How to Develop a Mechanism for Program's Internal Quality Assurance - *Halil Güven*

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How to Develop a Mechanism for Program's Internal Quality Assurance

- ***Program Curriculum***
- Program Educational Objectives (PEO)
- Program Learning Outcomes (PLO)

- ***Course Syllabus***
- Course Goals
- Course Learning Outcomes

Develop explicit curricular maps that illustrates how PLOs are developed through ***major courses**** and other curricular requirements (e.g., HIPs such as study abroad, internships, capstones)

*****(Number not mandated, but 5-10, outlined with the major course theme, is typical and sufficient*)

PROGRAM EDUCATIONAL OBJECTIVES (example)

Program Educational Objective (PEO)			
PEO1	PEO2	PEO3	PEO4
to excel in industrial or graduate work in EENG and allied fields	to practice their professions conforming to ethical values and environmentally friendly policies	to work in international and multi-disciplinary environments	to successfully adapt to evolving technologies and stay current with their professions

PROGRAM LEARNING OUTCOMES (example)

(a)   an ability to apply knowledge of mathematics, science, and engineering,

(b)   an ability to design and conduct experiments, as well as to analyze and interpret data,

(c)   an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability

(d)   an ability to function on multidisciplinary teams,

(e)   an ability to identify, formulate, and solve engineering problems,

(f)   an understanding of professional and ethical responsibility,

(g)   an ability to communicate effectively,

(h)   the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context,

(i)   a recognition of the need for, and an ability to engage in life-long learning,

(j)   a knowledge of contemporary issues,

(k)   an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

(l)   an ability to communicate in a bi-lingual environment.

How to Develop a Mechanism for Program's Internal Quality Assurance

PEO needs to be MAPPED against PLO and assessed (direct and indirect)

Program Outcome (PO)	Program Educational Objective (PEO)			
	PEO1	PEO2	PEO3	PEO4
	to excel in industrial or graduate work in EENG and allied fields	to practice their professions conforming to ethical values and environmentally friendly policies	to work in international and multi-disciplinary environments	to successfully adapt to evolving technologies and stay current with their professions
(a)	✓			
(b)	✓			
(c)	✓			
(d)			✓	
(e)	✓			
(f)		✓		
(g)	✓		✓	✓
(h)		✓	✓	✓
(i)				✓
(j)		✓	✓	✓
(k)	✓			✓
(l)			✓	

Relationship between Program Outcomes & Program Educational Objectives

How to Develop a Mechanism for Program's Internal Quality Assurance

ASSESSMENT

Indirect methods of assessment:

- Exit surveys
- Alumni surveys
- Employer surveys
- Course and Program Outcomes surveys

Direct method of assessment:

- Instructors' assessment of student performance

Information Used for Program Improvement

Tools of Internal Quality Assurance

- DIRECT ASSESSMENT IS **CRUCIAL & a <u>MUST</u>**

- CAPSTONE COURSES (in Engineering) DIRECT ASSESSMENT AT A HIGH LEVEL, BUT SOME KEY COURSES* MUST ALSO BE SELECTED SO THAT PROGRAM CAN HAVE DIERCT ASSESSMENT ALONG THE WAY FOR CONTINUOUS FEEDBACK TO THE CURRICULUM

* (*Number not mandated, but 5-10, outlined with the major course theme, is typical and sufficient*)

Tools of Internal Quality Assurance

KEY MAJOR COURSES

Number not mandated, but 5-10, outlined with the major course theme, is typical and sufficient

Outcome	EENG115	EENG102	EENG112	EENG212	EENG223	EENG245	EENG224	EENG226	EENG232	EENG331	EENG341	EENG350	EENG342	EENG360	EENG410	EENG401	EENG403	EENG320	EENG420	EENG402
(a)	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
(b)	✓				✓		✓	✓			✓	✓	✓	✓	✓	✓		✓	✓	✓
(c)	✓		✓	✓	✓		✓				✓	✓	✓		✓	✓		✓	✓	✓
(d)																	✓	✓		
(e)	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
(f)		✓														✓	✓			✓
(g)																✓	✓			✓
(h)		✓														✓	✓			✓
(i)															✓	✓	✓			✓
(j)		✓														✓	✓			✓
(k)	✓		✓	✓	✓		✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
(l)																	✓			

Relationship of Program Outcomes to EENG 100, 200, 300, 400 Level Courses and SCC Courses

PROGRAM LEARNING OUTCOMES (example)

(a) an ability to apply knowledge of mathematics, science, and engineering,

(b) an ability to design and conduct experiments, as well as to analyze and interpret data,

(c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability

(d) an ability to function on multidisciplinary teams,

(e) an ability to identify, formulate, and solve engineering problems,

(f) an understanding of professional and ethical responsibility,

(g) an ability to communicate effectively,

(h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context,

(i) a recognition of the need for, and an ability to engage in life-long learning,

(j) a knowledge of contemporary issues,

(k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

(l) an ability to communicate in a bi-lingual environment.

SAN DIEGO STATE UNIVERSITY

Georgia

S SCIENCE

T TECHNOLOGY

E ENGINEERING

M MATH

Tools of Internal Quality Assurance

- In **_key major courses_** you design a direct assessment component that brings many disciplines.

EXAMPLES:

- If learning outcome has a team work component you better have courses where you can measure this.

- If writing is a PLO, then you need to have a course where a course rubric has that.

How to Develop a Mechanism for Program's Internal Quality Assurance

1. "Program – Department – Faculty" Level

2.   University level

How to Develop a Mechanism for Program's Internal Quality Assurance

PEOPLE INVOLVED

- **PROGRAM ASSESSMENT COORDINATORS**
- Chairs/directors
- Associate deans
- Deans, and
- University-level leadership.

Internal Quality Assurance: Department / Faculty Level (1)

- Establish Programmatic (Department) Assessment and Evaluation Committee: **program-level efforts will be iterative and looping in nature (e.g., curricular mapping reveals the need to refine a given Program Learning Outcome).**

- Appoint PROGRAM ASSESSMENT COORDINATORS (PAC) : Program Assessment Coordinators (to track <u>direct</u> assessments of PLOs. If possible, use outside evaluator for capstone projects).

Outcome	EENG115	EENG102	EENG112	EENG212	EENG223	EENG245	EENG224	EENG226	EENG232	EENG331	EENG341	EENG350	EENG342	EENG360	EENG410	EENG401	EENG403	EENG320	EENG420	EENG402
(a)	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
(b)	✓				✓		✓	✓			✓	✓	✓	✓	✓	✓		✓	✓	✓
(c)	✓		✓	✓	✓		✓				✓	✓	✓		✓	✓			✓	✓
(d)																	✓	✓		
(e)	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
(f)		✓														✓	✓			✓
(g)																✓	✓			✓
(h)		✓														✓	✓			✓
(i)															✓	✓	✓			✓
(j)		✓														✓	✓			✓
(k)	✓		✓	✓	✓		✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
(l)																	✓			

Relationship of Program Outcomes to EENG 100, 200, 300, 400 Level Courses and SCC Courses
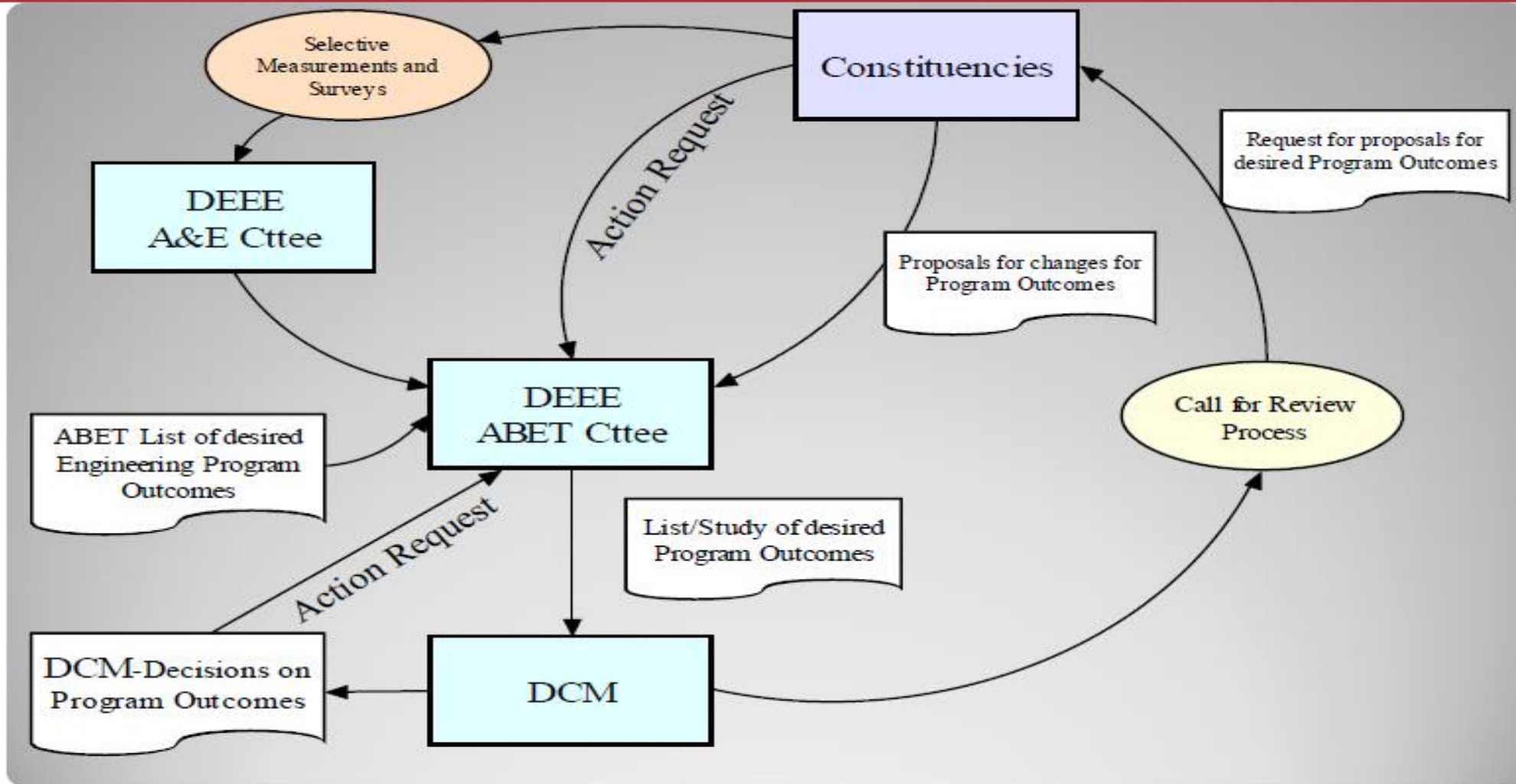
A&E Cttee: Assessment & Evaluation Committee, DCM: Dept. Council Meeting
The process for establishing and updating Program Outcomes.

Internal Quality Assurance:
Department / Faculty Level (2)

- **Develop department-controlled, program-specific, public webpages (sharing PEO, PLO, etc.)**

- Identify assessment-based opportunities and focus on program assessment as an ongoing student-centered process intended to identify and promote opportunities for pedagogical and curricular improvements, and thereby increase student engagement, success, and achievement

San Diego State University
Georgia

S SCIENCE
T TECHNOLOGY
E ENGINEERING
M MATH

Internal Quality Assurance: Department / Faculty Level (3)

- Incentivize engagement in program assessment through formal recognition and support of exemplary efforts, including:
  - evidence-based improvements to courses/curriculum,
  - public demonstration of student achievement, and
  - evidence-based requests for support of assessment efforts and actions

Internal Quality Assurance: Department / Faculty Level (4)

- Establish connections among Program Assessment (PA) to Academic Program Review, academic advising, and student engagement, success, and achievement efforts.

Tools of Internal Quality Assurance (Faculty –level)

- Departmental Personnel Committee (periodic review of personnel performance, if possible, use PDS's, and Class visitations)

Internal Quality Assurance: University Level (1)

- Establish Academic Program Review: Departmental Peer Evaluation (by members of other departments in the same HEI)- internal-- every 3 years.

- Support faculty through a Center for Teaching & Learning

Tools of Internal Quality Assurance

+++   Creating programmatic "**DYNAMICS**"
to fuel change and continuous improvement

1. Research Dynamics
2. Extracurricular Initiatives Dynamics

SAN DIEGO STATE UNIVERSITY
Georgia

S SCIENCE
T TECHNOLOGY
E ENGINEERING
M MATH

1. Research Dynamic

- University ranking
- Tracking problems of ongoing and finalized research projects.
- **Display RECENT departmental Research Output** in public place, website, etc.
  - Conference/Congress presentation information
  - Articles, Book/Book chapters
  - Other publications
  - Reward/recognition of teaching stff based Ongoing Achievement or Future Potential.

2. Extracurricular Initiatives' Dynamic

- Helpdesk,
- Tutoring,
- Student Clubs (professional student chapters, etc.)
- Industry funded capstone projects
- Internships
- Study abroad

Bologna Process

1. **QUALITY ASSURANCE**
2. **DEGREE STRUCTURE**
3. **PROMOTION OF MOBILITY**
4. **ECTS**
5. **RECOGNITION OF DEGREES**
6. **STUDENTS**
7. **PROMOTION OF EUROPEAN DIMENSION IN HE**
8. **PROMOTION OF THE ATTRACTIVENESS OF EHEA**
9. **LIFELONG LEARNING**
10. **EHEA and EUROPEAN RESEARCH AREA**

Guiding Principles of Bologna Process in Higher Educational Institutions (HEIs):

- Autonomy / Accountability / Transparency
- Sustainability
- Quality Culture

SAN DIEGO STATE UNIVERSITY
Georgia

S - SCIENCE
T - TECHNOLOGY
E - ENGINEERING
M - MATH

New Institutional Priorities and Guiding Principles of HEIs:

- Institutional efficacy (*the ability to produce a desired or intended result*)
- Internationalization
- Innovation
- Student Centricity
- Vocational Training

Institutional Excellence & Quality Culture

Quality Dynamics

- European University Association's (EUA) Institutional Evaluation Programme (IEP) is a tool for institutionalization and to create quality culture.

Two types of quality chech:
1. Mirror (Self-Evaluation)
2. External Evaluation
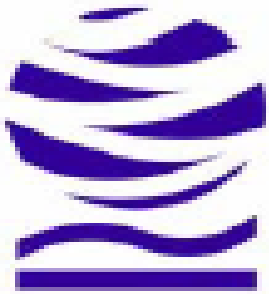
INSTITUTIONAL EVALUATION PROGRAM

Steps of IEP:

1. Evaluation (self-evaluation)

2. External evaluation

3. Inspection

INSTITUTIONAL EVALUATION TOPICS

- 1.   Acceptance and registration
- 2.   Student advising
- 3.   Alumni Relations
- 4.   Education
- 5.   Undergraduate curriculum   development
- 6.   Graduate curriculum development
- 7.   Research
- 8.   Strategic planning
- 9.   Financial management
- 10. Personnel management
- 11. Services to public
- 12. Information services

- 13. International relations
- 14. Continuing education
- 15. Development of laboratory facilities
- 16. Publications
- 17. Human resources planning
- 18. Employment and promotion
- 19. Appreciation and awards for faculty and staff
- 20. Library services
- 21. Communication within university
- 22. Departmental area utilization
- 23. Student social activities
- 24. Accreditation and assessment

http://www.eua.be/activities-services/institutional-evaluation-programme.aspx

PHASES OF THE INSTITUTIONAL EVALUATION PROCESS

- a **self-evaluation process** with the aim to enhance the institutional strategic leadership, capacity for improvement and change through self-reflection. It is followed by a **self-evaluation report** which provides information to the evaluation team, with emphasis on the institution's strategic and quality management activities;

- two **site visits** of an evaluation team (one visit in case of follow-up evaluations), composed of current or former European rectors or vice-rectors, a student and a senior higher education expert;

- an **evaluation report**, which is published online, that highlights good practices identified and includes recommendations for improvement;

- **follow-up procedure:** within one year of publication of the final evaluation report, the institution submits to the IEP secretariat and the evaluation team **a progress report**. Evaluated institutions are encouraged to register for a **follow-up evaluation** carried out by IEP one to three years after the initial evaluation.

http://www.eua.be/activities-services/institutional-evaluation-programme.aspx

Institutional Evaluation Programme

Who has participated since 1994?

Where the same university has been evaluated by IEP more than once, only the year of the most recent evaluation is mentioned below.

Austria

- Johannes Kepler University, Linz (1999)
- University of Klagenfurt (2000)

Belgium

- Catholic University of Louvain - UCL (2001)
- Free University of Brussels - ULB (2000)
- University of Liège (2011)

Bosnia and Herzegovina

- University Dzemal Bijedic, Mostar (2004)
- University of Banja Luka (2004)
- University of Bihac (2009)
- University of Mostar (2009)

Estonia

- University of Tartu (2002)

Finland

- Åbo Academy University (2001)
- Helsinki University of Technology (2003)
- Tampere University of Technology (1998)

France

- Henri Poincaré University, Nancy (2005)
- University of Franche-Comté (2003)
- University of Marne-la-Vallée (2003)
- University of Paris 10-Nanterre (2002)
- University of Paris 12-Val de Marne (2000)

Georgia

- Tbilisi State Medical University (2003)

Germany

- Catholic University Eichstätt (1997)
- Erfurt University of Applied Sciences (2006)
- Johannes Gutenberg University of Mainz (2009)
- Muenster University of Applied Sciences (2006)
- University of Bayreuth (2006)

MEMBERSHIP OF UNIVERSITIES IN GEORGIA

EUA
European University Association
www.eua.be

EUA Members Directory

Search: Georgia | Any membership type | | Search | Sort by: Alphabet Country Type

Georgian Technical University
Tbilisi, Georgia
http://www.tech-db.ru
Individual Full Member

Ilia State University
Tbilisi, Georgia
http://www.iliauni.edu.ge
Individual Full Member

Tbilisi State Medical University
Tbilisi, Georgia
http://www.tsmu.edu/
Individual Full Member

Tbilisi Ivane Javakhishvili State University
Tbilisi State University
Tbilisi, Georgia
http://www.tsu.edu.ge
Individual Full Member

Thank you …

APPENDIX

EXAMPLE OF INTERNAL DYNAMICS: PDS

PERSONNEL DATA SUMMARY
Instructions for Organizing the One-of-a-Kind File

The One-of-a-Kind File serves as backup documentation for selected items listed in your PDS form. The following is a guide for organizing the One-of-a-Kind File. Please contact your Dean of Faculty and/or the Office of the Vice Rector for Promotion, Planning and Development for additional information or requirements regarding your specific department or faculty. You may wish to seek advice from your department chair or your dean regarding choosing your five most significant items in the three categories of review (teaching, professional growth, and service) for placement in your One-of-a-Kind File. The intent is to limit selection to a maximum of **five single items** in each area, not to group several items under one heading.

Your One-of-a-Kind File should be organized in the following order:

TABLE OF CONTENTS

I. TEACHING EFFECTIVENESS

Documentation of no more than **five significant items** (as listed in the PDS) since appointment or the last three years, whichever is longer. Examples are a teaching award, a new course, a teaching aid, a teaching innovation, a lab manual, a study guide, etc.

Documentation of all theses chaired, all special study projects directed, and membership on any thesis committee for the last three years.

In chronological order, include documentation for the last six (6) semesters for the following. (Highlight the course number and semester on each):

a. Peer visitations/evaluations of teaching, including any written remarks, if applicable. (This section refers to classroom observations or evaluation of performance by peers as defined in the department policies and procedures. It does not refer to letters of support from other personal or professional acquaintances.)

b. Written student evaluation comments of faculty and a copy of the computer printout of the statistical summary of student evaluation forms for each course evaluated over the last six semesters. For candidates with only one or two semesters of student evaluations of classes taught at EMU, it is strongly encouraged that student evaluations from courses taught at other universities be included in the One-of-a-Kind File (if available). If evaluations were not given for a specific class, please provide an explanation for this in the file.

c. Copies of course syllabuses.

d. Copies of all major or final exams for all courses listed in the PDS, organized by course.

II. PROFESSIONAL GROWTH

Documentation of no more than five significant items (as listed in the PDS) since appointment, or the last three years, whichever is longer. Documentation includes copies of articles, papers, and grant proposals; letters of acceptance; notification of awards and honors; visual representation for the arts (i.e. photographs, films, drawings); programs from plays. Professional growth activities may include the following, and other activities as appropriate: A refereed journal article, a grant, an award, a critiqued performance or exhibition, a creative activity associated with a public performance, an honor.

III. SERVICE

Documentation of no more than five significant items or participation in various service activities (as listed in the PDS) since appointment, or over the last three years, whichever is longer. Service activities may include a committee assignment, an office in a professional organization or a relevant community organization, a lecture, a service activity, a student outreach program, and any other activity.

UNIVERSITY
INSTRUCTIONS FOR COMPLETION OF THE
PERSONNEL DATA SUMMARY (PDS)

For all faculty members (Ph.D. holders) currently employed by the university, there will be a *four-layer* performance review:

1. Review of the Department Chair
2. Review of the Dean of the Faculty
3. Review of the Office of the Vice-Rector for Academic Affairs
4. Review of the Rector

Faculty members' performance will be evaluated in three categories:
- Teaching,
- Professional Growth and
- Service.

In completing the PDS (Personnel Data Summary) form, you are required to choose five significant contributions (items) in each of the three areas of contributions in your professional career.
This guide is primarily intended to assist faculty members in completing the PDS, and preparing a "**One-of-a-Kind File**", which will contain the supporting documents.

The following section applies to faculty completing the PDS form.
All performance review documents are located on-line and can be found at http://www-emu.edu.tr. If you have any problems accessing the documents, contact the Office of the Vice-Rector for Promotion, Planning and Development (……….@emu.edu.tr).

Before finalizing your PDS you may wish to seek advice from your department chair, or your Dean of Faculty in choosing your five most significant items in the three review categories (teaching, professional growth, and service).

The **PDS cover sheet and PDS form** are available on-line (http://www-emu.edu.tr).

PDS Binders and Copies – Before you purchase binders or make copies of your PDS, contact the Office of Vice-Rector for University Promotion, Planning and Development for guidance. The Vice Rector's Office can also provide a sample of the preferred binder. Usually, a total number of 3 binders are required. The front and bound side of each binder should be labeled to include your name and department.

The ideal binder is a 3-ring lightweight pressboard binder (vinyl/plastic binders should not be used). Binders should be 1/2" but no larger than 1" on the bound side. The preferred binder will be made available at the campus bookstore.

PDS FORM
ACADEMIC ACHIEVEMENTS:
   I. **Candidate's Statement** (Maximum of three pages--see PDS form for instructions).

   II. **Teaching Effectiveness**

   1. Documentation of no more than five significant items since appointment or the last three years, whichever is longer. (See the PDS form for examples and additional information). The intent here is to list five "single" items, not groupings of several items under an item or heading.
   2. Following the format in the PDS form, list courses taught during the last three years, including classes taught at other universities, if applicable.
   3. Documentation of all theses chaired, all special study projects directed, and membership on any thesis committee for the last three years. Provide the title and a one-sentence description of each.
   4. This section refers to items placed in the One-of-a-Kind File. Highlight course number, section, etc. on computer printouts placed in the file.

III. Professional Growth

Documentation of no more than five <u>items</u> since appointment or the last three years, whichever is longer. (See examples of professional growth items listed in the PDS form.) To introduce the reviewer to each item, please indicate the significance of the item, the role you played in developing the item (if joint authored, what was your contribution), and the status of the journal or publisher. Also include the percentage of articles submitted that are accepted and the status of the item (in press, accepted for publication, accepted for publication with revisions, submitted/under review). Limit discussion to a few sentences.

Each item listed in the PDS is to be a **single** piece of research effort. For example, it is **<u>NOT</u>** the intent of the PDS to *group* items under professional growth in the following way:

Item #1 - Refereed Publications
   1. Journal Article A
   2. Journal Article B
   3. Journal Article C

Item #2 - Book reviews
   1. Book review A
   2. Book review B

Item #3 - Grants
   1. Grant A
   2. Grant B

Each item is to be a single, distinct item. The candidate's statement provides the candidate with an opportunity to indicate the relatedness among various items, those listed in the PDS as well as items listed in the full CV located at the end of the PDS.

An item listed in the PDS is not meant to indicate a listing of several stages in the development of a professional growth item. A single research topic with several stages of development such as a paper presentation that is also a grant proposal that is also a published paper that is also a chapter in a book can be handled in either of two ways in the PDS. Each item can be listed separately with each as one of the five items, or one of the stages (published paper or grant proposal) can be listed on the PDS and the others discussed in the candidate's statement.

IV. SERVICE

Documentation of no more than five significant _items_ since appointment or the last three years, whichever is longer. (See examples of service activities in the PDS form.)

FULL CV--follow sample outline included in the PDS form.

The CV shall appear at the end of the PDS and should include your entire employment history.

The One-of-a-Kind File includes items outlined in the PDS form _only_, not documentation for the entire CV.

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UNIVERSITY
PERSONNEL DATA SUMMARY (PDS) COVER SHEET

Working Personnel Action File (WPAF)

Name:	Degree and Subject Area:

Faculty/ School:	Institution:

Department:	Year:

Appointment Date:

Appointment Rank:	Assistant Professor	Associate Professor	Professor	
	Visiting Assistant Professor	Visiting Associate Professor	Visiting Professor	Instructor (with PhD)

Contract Expire Date:

Last Promotion Date:	Not Applicable

_____   _____

Signature   Date

Validation of PDS and Curriculum Vitae

*This section to be completed by the Rector's Office validation designee before deliberations begin. The intent of validation is to insure the same material is used at all levels of review, the WPAF (**PDS and One-of-a-Kind File**) contains all required documentation, and all items listed in the CV exist and are properly identified.*
The signature below certifies that the WPAF has been validated:

_____   _____

Rector's Office Validation Signature   Date

ACADEMIC ACHIEVEMENTS:

I. Candidate's Statement (Maximum of three pages)

The candidate's view of the relationship between teaching, professional growth and service. This portion of the form is an opportunity for the candidate to formulate a narrative statement describing the candidate's approach toward teaching and perhaps amplifying on classroom style and objectives. In a similar manner, the candidate has the opportunity to develop a statement that describes research interests and goals, and plans for achieving those goals. Likewise, the service activities of the candidate should be discussed in terms of a particular pattern or focus. An important part of this overall statement is the inter-relationship among these three aspects of the applicant's professional life. The candidate may wish to discuss past accomplishments, current efforts, and future plans in terms of a comprehensive and long-term career approach. This statement should be written so that a reader outside the specific discipline can understand the candidate's accomplishments.

II. Teaching Effectiveness

1. List and provide a brief explanation of no more than five significant items (a teaching award, a new course, a teaching aid, a teaching innovation, a lab manual, a study guide, etc.) since appointment or the last three years, whichever is longer. Provide appropriate documentation in the One-of-a-Kind File.

2. List courses taught during the last three years, the number of students in each course, the average class grade, the average student evaluation for each class and the departmental average student evaluation for each respective semester. Include student evaluations, student comments, and grades for classes taught at other universities within the last three years.

Course Code	Course Title	Semester /Year	Number of Students Enrolled	Students Completing Evaluation	Average Class Grade	Student Evaluation

3. List all theses chaired, all special study projects directed, and membership on any thesis committee for the last three years. Provide the title and a one sentence description of each.

4. In chronological order, place the following items in the One-of-a-Kind File for the last six (6) semesters:

   a. Include the written student evaluations of faculty members and a copy of the computer printout of the summary of student evaluation forms for each course.

   b. Include a copy of each course outline.

   c. Include a copy of all major or final exams for each course.

III. Professional Growth

   List and provide a brief explanation of no more than **five significant items** (a refereed journal article, a grant, an award, critique of a performance or exhibition, an honor, etc.) since appointment or the last three years, whichever is longer. Professional growth activities may include the above-listed items and any other appropriate activities. Provide documentation in the One-of-a-Kind File.

IV. Service for the University and the Community

List and provide a brief explanation of no more than five significant <u>items</u> (<u>a</u> committee assignment, <u>an</u> office in a professional organization, <u>an</u> office in a relevant community organization, <u>a</u> lecture, participation in <u>a</u> service activity, <u>a</u> student outreach program, etc.) since appointment or the last three years, whichever is longer. The service activities may include the above-listed items and other activity as appropriate. Provide documentation in the One-of-a-Kind File.

a. Professional and Social Services

Active participation in and / or membership of national and international academic, professional, and social organizations, associations, and other NGOs; collaboration with the community and environmental agencies.

b. University Services

Administrative duties; responsibilities held in the university council, committees, and similar units; contributions made to institutional improvement, to publicity and promotion; and performance as student advisors.

c. Other criteria that need to be considered by the Board of Trustees, Rector's Office, Directors of Institutes, Deans and Department Chairs

(For example, improving library systems; contributing to university organized or supported conferences, congresses, symposia, and similar activities; significant contributions to student theses and projects)

This sample is meant to be a guide in preparing your CV. It is <u>not</u> expected that you have an item in each of the listed categories. The categories are suggestive. It is important to clearly distinguish the defining characteristics of each item listed. For example, under Teaching Effectiveness--Who granted the teaching award? Under Professional Growth--Is the article refereed? Jointly authored? What is the status? In press, accepted for publication, accepted for publication with revisions, submitted, or under review?

FULL CURRICULUM VITAE
(Remove this page and insert CV here.)

I. NAME	
II. EDUCATION	

For Bachelor Degree:

Institution	Years Attended/Year Graduated	Degree	Major Field

For Master Degree:

Institution	Years Attended/Year Graduated	Degree	Major Field

For PhD. Degree:

Institution	Years Attended/Year Graduated	Degree	Major Field

III. TEACHING POSITIONS AND RANKS HELD

Institution	Rank	Date	Major Subject

IV.TEACHING EFFECTIVENESS

- Curriculum Development and Teaching Innovations

- Textbooks and Other Teaching Aids

- Teaching Awards

V. PROFESSIONAL GROWTH

- Articles in Refereed Journals

- Chapters in Refereed Books

- Articles in Refereed Proceedings
- Unpublished, Refereed papers Before Professional Conferences
- Externally Critiqued Performances or Juried Exhibitions of Works
- Scholarly Books
- Textbooks
- Book Reviews
- Publications In Process
- Scholarly Awards
- Funded Research Grants
- Funded Training Grants
- Participation in Professional Associations
VI. SERVICE FOR THE UNIVERSITY AND THE COMMUNITY
Service for the University
- Committee Assignments
Service for the Community
- Speeches

UNIVERSITY
LETTER OF RECOMMENDATION
- CONFIDENTIAL -

Name:	Degree and Subject Area:
Faculty/ School:	Institution:
Department:	Year:

Appointment Date:	.			

Appointment Rank:	Assistant Professor	Associate Professor	Professor	
	Visiting Assistant Professor	Visiting Associate Professor	Visiting Professor	Instructor (with PhD)

Contract ExpireDate:	
Last Promotion Date:	Not Applicable

Head of Department Evaluation

Teaching	Excellent	Average	Poor
Comments:			
Research	Excellent	Average	Poor
Comments:			
Service	Excellent	Average	Poor
Comments:			
Overall:	Excellent	Average	Poor
Comments:			

Terminate The Agreement   Extend The Agreement With Normal Period   Extend The Agreement Less Than The Normal Period
Suggestion: year/s.

_____   _____
Head of Department   Date