia facilities constantly
 - C. Classes which use multimedia facilities at times
 - D. One time class presentations
 - Number of classes requested to be taught at the PIRC by a single instructor in a single term. While we encourage faculty to use the facilities, the department also desires to give as many faculty as possible the opportunity to use the facility. Faculty who in any given term are already teaching a class in the PIRC will be considered for teaching a second class if space is available.
 - Seniority. The principle of seniority will be applied only if conflicting instructors both meet the requirements of numbers 1 and 2 above.
 - Scheduling. Courses, which are scheduled for those times when there is less need for open lab usage, will have priority.
5. If there are cases that are not resolved by the above, the conflict will be resolved based on the following:
- a. Full Time faculty will have priority over Part Time faculty
 - b. Required courses in the MLL major will have priority over courses not required for the major
 - c. Courses that are offered with a lesser frequency will have priority over those that are offered more regularly
 - d. Faculty may resolve their conflicts by sharing the time.
6. Faculty reserve the right to request a multimedia classroom from the university at the time they schedule classes.

12.4 Outcomes Assessment Policy

Modern Languages and Literatures Department Learning Outcomes Assessment Statement

Introduction.

The faculty of the Modern Languages and Literatures Department, in response to several movements in the university, hereby makes this declaration of outcomes assessment goals for students who are enrolled in the MLL program leading to a B.A in Modern Languages and Literatures.

The department is extremely interested in integrating a whole and complete student. It is difficult to measure, in quantifiable form, the value of a humanities-based education. The department strives to graduate students with skills and values that will not only make them more marketable in the workforce, but will also make them better and more aware global citizens.

To this end, the department has developed a Rhetorical Syllabus as a contract between faculty and student, so that specific language, culture, and literature targets can be monitored throughout the student's career. The Rhetorical Syllabus was created in 1997, as preparation for the major. It has been in implementation for majors since 1999, the first year that the major was approved. The goals stated in that document are many, and from these, the department has chosen the following as its assessment tool.

Department Goals

With the idea of producing a student who is more aptly equipped to deal with globalization, students at the end of their academic career and upon receiving their B.A. in Modern Languages and Literatures will:

- Be able to function at the advanced level of the ACTFL language scale in the Primary language
- Be able to function at the intermediate level of the ACTFL language scale in the Secondary language.
- Be able to find, understand, assess, review, and report on information, in written form, in both the primary and secondary language to the desired target language capabilities, as stated above.
- Be able to engage in subject-specific conversations with native speakers.
- Be able to perform in-depth analysis of themes, authors, literary and artistic movements, and literary theory.
- Exit with specialized knowledge of both target languages, cultures and literatures. Such knowledge includes: advanced internalization of diversity; multilingualism; multiculturalism; analytical, expository, and creative writing skills; advanced knowledge of social, political, anthropological, humanistic, military, religious or philosophical aspects of target languages; and the understanding of the relativity and dynamic nature of language and culture.

Outcomes Assessment in the Primary Language

The MLL Department reviews the outcomes of student learning in the primary language at four learning plateau levels:

1. Upon Entrance: by use of the Spanish placement exam. All students who are accepted to the MLL major must take the Spanish placement examination to evaluate their skills in the primary language prior to beginning studies.
2. At the end of the Intermediate level: by having samples of their writing evaluated at the time that they have completed their first course in composition.
3. At the early advanced level: by sampling students' analytic capabilities via their writing after completion of their advance composition course.
4. At the end of their academic career: by sampling materials produced as part of the Senior Project when it is done in the primary language.

Outcomes Assessment in the Secondary Language

Additionally, the MLL Department will also review the outcomes of student learning in the secondary language at two learning plateau levels:

1. At the completion of the intermediate level of language study by sampling writing assignments produced in the target language.
2. At the end of their academic career: by sampling materials produced as part of the Senior Project when the secondary language is used in a significant way in the Senior Project or it is written completely in the secondary language.