The Faculty of the Department have ultimate responsibility for the curriculum and for making recommendations regarding hiring, retention, tenure, and promotion.

B. Membership and Voting Rights

1. All tenured and tenure track faculty in the department, regardless of their time-base,
shall be entitled to full participation in all departmental voting and meetings.

2. All faculty on early retirement, regardless of their time-base, shall be entitled to full participation in all departmental voting and meetings, consistent with University policy.

3. Lecturers shall be entitled to pro rata participation in all departmental voting and meetings, consistent with University and Trustee policy.

4. In the event that University policies should conflict with these provisions, University policies shall take precedence.

C. Meetings. Meetings of the Faculty of the Department shall be held at least twice each semester.

1. Meetings shall ordinarily be scheduled and called by the Department Chair.

2. Meetings may be called upon the request of the one-third of the members of the Department.


II. Committees.

A. Curriculum Committee

1. Responsibility. The Curriculum Committee shall:

   a. review and recommend to the department any changes in requirements for undergraduate programs, including majors, minors, and the subject matter competency program for credential candidates.

   b. review and recommend to the department regarding all changes in courses offered by the department, proposals for new courses, or deletion of existing courses. The Committee may delegate to the Department Chair the approval of variants of generic courses.

   c. advise the Department Chair regarding all aspects of the undergraduate program, including advising and recruiting of students.

   d. advise the chair and the department regarding departmental participation in curricular matters outside the department, including general education and other all-university requirements.

   e. prepare an annual report summarizing the work of the semester and indicating items for the committee’s attention during the following year.

2. Membership. The Curriculum Committee consists of five members:

   a. three elected by the faculty as a whole, for three year, overlapping terms,

   b. one member appointed by the Department Chair, and

   c. The Department Chair.

   d. The committee elects its own chair.

B. Elections Committee.

1. Responsibility: to supervise the conduct of all departmental elections.

2. Membership: three members appointed by the Department Chair.

C. Graduate Committee.

1. Responsibility. The Graduate Committee shall:

   a. review and recommend to the department regarding all aspects of the graduate
curriculum of the department.
b. advise the Department Chair and the Graduate Coordinator regarding all aspects of the graduate program, including advising and recruiting of students.
c. prepare an annual report summarizing the work of the semester and indicating items for the committee’s attention during the following year.

2. Membership.

a. The Graduate Committee shall consist of five members:

(1) The Graduate Coordinator.
(2) The faculty member normally responsible for teaching History 700.
(3) The Department Chair.
(4) Two faculty members appointed by the Department Chair, in consultation with the Graduate Coordinator. Terms of appointed members shall be for three years.
(5) Ordinarily, committee members should be drawn from different fields of specialization.

b. The Graduate Coordinator shall serve as chair for the Graduate Committee.

D. Hiring Committee.

1. Membership.

a. the Hiring Committee shall consist of all tenured members of the History faculty.

2. Responsibilities. Responsibilities of the Hiring Committee:

a. review and recommend to the Department Chair and Dean regarding the hiring of tenure-track faculty.
b. advise the Department Chair regarding all other hiring matters.
c. comply with all University policies and with all provisions of the collective bargaining agreement.

3. To facilitate these tasks the department shall elect a Hiring Subcommittee to make recommendations on all the above matters.

a. in addition to the above tasks, the Subcommittee shall:

(1) Periodically review the department’s hiring priorities, and make recommendations on them to the department.
(2) Prepare and annual report summarizing their work and indicating the items for the committee’s attention during the following year.

b. Membership of Subcommittee.

(1) The Hiring Subcommittee shall consist of five members.

(a) At least 3 members of the tenured faculty, elected by the tenured faculty, tenure-track faculty, and lecturers on a pro rata basis, to three-year, overlapping terms.
One member of the committee may be a tenure-track faculty member.

The Department Chair.

The Hiring Subcommittee shall elect its chair from among its members.

E. Retention, Tenure and Promotion Committee.

1. Membership.
   a. The RTP Committee shall consist of all tenured members of the History faculty.

2. Responsibilities
   a. review and recommend to the Department Chair and Dean regarding retention and tenure of probationary faculty.
   b. review and recommend to the Department Chair and Dean regarding promotion of tenure-track faculty.
   c. advise the Department Chair regarding all other personnel matters.
   d. comply fully with all University policies and with all provisions of the collective bargaining agreement.

3. To facilitate these tasks the Department shall elect and RTP subcommittee to make recommendations on the above matters.
   a. in addition to the above tasks the Subcommittee shall:
      (1) Prepare an annual report summarizing the work of the semester and indicating terms for the committee’s attention during the following year.
      (2) Review and recommend to the Department Chair regarding the hiring and re-hiring of temporary faculty. The Subcommittee may delegate this responsibility to the Chair at times when the University is not in session.
      (3) Carry out mandated reviews of tenured faculty.
      (4) Advise the Department Chair regarding all other personnel matters.
      (5) Comply fully with all University policies and with all provisions of the collective bargaining agreement.

b. Membership of Subcommittee
   (1) The RTP Subcommittee shall consist of five members of the tenured faculty, elected by the tenured and tenure-track faculty, to three-year overlapping terms.
   (2) The RTP Subcommittee shall elect its chair from among its members.

III. Selection Process for Department Chair.

A. Voting Rights.

1. All tenured and tenure track faculty members shall be entitled to one full vote, regardless of their time-base during the semester of the selection process.
2. Faculty on the early retirement shall be entitled to one full vote, regardless of their time-base during the semester of the selection process.
3. Lecturers shall be entitled to a fractional vote, equivalent to their time-base during the semester of the selection process.
B. Nominating Process.

1. A call for nominations shall go out to all faculty, permanent and temporary.
2. The Elections Committee shall serve as a nominating committee, to receive the nominations and to determine who is willing to stand for election.
3. Ballots shall be distributed to all tenured faculty, whether or not in residence, and to all other faculty eligible to vote.
4. If no candidate receives a majority of the votes cast, the candidate with the lowest number of votes shall be dropped from the ballot and another vote taken, until one candidate receives a majority of the votes cast.

IV. Amendment. These by-laws may be amended by a majority of the faculty at a departmental meeting.

A Guide to Standards for Tenure and Promotion in the History Department
(Adopted May 2, 1991; Last updated September 2005)

Requirements for retention, tenure, and promotion are set out in a series of policies adopted by the Academic Senate and approved by the President. As required by University Policy on Retention and Tenure (S88-120 and S94-120), probationary faculty members in the History Department will be evaluated in each of the following categories: teaching effectiveness; professional achievement and growth, which includes research, publication, and curricular development; community service, including professional societies and other professional activities; university non-teaching activities; personal collegial relationships; and the future needs of the department.

I. Documentation:

The candidate should prepare a CV and submit supplementary information (publications, outside reviews of work, course materials) for the use of the committee each probationary year. The department chair will maintain examples.

II. Professional Education and/or Equivalency:

A Ph.D. in history is necessary for tenure or promotion in the History Department. Under unusual circumstances the department might consider a Ph.D. in another field or some equivalent to the Ph.D. if there is a demonstration of an appropriate background in historical analysis.

III. Teaching Effectiveness:

A. The primary mission of San Francisco State University is teaching, and the History Department takes that mission very seriously. To be considered for tenure, regardless of their qualifications in other categories, candidates must meet the standard of excellence in teaching that is normally expected of faculty and which is required by the University. Similarly, candidates for promotion must demonstrate at least a level of “significant” in their teaching performance. The standards for judging teaching are the following:

1. Course materials. Syllabi, bibliographies, reading lists, and examinations are used by the RTP committee as evidence of course and class organization, the level at which the course is taught, and the expectation of student learning.
2. Student evaluations. Probationary faculty are required to submit evaluation questionnaires to the students in two courses each semester. The RTP committee regards these surveys as important because they provide a large representative sample of student reactions. Scores of below 1.5 on the critical questions of the survey instrument suggest “superior” teaching. Scores of 2.0 or higher suggest a need for improvement.
3. Signed written comments from students are taken seriously, but because they usually represent a small sample, they are not regarded as highly as classroom surveys.
4. Peer class visitations. Class visitations by fellow faculty members are vital for assessing the level of the professor’s presentation and expectations. They serve as a check on student evaluations, which can be affected by class demands and grades. Probationary faculty receive at least two visitations each year, one from the chair and one from an RTP committee member or designee.
5. Advising. The candidate must be effective in advising and willing to confer with students.

B. Although Student Evaluation Scores are suggestive of whether or not a faculty member is teaching at a superior, significant, or not significant level, the final determination will be based on the RTP Committee evaluations of all of the above factors.
C. The RTP committee will arrange with new faculty who are inexperienced in teaching or with probationary faculty having difficulties in their teaching for a peer mentor to provide direct assistance.

IV. Professional Achievement and Growth:

A. The University and the Department of History maintain that faculty professional achievements and intellectual growth enhance the lives of students, the department, and the university itself. Thus the department expects that the pattern of intellectual activity and growth established during the probationary period would extend beyond tenure itself. We have established the following guidelines for assessing these achievements and growth at various points in a faculty member’s professional career.

1. Retention and Tenure:
   The Department of History expects candidates for retention and tenure to exhibit a pattern of professional achievement and scholarly growth during their probationary period. Unless otherwise specified at the time of hiring, this means that probationary faculty members are expected to make scholarly contributions to the field, and to continue to grow intellectually within their given areas of expertise. Scholarly activities that would constitute such a pattern are enumerated in section IV.B of our departmental policy (see below). The department’s Retention, Tenure, and Promotions Committee would include in its report for tenure an assessment of the quality of the candidate’s work in this area.

2. Promotions:
   Following University policy (Academic Policy S94-28 and F04-28) candidates who are up for promotion will be evaluated on all criteria set out in that policy, Teaching Performance, Professional Achievement and Growth, and Contributions to Campus and Community. The Department of History expects its members to continue to be actively engaged in the intellectual concerns of the profession during their probationary period and beyond their tenure year, and the department’s Retention, Tenure, and Promotions Committee will evaluate the work of the candidate in this area.

B. The usual evidence of Professional Achievement and Growth in the Department of History include the following:
   1. Books that are published by reputable publishers and reviewed in appropriate professional journals. (This includes textbooks).
   2. Articles in refereed journals.
   3. Other articles (such as anthologies, chapters of books, articles for popular audiences derived from one’s specialization, and those in an electronic format).
4. Edited and translated works.
5. Unpublished manuscripts that have been reviewed and commented on by appropriate objective experts.
6. Oral and written presentations of research to professional meetings and audiences.
7. Book reviews in scholarly historical journals or internet sites.
8. Recognition of professional achievement in the form of honors, appointments, and grants. 
9. Senior editor to a major journal in the profession.
10. Grant writing for federal and other funding for scholarly research, summer institutes, and secondary and community college instructors’ professional development and preparation.
11. Project leader, director, or participant in summer institutes and other similar activities designed or the professional development of secondary teachers and community college instructors.
12. Electronic contributions to scholarly and educational enterprises.

C. Because opportunities for publication and forms of presentation of research vary within the fields of history and because the Department of History wishes to emphasize quality rather than quantity of work, it is not desirable to set a numerical quota of publications and presentations necessary for tenure or promotion. But as a general guide, the HRT committee would expect a candidate for tenure or promotion to have published or submitted for critical outside review a major manuscript or several lesser manuscripts representing significant research and analysis, to have made several presentations to professional audiences, and to have reviewed several books.

V. Contributions to Campus and Community

A. Campus Service
   1. Candidates for tenure and promotion to Associate Professor should have made important contributions on Departmental committees and, as appropriate, in curriculum development in History and/or General Education and/or departments teaching in related fields.
   2. Candidates for promotion to Professor should have made some contributions at the School and/or Campus and/or System as well as Department level.
   3. Candidates will be credited for contributions to interdisciplinary programs, General Education, and the like as well as contribution within the History Department itself.

B. Community and Professional Service
   1. For historians, it is likely that many of their opportunities for applying professional expertise to community endeavors will take place in the form of contributions to professional organizations. This might mean chairing or commenting at sessions of professional; organizations, helping with local arrangements for professional meetings, and serving on professional committees or as elected officials in professional societies. (There might be some crossover between these activities and those reflecting Professional Achievement and growth if these activities or offices involve direct editorial work or confer significant honor for past professional achievement.)
   2. Another venue for contributions to the community would be presentations to professional groups like the Docent Council of the Fine Arts Museums of San Francisco on topics related to one’s field.
   3. Historians also provide service by applying their professional expertise in the community at large by giving lectures in non-professional audiences, supplying background information on topical news to the media, or involvement in the teaching of history in the schools.
   4. Historians also serve the larger community by consulting on and reviewing textbooks and other course materials for middle schools, high schools, and colleges and universities.
   5. While the participation in summer institutes and other similar activities is primarily an intellectual activity, it also constitutes a service to the community. Other similar activities would include the reading of Advanced Placement exams and the preparation of teaching materials for secondary and tertiary schools.
VI. Step Advances for Lecturers. When a lecturer becomes eligible for a step advance equivalent to moving from assistant professor to associate professor, or from associate professor to professor, the lecturer shall qualify for this step advance by meeting the same standards for professional preparation, teaching effectiveness, professional achievement and service as a tenured/tenure-track faculty member would be expected to meet for an equivalent promotion.

Policy And Procedures For Evaluation Of Tenured Faculty
Adopted October 10/997
(Post-Tenure Review)

I. The evaluation of tenured faculty in the Department of History will be the responsibility of the Retention, Tenure, and Promotion Subcommittee.

II. Tenured faculty members will be evaluated at least every five years. That evaluation will take the form of either an evaluation for promotion or, once the rank of full professor has been reached, a post-tenure review that evaluates two things: teaching effectiveness and currency in the field.

III. The teaching evaluation will be based on accumulated student evaluations, at least one peer visitations report, and evaluation of course syllabi. Currency in the field will be based on evaluations of publications, CV, course syllabi, and any unpublished manuscripts supplied by the professor to the RTP subcommittee.

IV. The RTP Subcommittee will submit the attached letter to each faculty member scheduled for post-tenure review in that calendar year.

The faculty member will submit to the RTP committee at a minimum the following items:

A. An up-to-date curriculum vita, with emphasis upon activities and accomplishments during the past five years or since the last review.

B. Syllabi for at least two courses per year for the past five years, and others if they are available and the professor wishes them considered.

C. Student evaluations of at least two courses per year for the past five years, and others if they are available and the professor wishes them considered.

V. The RTP Subcommittee will designate one of its members or, if necessary, another tenured faculty member, to visit the professor’s class and draft a report on that class visitation and on the professor’s overall teaching and currency in the field for submission to the RTP Subcommittee. The RTP Subcommittee will then be responsible for the final evaluation and report.

VI. The RTP Subcommittee Chair will provide a copy of the evaluation to the professor before the report is forwarded and will discuss the professor’s strengths and weaknesses along with suggestions for improvement. The faculty member will have a chance to respond in writing and to have that response carried forward with the original report. The report and response, if any, will then be forwarded through the Department Chair to the Dean of the College of Behavioral and Social Sciences.

Lecturer Hiring Policy
At its meeting of November 16, 1999, the Academic Senate approved the following revised policy on Temporary Faculty which was signed by the President with changes on December 13, 1999. The changes are indicated in bold italics and reflect independently developed administrative policy.

The following document is a revision and replacement of Academic Senate Policy S89-160 regarding temporary faculty appointment and employment, approved by the Academic Senate on May 9, 1989 and by the President on July 11, 1989.

At San Francisco State University, temporary faculty are designated as lecturers regardless of salary level. Lecturer appointments can be full-time or part-time; they are made by an academic unit (department, program, or equivalent unit) on the basis of program need, for instance, to replace tenured/tenure-track faculty on leave; to fill a temporary need; to meet ongoing programmatic needs, and so on.

Departments shall make available in the department office a copy of the Faculty Manual and the current Collective Bargaining Agreement (hereafter Agreement) for the information of their lecturers. For questions about conditions of Temporary Faculty employment which are not answered in these resources, the host department/program and/or lecturers should contact the Office of Faculty Affairs and Professional Development for information on employment rights and responsibilities, and the Office of Human Resources for information on employment benefits and retirement.

TEMPORARY FACULTY EMPLOYMENT.

To meet the requirements of the Agreement and the University's affirmative action and equal opportunity policy, every department will publish and disseminate announcements about the availability of lecturer appointments on campus in department and school offices, and to appropriate media, higher education institutions, and professional organizations throughout the Bay Area region as necessary to ensure a viable pool of applicants.

All prospective or previous employees who inquire about temporary faculty employment, whether by their own initiative or in response to a University announcement, shall be invited to fill out an application for temporary teaching appointment. The completed applications will remain in the department's applicant pool for three (3) years.

All currently appointed lecturers who apply in writing for subsequent appointment are to be considered members of the applicant pool. The applicant pool must be reviewed for selection of the best qualified candidate for every temporary vacancy. In every case of lecturer appointment recommendations, departments should be prepared to demonstrate that the applicant pool was reviewed and the best qualified candidate was recommended.

Appointment. Temporary faculty appointments may be for a semester, parts of a year or one (1) or more years as specified in the appointment letter.

- An offer of employment as a part-time lecturer is contingent on enrollment and budget considerations sufficient to justify the prospective employment as determined by the dean/director of the college. Changes in enrollment and budget considerations may necessitate reduction in the time base indicated or withdrawal of the employment offer. Such adjustments must be made prior to the third class meeting.

Following two (2) semesters of consecutive employment within an academic year, a part-time temporary employee offered an appointment to a similar assignment in the same department/program at the same campus shall receive a one (1) year appointment subject to the conditions stipulated in the Agreement.

- Full-time lecturers shall not be appointed on a conditional basis and their time base cannot be decreased during the appointment period.

All temporary faculty appointments automatically expire at the end of the period specified and do not establish consideration for subsequent appointments for any further appointment rights.

Qualifications. The Office of Faculty Affairs and Professional Development will not process lecturer appointments for individuals with less than a master's degree if either of the following is true:

- The individual is a matriculated undergraduate student at San Francisco State University; or
B. The Application for Temporary Employment or an attached vita does not clearly show that the experience of the individual justifies the appointment.

- The Office of Faculty Affairs will process lecturer appointments for qualified graduate students if they are teaching entry level courses or labs in a host department, and have a teaching assignment which produces student credit hours (WTU's).
  - Conditions for appointments are printed on the reverse side of the lecturer appointment letter, and are found in the Faculty Manual and the Agreement. Any commitments made by any member of the faculty or administration beyond the terms stated within the lecturer appointment letter are of no validity or effect. Recommendations for subsequent appointment or continuance of service may be made only through appropriate faculty/administrative channels.
  - Should a lecturer later be hired in a tenure-track position, he or she may be granted at the time of initial tenure-track appointment up to two years service credit toward probation. Credit for probation may be based on previous service at a post-secondary education institution, previous full-time CSU employment, or comparable experience.

Ø Subsequent Appointment of Lecturers. Lecturers who are currently employed and who wish a subsequent appointment shall complete the Application for Subsequent Temporary Faculty Appointment and submit it to the department chair. These applications are available in all department offices.

- In completing this application, lecturers may seek access to their Personnel Action File for information about their past appointment(s). The official Personnel Action File is maintained in the Faculty Records Office. Lecturers are encouraged to examine their personnel files and to attach additional information to their application if they wish.
- Each lecturer appointment or subsequent appointment is a separate personnel action. Even if an individual is appointed for contiguous semesters, the appointments are not to be interpreted as "continuous service."

Ø Careful Consideration. Departments are responsible for ensuring that all applications for subsequent appointment are given careful consideration as stipulated in the Agreement. For lecturers seeking subsequent appointment, departments will examine lecturers' written applications (including any supporting documents) and their periodic evaluations. This careful consideration shall be made by a department review committee, the department chair, or both.

Ø Employment Processing. Department chairs are responsible for keeping lecturers informed as to the status of their applications. Department chairs shall forward the department's recommendation regarding all lecturer appointments and subsequent appointments to the dean/director. Deans/directors shall forward their recommendations for appointment and subsequent appointment to the Dean of Faculty Affairs and Professional Development for personnel action and to be forwarded to Faculty Records for inclusion in the Personnel Action File. Notification to lecturers regarding an offer of initial or subsequent appointment shall occur after approval of the appointment in the Office of Faculty Affairs and Professional Development. Deans/directors and department chairs are encouraged to expedite the processing of temporary faculty appointments and subsequent appointments.

- A lecturer appointment is effective only after approval by the Dean of Faculty Affairs and Professional Development, and no commitment can be made until then. Department chairs and members of hiring committees should be careful in their communications with lecturers not to raise expectations on the part of a prospective lecturer of employment beyond the immediate appointment period. Any such promises or commitments made by chairs or departmental committees are not binding on the University.

TEMPORARY FACULTY COMPENSATION. Lecturer appointments may be made at any step of the current faculty salary scale. The current faculty salary scale is available in the college and department offices.

- Lecturers subsequently appointed to a similar assignment in the same department(s) cannot be appointed at a lower step than their previous appointment. Any subsequent appointment of a lecturer at a higher step will require approval by the Dean of Faculty Affairs and Professional Development.
- Upon completion of 24 academic units (or the equivalent number of service hours for librarians, coaches, and counselors, as defined by Article 20 of the Agreement) in the same department or equivalent unit, lecturers may request consideration for appointment at a higher step for the following semester. Such a request shall be
made in writing to the department chair, preferably on the Application for Subsequent Temporary Faculty Appointment.

- The department shall forward its recommendation regarding a step increase to the dean/director. The dean/director shall forward the appropriate documents to the Office of Faculty Affairs and Professional Development for processing. The dean/director shall notify the applicant as to whether the request was approved or denied. Normally, such notification will occur at the time of subsequent appointment.

- Recommendations for step increases normally will be made only for those returning lecturers who have taught the equivalent of 24 academic units. Requests for higher step (Service Salary Increase or SSI) must be accompanied by a Faculty Activity Report (FAR) and an evaluation of teaching effectiveness and overall quality of service. Recommendations for appointment at a higher step in advance of the time schedule listed above require justification such as completion of a degree or resolution of salary equity problems within a department. Similarly, requests for increases of more than one step will be approved only in unusual circumstances.

Ø **Range Elevation for Temporary Faculty.** Temporary Faculty may apply for range elevation on the salary schedule according to the University policy. Only those lecturers no longer eligible for SSIs in their current range, and who have served five years in current range, will be eligible to seek range elevation. The criteria for range elevation for temporary faculty must be appropriate to their work assignments. Denial of range elevation is subject to the peer review process as stipulated in Article 10.11 of the Agreement except that the peer panel's decision is final.

Ø **Lecturers with Less Than Six Years of Service.** These temporary faculty have initial appointments with a duration of one (1) year or less. The Office of Faculty Affairs and Professional Development shall make available information on their rights and responsibilities as well as professional development opportunities (e.g., leaves without pay); and the Office of Human Resources shall make available information on their employment benefits. The host academic unit (department/program) shall provide appropriate instructional support as deemed necessary and feasible.

Ø **Lecturers with Six or More Years of Service.** These temporary faculty usually are appointed with a duration of more than one (1) academic year. Lecturers who have been employed for 6 or more years of full-time service are eligible to apply for sabbatical leaves and difference-in-pay leaves. They are also eligible to seek professional leaves without pay as per the Agreement. The Office of Faculty Affairs and Professional Development shall make available information on their rights and responsibilities as well as professional development opportunities, and the Office of Human Resources shall make available information on their employment benefits. The host academic unit (department/program) shall provide appropriate instructional support as deemed necessary and feasible.

**PERIODIC EVALUATION OF TEMPORARY FACULTY POLICY AND PROCEDURES.** Article 15 of the Agreement mandates the periodic evaluation of temporary faculty unit employees.

Ø **Purpose.** The purpose of the periodic evaluation of lecturers is to assess their teaching performance or other assignment in the department(s) in which they are appointed in order to make informed decisions regarding re-appointment. Information from periodic evaluations may also be used in recommendations for salary increases and for improving teaching performance.

Ø **Eligibility.** All full- and part-time lecturers appointed two or more semesters, regardless of a break in service, will be evaluated according to this policy and procedure. The evaluation of lecturers appointed for one semester and not subsequently re-appointed is at the discretion of the department.

- Lecturers who are not instructors of record for a course are not covered by this policy.

Ø **Criteria.** The primary criterion is teaching effectiveness. Other criteria include currency in the field and proper discharge of other departmental assignments.

Ø **Frequency.** Full- and part-time lecturers will be evaluated annually.

Ø **Procedures.** Written student evaluations of teaching effectiveness are required in a minimum of two classes annually as stipulated in Article 15 of the Agreement. Where applicable, departments may use other data pertinent to teaching to evaluate teaching effectiveness. Where lecturers have departmental assignments in addition to teaching as part of their workloads, these assignments should be included in the evaluation.

- Evaluation of teaching performance by departmental review committee and/or department chair is
required for all lecturers who apply for subsequent re-appointment. When departments or equivalent units decide not to conduct a committee review of part-time lecturers, the department chair shall perform the steps in the procedure outlined below. Review of the department evaluation by the dean/director is required. All lecturers eligible for periodic evaluation will be informed at the time of appointment of the departmental procedures, criteria and time frames. Lecturers may submit indexed supplementary materials as part of the evaluation. Departments may solicit input from faculty and students about lecturers being evaluated.

- At the conclusion of its deliberations, the Department Review Committee, if any, and the Department Chair will complete the Temporary Faculty Evaluation form. Where the Chair disagrees with the Committee, he/she will state his/her reasons on the form with continuing pages, if necessary. The Department Chair will give the lecturer a copy of the Temporary Faculty Evaluation form and any attachments. The form and summaries of student evaluations of teaching effectiveness in a minimum of two classes annually will be forwarded to the dean/director for review and then to the Faculty Records Office for placement in the Personnel Action File. Any rebuttal or statement the lecturer wishes to make shall accompany the evaluation materials and be placed in the official personnel action file.

- Normally, when the outcome of the evaluation process is a recommendation for a subsequent appointment, Faculty Appointment Form (#110) will accompany the evaluation documents.

**Faculty Activity Report.** All faculty unit employees, including temporary faculty, are required to complete the Faculty Activity Report (FAR) and shall be considered for a Faculty Merit Increase (FMI) unless they indicate on the FAR that they decline to participate in the FMI program. FARs are also used as the basis for evaluating faculty for the SSI award.

**GOVERNANCE.** University governance involves participation in the decision making and administrative processes at all levels. Lecturers are encouraged, but cannot be required, to take part in the broad range of governance activities which are essential to the functioning of the University. Such activities include, but are not limited to, (1) the exercise of both voice and vote in department and school faculty meetings, (2) service on department, College and University Committees, (3) sponsorship of extracurricular campus groups and/or events, and (4) student advising beyond one's instructional assignment(s).

In order to facilitate the participation of lecturers in University governance activities:

A. Each department shall develop and distribute to all faculty in that department its written policies regarding the rights of lecturers to participate in department governance.

B. Each department shall adopt procedures which allow voting by lecturers, except where voting rights are specifically prohibited by University or Trustee policy. Such procedures may prorate lecturer votes, but may not deny voting rights to lecturers.

C. Lecturers are encouraged but not required to make themselves available for election or appointment (as appropriate) to College and University committees.

D. Each College shall conduct elections as necessary to ensure that its lecturers are represented on the Academic Senate as provided for in the Senate By-Laws, Article IV, Section 1D.

E. Lecturers are eligible to serve as sponsors or advisors to extracurricular campus groups and/or events.

F. Lecturers shall not be penalized in any way should they choose not to make themselves available for governance activities.

G. The provisions of this policy shall be limited only by the CSU-CFA Collective Bargaining Agreement or by Trustees, CSU, or University regulations.

**APPROVED BY PRESIDENT CORRIGAN ON DECEMBER 13, 1999**

**History Department Policy On Evaluation Of Lecturers**
**Adopted May 2, 1996**

Lecturers shall be evaluated by the chair and the Hiring Committee once each academic year.
The following criteria shall be addressed in each evaluation. The criteria are in priority sequence. For a lecturer to be hired for a subsequent semester or academic year, the evaluation must be positive for the first two criteria.

1. **Does the lecturer have a Ph.D. in history from an accredited university?** If not, is the lecturer making appropriate progress toward completion of the Ph.D.? If more than five years have passed since award of the previous degree, the lecturer should provide a letter from his or her dissertation adviser indicating that satisfactory progress is being made. If the lecturer has a terminal degree other than a Ph.D. in history, the Hiring Committee should determine if it is an appropriate equivalent, given the nature of the lecturer’s assignment in the department, and should indicate whether the degree implies restrictions on possible assignments.

2. **Is the lecturer an effective teacher?** There are three separate elements to an evaluation of teaching effectiveness:
   
   a) **Student evaluations of teaching effectiveness:** Student evaluations should be collected for all classes taught by lecturers, and should be reviewed by the Chair and the Hiring Committee. Lecturers whose student evaluations deviate markedly from the mean should be given especially careful attention by the committee.

   b) **Evaluations of teaching by a tenured faculty member:** During a lecturer’s first semester teaching in the department, a tenured faculty member should observe a class taught by the lecturer and should prepare a written memorandum evaluating teaching effectiveness, addressing the following topics: effectiveness in presentation (including organization, clarity, and responsiveness to student questions and concerns) and appropriateness of content (including the level of the material presented and demonstration of currency with recent work). An observation should be repeated in the lecturer’s third and fifth semesters, and in every fourth semester thereafter.

   c) **Currency in the field:** Does the lecturer demonstrate that he/she is maintaining currency in the field(s) which he or she teaches? Appropriate evidence for currency in the field includes course syllabi, observation of a class by a member of the tenured faculty, and material submitted by the lecturer regarding professional activities.

3. **Does the lecturer contribute to the profession?** Evidence of professional accomplishment includes publications (with books published by reputable presses and articles appearing in juried journals given highest consideration), presentation of papers at professional meetings, and participation in professional organizations.

   Lecturers should not be evaluated on their participation in departmental or campus service activities, because lecturers are not paid to serve on committees, to supervise special study, or to do advising.

4. **Promotion:** Lecturers will be promoted according to the standard university criteria, not that of the Department of History for tenured and tenure track faculty.

5. **Lecturers who have taught for two or more semesters will be evaluated by the Hiring Committee.** The committee will prepare a one-page summary of its findings to be given to the lecturer and placed in his or her personal action file to guide future hiring decisions by the chair. The lecturer may submit a rebuttal letter if he or she wishes to do so.

6. **Temporary appointments may be for periods of a semester, a quarter, parts of a year, or one or more years. Following two semesters or three quarters of consecutive employment within an academic year, a part-time temporary employee offered appointment to a similar assignment in the same department or equivalent unit at the same campus shall receive a one year appointment. (Such an appointment shall be subject to the limitations stated in provision 12.5).**

7. Each department shall maintain a list of temporary employees who have been evaluated by the department. If such an employee applies for a position in that department or applicant pool for that
department, the faculty unit employee’s previous periodic evaluations and his or her application shall receive careful consideration. If a temporary employee applies for a subsequent appointment and does not receive one, his or her right to file a grievance shall be limited to allegations of a failure to give careful consideration. Such a grievance would constitute an allegation of a contractual violation and would not be a “Faculty Status Matter” (as defined in Article 10) of this Agreement.

8. Appointment of a temporary employee in consecutive academic years to a similar assignment in the same department or equivalent unit shall require the same or higher salary placement as in his or her previous appointment.

9. Upon completion of twenty-four academic units or the quarter equivalent in the same department, temporary employees may request consideration for step movement on the salary schedule, only during years when the parties have agreed to provide Service-based Salary Step Increases (pursuant to Article 31 of this Agreement).

**Guidelines For Credit By Examination**

(approved by Curriculum Committee, October 19, 1988)

The History Department has established the following guidelines for credit by examination. The guiding principle for credit by examination should always be that the student demonstrate a command of the subject matter equivalent to that demonstrated by a student enrolled in the course.

1. Students who petition for credit by examination must indicate why they believe they can pass an examination on the subject matter of a course that they have never taken.

2. Credit by examination is not appropriate for seminars and pro-seminars, where class participation is a significant element in the class. Credit by examination is appropriate only for lecture classes.

3. For History 110, 111, 120, and 121, the Department Chair shall assign a faculty examiner who normally teaches the course in question. For upper-division courses and other lower-division courses, the faculty examiner shall be the faculty member who teaches the course. The faculty member must consent to prepare the examination, and no faculty member shall be expected to prepare more than one such examination in any one semester.

4. Because most courses include a mid-term examination and a final examination, and many include other written other written work, it is not appropriate for credit by examination to be granted on the basis of a student’s completion of only a final examination.

5. For all three-unit courses, the examination should be constructed according to the following format:

   a. The examination shall be 3 hours in length, divided into two sessions of each 1 ½ hours.
   b. The first half of the examination shall be a multiple choice or other short-answer examination. The student must pass this examination with a grade of C or better (equivalent to 73%), and may not take the second half of the examination unless the first half is successfully completed. For 120 and 121, this part of the examination should be composed of 150 questions drawn from a computer test bank.
   c. The second half of the examination shall consist of at least two essays. In the case of multiple-section survey courses, the essay topics should be sufficiently broad so as to be appropriate to any section. In the case of 120 and 121, at least one topic should address domestic politics and one topic should address foreign policy.
   d. University policy specifies that a student taking a course for credit/no-credit must receive a grade of C to receive credit. By analogy, a student seeking credit by examination must achieve a grade of C to receive credit. A grade of C is equivalent to 73% or higher.
   e. Questions for the examination should be appropriate to the level of the course.

6. A student may challenge a course only once. If the student does not pass the examination, that shall be taken as evidence that the student has not, in fact, acquired the necessary knowledge to challenge the course. A student who fails the examination shall not be permitted to seek credit by examination for that
course a second time.

7. If the student wishes to appeal a grade from the challenge examination the appeal shall be handled like any other grade appeal.

**Policy On Use Of Paid Graduate And Student Assistants As Graders**

Adopted as departmental policy and guideline, Fall 1996.

As some of you may know, the Department has traditionally requested and received funds from the College for the hiring of Graduate Assistants and partial help of payment of our readers. Today, however, Dean Kassiola asked me to discuss the Departmental use of these students before he passed on our latest budget request for reader money. He expressed concern over hearing that in some places in the University (not our department specifically), faculty turned their grading over to a student assistant with little or no supervision. He asked me to give him and account of our own Departmental practices. I want to share with you’re the response I gave him and to make sure that it does accord with our practices.

I told Dean Kassiola that our department assigns the six or so Graduate Assistants we usually receive to those faculty teaching two or more large survey sections with lecturers given preference over tenured/tenure track faculty. The remaining faculty teaching large survey sections and one or two special cases of faculty teaching very large upper division courses for whom a qualified assistant is available receive somewhere in the neighborhood of 30 hours of reader time per course. Our readers are almost always graduate students, although occasionally instructors ask for and receive a senior undergraduate who is especially qualified to assist with their course.

I further told Dean Kassiola that the primary function of our Graduate Assistants and readers is to help grade examinations. That grading is done without the assistant actually attending the class because the number of hours allotted does not permit that. The hours are sufficient only to grade exams. I said that we overcome that handicap in a number of ways and gave him an example from the way I handle my own reader.

I give my reader the examination question or questions a couple of weeks in advance and outline generally the kind of answer I expect. After the students take the examination, the reader and I sit down and grade several of them together to establish a grade range. The reader then finishes the exams, making comments and assigning grades in pencil. Afterward, I review all of the examinations, add comments of my own where and keep or change the grade the reader has assigned. I take full responsibility for the grade and handle all appeals, although the reader has occasionally volunteered to talk to students with questions about the exam grade. I tell the students that a reader is assisting me in grading the examinations but that this means they get two readings and that I am fully responsible for the grade. I calculate that having a reader saves me about two thirds of the time I would normally spend grading an examination.

I went on to tell Dean Kassiola that my sense from talking to almost everyone in the department at one time or another is that well use Graduate Assistants as readers approximately the way I do except when readers are clearly not qualified to grade essay examinations or when they are assigned to faculty with special physical needs, in which case the are used for clerical tasks, portage, and grading more objective portions of tests. I asserted that no one in the department simply turns over grading to their assistant without supervision. Bill Issel always briefs new lecturers on our use of readers and assistants so there should be no gap there. I said that I had never received a complaint from and assistant or student about the misuse of readers in the five years I have been chair of the department. I said that we simply could not deliver our program, with its emphasis on written work and our commitment to the Writing Across the Curriculum program, without the use of assistants and readers because our class size has gotten too large for faculty to do it all by themselves. I told him I would stake my reputation on the fact that our Graduate Assistant and reader program is utilized with integrity and that it is a benefit to our faculty, our graduate assistants and readers, and even to the students because it permits them take written rather than Scantron examinations.

If anything I have said here is a misrepresentation of the situation, please let me know.
ESSAY ASSESSMENT RATING FORM

1. Argument     _____ Does the essay propound a thesis? Does the writer support it with an adequate argument? Is the argument coherent? Convincing?

2. Evidence/Analysis     _____ Does the writer make accurate use of a wide range of primary and secondary sources to support his or her argument? Does the writer demonstrate analytical and critical skills in using these sources? Does the writer take proper note of their biases? Does the writer demonstrate a command of the topic and its historical context?

3. Historiography     _____ Does the writer use other historians’ work appropriately to frame his or her argument? Does the writer take account of interpretations that diverge from his or her own? Does the writer demonstrate critical skills in the use of secondary sources?

4. Expression     _____ Does the writer use language skillfully?F

5. Form     _____ Does the writer adhere to the normal rules of citation in footnotes, bibliography, etc.? Are the citations adequate to allow the reader to form a critical opinion of the range and use of sources?

6. Overall Rating     _____ Bear in mind that this is a summary judgment of the paper’s quality, and need not reflect an average of the categories above. Such factors as creativity and originality should be considered in this category.

Use the Following Numerical Scale to Rate the Final Seminar Paper:
F/D-
D
D+/C-
C
C+
B-
B
B+
A/A-

Policy on Cheating and Plagiarism

Cheating and Plagiarism. At times students and faculty have been disturbed by evidences of cheating during
examinations and in the preparation of written work out of class.

Each faculty member who requires outside written work as part of course requirements should carefully define the meaning of plagiarism and outline the proper methods for using outside sources. Students should be cautioned about the consequences should plagiarism be discovered.

If cheating or plagiarism occurs, it is the instructor’s responsibility to handle the situation. The grade assigned must be based on the student’s academic performance and must not be used as a punitive measure. The Coordinator of Student Discipline in the Office of Student Affairs will assist the instructor and is responsible for determining whether formal disciplinary action should be taken.

As a result of faculty and student discussions, the following list of suggestions to prevent cheating on examinations has been developed:

Proctor examinations in person as there is no honor system.

- Space students as widely as possible to avoid sharing information or misinformation during examination. (Call the college secretary if room is too small for satisfactory testing arrangements.)
- Construct fair tests; e.g., their length, content, applicability to class assignments.
- Determine final grades on as broad a base as possible, not entirely upon the results of one or two examinations. Additional short tests and other supplemental means of evaluating student achievement are strongly recommended.
- Consider giving alternative forms of the same test where the order of questions is different for each form. This device is especially effective whenever there is occasion to use objective tests answer sheets that can be machine-scored. (For assistance in the construction of machine-scored tests, contact the Director of Testing.)
- Confer with the department chair for further assistance on planning examinations, or for information about university resources for special help on examinations.

Student Disciplinary Procedures. The stated purpose of this document is to provide fair and just procedures, to both students charged and the institutions, by which determination can be made concerning whether or not violations of student conduct and conduct related regulations have occurred. In order to administer these procedures, the President has assigned a member of the university staff, referred to as the Coordinator. The Coordinator is to investigate all alleged violations of Sections 41301 and 41302, Title 5, California Code of Regulations, and Section 66017 of the Education Code and any related matters concerning withdrawal of consent to remain on campus, and of eligibility for and termination of financial aid. As a result of the investigation made, the Coordinator will recommend to the President whether or not the matter should proceed or if the matter warrants any of the following types of formal hearings:

by an Administrative Officer of the campus;
- by a Hearing Officer designated by the Chancellor’s Office to preside; or
- by a Residence Hall Committee.

The President of the campus may place on probation, suspend, or expel a student for one or more of the causes enumerated in Section 41301. No fees or tuition paid by or for such student for the semester, quarter, or summer session in which he/she is suspended or expelled shall be refunded. If the student is readmitted before the close of the semester, quarter, or summer session in which he/she is suspended, no additional tuition or fees shall be required of the student on account of the suspension. In the event that a student who has not reached his/her eighteenth birthday is suspended or expelled, the President shall immediately notify his/her parent or guardian of the action by registered mail to the last known address, return receipt requested.

During periods of campus emergency, as determined by the President of the individual campus, the President may, after consultation with the Chancellor, place into immediate effect any emergency regulations, procedures, and other measures deemed necessary or appropriate to meet the emergency, safeguard persons and property, and maintain educational activities.

The President may immediately impose an interim suspension in all cases in which there is reasonable cause to believe that such an immediate suspension is required in order to protect lives or property and to ensure the maintenance of order. A student so placed on interim suspension shall be given prompt notice of charges and the opportunity for a hearing within ten days of the imposition of interim suspension. During the period of interim suspension, the student shall not, without prior written permission of the President or his/her designated
representative, enter any campus of The California State University other than to attend the hearing. Violation of any condition of interim suspension shall be grounds for expulsion. Admission or readmission may be qualified or denied to any person who, while not enrolled as a student, commits acts which, were he/she enrolled as a student, would be the basis for disciplinary proceedings pursuant to Section 41301 and 41302.
For additional information, contact the Coordinator of Student Discipline in the Office of Student Affairs.

**Sanctions.** Imposing campus sanctions on students does not absolve them from local, state, or federal court action; on the other hand, criminal proceedings against students do not prevent the imposition of campus sanctions in that special area of university responsibilities. Should the same act violate general law and campus rules, students may be subject to action by both court and university. The legal principle of double jeopardy does not apply in such circumstances.

Students may be expelled, suspended, placed on disciplinary probation, or given a lesser sanction as provided in Section 41301, Title 5 of the California Code of Regulations.

Concurrently with actions taken under these procedures, the person conducting the hearing shall also determine whether the particular conduct found to have occurred is a basis for ineligibility for or termination of financial aid under the applicable provisions of state or federal law and the Board of Trustees.

Financial aid shall be terminated or eligibility denied by the President whenever required by any of these provisions. Students may be required to make restitution for loss of or damage to any campus property, including that loaned or entrusted to them, or for any failure to account for such property. Restitution may also be required for any loss of, damage to, or failure to account for, property of a student organization. The university may withhold grades, transcripts, registration privileges, and diplomas from any student who has failed to make appropriate university restitution for loss of, damage to, or failure to account for, university or student organization property when required to do so.

For additional information, contact the Coordinator of Student Discipline in the Office of Student Affairs.