

University of Louisiana System

**Title: ASSESSMENT AND
CERTIFICATION OF
FACULTY ENGLISH
PROFICIENCY**

Effective Date: August 27, 2007

Cancellation: None

Chapter: Faculty and Staff

Policy and Procedures Memorandum

The following policy aligns with Board of Regents Academic Affairs Policy 2.20 pursuant to mandates in Act 745 of the 1991 Session of the Louisiana Legislature.

A. Definition of Terms

1. "Postsecondary Systems and Institutions" (hereinafter referred to as "systems" and institutions" shall mean: the Louisiana State University System and its Member institutions; the Southern University System and its member institutions; the University of Louisiana System and its member institutions; and the Louisiana Community and Technical College System and its member institutions, as defined by state law.
2. "Faculty" shall mean all full-time and part-time instructional personnel (excepting visiting faculty, but including graduate assistants) employed by affected systems and institutions and who teach undergraduate-level courses.
3. "Instruction(al)" shall mean the delivery of pedagogical content required of course fulfillment, not including: foreign language courses designed to be taught primarily in a foreign language; student participatory/activity courses such as clinics, studios, seminars, and/or laboratories; special arrangement courses such as individualized instruction and/or independent study; and non-credit (i.e., continuing education) courses.

B. Policy

1. Prior to employment of new instructional faculty defined above, the campus administration shall assess and certify faculty English proficiency.

2. The method of assessment shall be left up to the discretion of affected systems/institutions, but may include (although not limited to); written and oral English testing using standardized, recognized measurements graded by appropriate assessors; analysis of written examples with a related oral question/answer session with an appropriate audience of assessors; sample classroom instruction with related exchange involving an appropriate audience of assessors; sample research presentation with related exchange with an appropriate audience of assessors, etc. It is again up to the discretion of the affected system/institutions to decide the position and qualifications of assessors, but should include an appropriate mix of administrators, faculty, and/or students.
3. Annually, in a manner and format prescribed by the UL System office and two weeks prior to September 1, campuses shall submit to the System office certification of English proficiency of all new instructional faculty.
4. Such materials shall be maintained, made available, and preserved as required by state law at each University of Louisiana System campus.
5. At any time, the Louisiana Board of Regents may require systems/institutions to submit relevant materials and/or documentation related to fulfillment of mandates. If the Board of Regents determines that any system/institution is not in full policy compliance, it may insist on necessary remediating action and/or impose a penalty as deemed appropriate.

Policy References:

Act 751 of the 1991 Regular Session
Board of Regents Academic Affairs Policy 2.20

Review Process:

Vice Presidents for Academic Affairs

Distribution:

Vice Presidents for Academic Affairs
University Presidents

UNIVERSITY OF LOUISIANA SYSTEM

CAMPUS/INSTITUTION:

Assessment and Certification of Faculty English Proficiency
Annual Statement of Policy Compliance to
ACT 754 of the 1991 Session of the Louisiana Legislature
DATE: September 1, 2007

The following information should be submitted to the UL System Office **no later than two weeks prior** to the September 1st deadline. Be sure to submit and/or maintain relevant materials and/or documentation related to this mandate.

Please provide a detailed response to each of the following questions:

FACULTY*

1. Number of new instructional faculty by College whose English proficiency was assessed:
2. Number of new instructional faculty by College whose English proficiency was certified:

METHOD(S) OF ASSESSMENT

3. Please provide a brief description of the various methods used to assess English proficiency of new instructional faculty.

DESCRIPTION OF ASSESSORS

4. Please describe the typical composition of assessors used to determine English proficiency of new instructional faculty (i.e., number of administrators, faculty and/or students).

METHOD(S) OF CERTIFICATION

5. Please provide a brief description of the various methods used to certify English proficiency of new instructional faculty (e.g. department chair approval upon review of assessment results, etc.)

**Faculty shall mean all full-time and part-time instructional personnel (excepting visiting faculty, but including graduate assistants) employed by affected systems and institutions and who teach undergraduate-level courses.*