COVER SHEET FOR PROPOSED CHANGES TO DEPARTMENT/COLLEGE
PERSONNEL PROCEDURES

In order to facilitate a complete and expeditious review by the Personnel Planning and Review Committee (PP&R) of the change(s) you propose to your personnel procedures, please adhere to the format described below, and also fill out the Background Information. Attach this memo as a cover sheet for the written material you submit to PP&R. PP&R assumes that the initiating Department or College Committee has determined that the proposed new or revised procedures are consistent with Section 600 and with the Collective Bargaining Agreement.

FORMAT: Please use a complete copy of your existing procedures as the starting point for the proposed revisions that you submit to PP&R for approved. Strike over any text that you wish to have deleted from your written procedures, and/or underline any text that you wish to have added to your written procedures.

BACKGROUND INFORMATION:

1. Are proposed changes those of College □ or Department □ procedures? (check one)
2. Date that current proposed changes were sent forward _________________________________
3. Department or College initiating proposed changes _________________________________
4. Describe briefly the general reason(s) for your proposed change(s) (e.g., "proposed changes were initiated by the Department in response to a request from the College Personnel Committee, which felt that existing promotion criteria were too rigorous").

STANDARD MANDATED 5-YEAR REVIEW.

NEW PROCEDURES AS ATTACHED WERE APPROVED

by PP&R Spring 2009

5. The proposed changes have been approved by the faculty of the College □ or Department □. (check one)

FOR DEPARTMENT PERSONNEL PROCEDURES:

[Signature] 16 Sep 2009
Chair, Department Personnel Committee

Department Chair

Date

FOR DEPARTMENT PERSONNEL PROCEDURES & COLLEGE PERSONNEL PROCEDURES:

[Signature] 24 Sept. 2009
Chair, College Personnel Committee

College Dean

Date

Chair, Personnel Planning and Review Committee

Date

[Approved Date] [Effective Date] [Date of Next Review]
NOTE: This attachment is to provide an explanation for any effective date on a personnel procedure that occurs later than the Fall of the year after the procedures have been approved. Please use the space below to explain the conditions of the effective date given on the previous page. If the effective date does occur the Fall of the year after the personnel procedures have been approved there is no need to fill out this form.
DEPARTMENT OF HISTORY

PERSONNEL POLICIES AND PROCEDURES

I. The Department of History follows the criteria, policies, and procedures for retention, tenure, and promotion of full-time, tenure-track faculty set forth in Section 600 of the University's Administrative Manual. The Department follows the criteria, policies, and procedures for retention and evaluation of part-time faculty set forth in Section 700 of the University's Administrative Manual. The Department has not adopted specific criteria or policies for personnel actions beyond those set forth in Sections 600 and 700.

The following procedures are followed in carrying out the requirements of Sections 600 and 700.

II. Procedures for Class Visits.

A. For full-time, tenure-track faculty, Section 600 requires visits by both the Department Chair and the Department Personnel Committee, or their designees. For part-time faculty, Section 700 requires a visit by the Department Chair or a designee. In the History Department, all required visiting of part-time faculty is carried out by the Personnel Committee acting as the designee of the Department Chair. In all cases, designees, whether of the Chair or the Committee, are tenured senior faculty from this Department.

B. Required class visiting is carried out according to the intervals specified in Sections 600 and 700. Those sections allow additional visits if necessary.

C. Visits during the Fall Semester take place during a six-week period in October and November. During the Spring the period is in March and April.

D. Visits by the Department Chair are scheduled by mutual consent between the two individuals, taking into account, where possible, the faculty member’s preferences for course and date of visitation.
E. The Personnel Committee schedules its visits by announcing the period for visiting, soliciting from each individual faculty member the courses and dates available, and the preferences, if any, for course and date. The Committee does not entertain requests for a specific individual to be assigned. The Committee will arrange visits by mutual consent, including such factors as workload, availability, and where possible, requests as to course and date. As early as possible prior to the scheduled visit, and 5 days at a minimum, the Committee will inform both parties in writing of the details and provide explanatory information.

F. Prior to all visits, the individual will be expected to provide the visitor, in a timely fashion before the visit, a current resume, a syllabus of the course in question, any handouts relevant to the particular session, sample examinations/assignments, and a statement of teaching philosophy. These items would logically be the same ones included in the individual’s Professional Information File; however, the entire file should not be given to the visitor.

G. During class, the visitor will be interested in the relation of the class session to the overall structure and purpose of the course; the clarity and organization of the lecture or other presentation; the instructor’s receptiveness to student questions and the clarity of responses; encouragement and management of discussion, and the quality thereof; classroom management; the professionalism of the instructor (broadly defined); and other specific points as they may be relevant. The focus of the visitor’s evaluation will be appropriate to the pedagogy employed in the class.

H. Following the visit, the instructor and visitor will meet by mutual agreement to discuss the evaluation. This discussion will include the points in Section G., and also the overall concept of the course, including the syllabus; the appropriateness of the course content and requirements to the instructional level; the appropriateness of sample examinations, with specific relation to Department requirements; and the ways in which the course reflects the instructor’s stated teaching goals.

I. Following this meeting, the visitor will prepare a written report as required by University regulations. In the case of a full-time tenure-track instructor, the report will be in the form of a letter addressed to the Chair of the Personnel Committee, covering the points mentioned above, as well as an overall impression. In the case of a part-time instructor, the report will be made on the form provided. The visitor will transmit the original of the report letter or form to the Chair of the Personnel Committee and provide a copy to the instructor visited. The Department Chair will ensure that the original copy is included in the individual’s Personnel Action File.
J. If the instructor disagrees with any part of the written evaluation, he or she may prepare a written response for inclusion in his or her Personnel Action File.

K. Any instructor may, at any time and on his or her initiative, arrange a class visitation by any faculty member of this university or any other university, and may ask that individual to prepare a report for inclusion in the Professional Information File. Such visit may not substitute for one by the Department Chair or the Personnel Committee.

III. Procedures for Administering Student Evaluations of Teaching

A. The History Department administers student evaluations of teaching on the schedules provided in Sections 600 and 700, namely, in two classes each academic year for all faculty members. For new faculty, there shall be two evaluations in the first semester of employment.

B. The History Department has three approved evaluation instruments: the Quantitative Short Form and the Quantitative Long Form, both maintained by Instructional Technology; and the History Department Narrative Student Evaluation Questionnaire (reproduced below).

C. Individual faculty members may choose any one of the three approved forms.

D. Each instructor may select the specific classes to be evaluated, which should be representative of his/her teaching areas. Candidates for personnel action should have questionnaires administered in the Fall semester. Other faculty may have questionnaires administered either in Fall or Spring. However, new faculty must have questionnaires administered in their first semester of employment.

E. When administering the questionnaires, the instructor should read to the class the statement regarding the use of student questionnaires, which is supplied along with the forms. The instructor should select a student to ensure that the forms are collected, placed in the envelope, sealed, signed with the student’s name, and delivered by the student to the History Department office. The instructor should not be present while the class is filling out the forms.

F. In the case of the two Quantitative forms, processing for transmittal to Instructional Technology shall be performed only by the professional Department clerical staff. Student assistants shall never be permitted to handle any evaluation forms at any time.
G. In the case of the Narrative forms, they shall remain sealed and be turned over to the Department Chair, whose responsibility it is to read them and prepare a summary, as shown on the form reproduced below.

H. Following the assignment of semester grades, the Department Chair will provide to each faculty member the results of his/her evaluations, and file the results in accordance with the requirements of Sections 600 or 700. Instructors who use Quantitative forms receive the results of their own evaluations together with a copy of the Department’s overall Quantitative results.

IV. Procedures for Student Consultation

A. Section 600 requires that the Department Personnel Committee provide students the opportunity to consult with the Committee regarding the teaching performance of probationary or tenured faculty members under consideration for RTP. Section 700 does not provide for similar consultation regarding part-time faculty. These provisions do not affect the right of students to consult with the Department Chair on such issues.

B. The History Department has adopted the following procedure in the attempt to preserve academic freedom and the integrity of the personnel process. The following announcement will be posted on the sixth floor of Sierra Tower and on other History Department bulletin boards:

“The Faculty of the History Department affirms the prerogative of students to consult the department regarding teaching performance, curriculum, and resources. Students wishing to avail themselves of this opportunity are advised to contact the Department Chair with their opinions on the teaching performance of faculty under personnel consideration and are advised that they may also consult with the Department Personnel Committee regarding those faculty. Students interested in participating in this process will be invited to meet with the Personnel Committee. For specific dates and times, consult the Department Secretary in Sierra Tower 614.”

C. The Personnel Committee, in accordance with the relevant provisions of Section 600, shall determine the use and disposition of information provided by students during such consultation.
Attachment A: Part-Time Class Visitation Report

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
DEPARTMENT OF HISTORY
PART-TIME FACULTY
REPORT OF CLASS VISITATION AND EVALUATION OF TEACHING

(This report is to be completed by a member of the Department Personnel Committee or a
designee from among the tenured faculty. Class visitations and evaluations of teaching
shall be made during the first semester of employment, and thereafter on a schedule
conforming to Section 700 of the University Administrative Manual.)

Name of Faculty member ____________________________

Semester ____________ Course visited _________________________

Observations During Class Visitation

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<th>Satisfactory</th>
<th>Needs to Improve</th>
<th>Unsatisfactory</th>
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</thead>
<tbody>
<tr>
<td>1. Relation of class session to overall structure and purpose of course.</td>
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</table>

Comments:

2. Clarity and organization of lecture/presentation.

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<thead>
<tr>
<th></th>
<th>Satisfactory</th>
<th>Needs to Improve</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>

Comments:

3. Receptiveness to student questions and clarity of responses.

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<thead>
<tr>
<th></th>
<th>Satisfactory</th>
<th>Needs to Improve</th>
<th>Unsatisfactory</th>
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</table>

Comments:
4. Encouragement and management of discussion, and quality thereof.  

Comments:

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Needs to Improve</th>
<th>Unsatisfactory</th>
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</thead>
<tbody>
<tr>
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<td>_____</td>
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</table>

5. Classroom management.  

Comments:

<table>
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<th>Satisfactory</th>
<th>Needs to Improve</th>
<th>Unsatisfactory</th>
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6. Professionalism of instructor.  

Comments:

<table>
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<tr>
<th>Satisfactory</th>
<th>Needs to Improve</th>
<th>Unsatisfactory</th>
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**General Evaluation of Teaching**

7. Overall concept of the course, including syllabus.  

Comments:

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Needs to Improve</th>
<th>Unsatisfactory</th>
</tr>
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<tbody>
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</tbody>
</table>
8. Appropriateness of the course content and requirements to the instructional level.

Comments:


Comments:


10. How well the course reflects the instructor's stated teaching goals.

Comments:


11. Other observations:


Member of the Personnel Committee, or Designee


Date
Attachment B: Student Evaluation Questionnaire, Narrative Form

STUDENT EVALUATION QUESTIONNAIRE

Instructor ____________ Semester _________ Course _______

Freshman _____ Sophomore _____ Junior _____ Senior _____ Graduate _____

Please write a brief paragraph in response to each question. These answers will assist the professor in evaluating the quality of his or her teaching, and will also help the History Department to evaluate candidates for promotion. Please give full and frank reasons for your judgments.

1. Was the professor effective in conveying and analyzing information and understanding of the subject matter of the course? Please explain.

2. Did the professor encourage independent, creative thinking and the free expression of ideas in the classroom, and if so, how?
3. Did the professor present scholarly viewpoints different from his or her own?

4. With respect to examinations, projects, or other testing devices, how adequately did the professor relate them to the subject matter, explain his or her expectations beforehand, and return them with appropriate explanations as to the quality?

5. Were the course readings and other course material a valuable part of the course? Can you suggest other materials or types of materials which you think would be more valuable?

6. Did this course make a significant contribution to your general education? If so, how?

7. Did the professor evidence an interest in students by making himself or herself available for consultation concerning the course or problems of academic advisement?
The following two questions are intended to ask you to summarize your perceptions of this course and instructor. Please mark your answers on this sheet. Circle no. 1 if the statement is not at all descriptive of your perceptions, on up to no. 5 if the statement is very descriptive.

1. The course increased my knowledge and understanding of the subject matter.  
   | Least | Most |
   | 1     | 2     | 3     | 4     | 5     |

2. The instructor is competent in his/her field and is an effective teacher.  
   | Least | Most |
   | 1     | 2     | 3     | 4     | 5     |

In addition to answering these questions, you may, if you wish, use this page to make any further suggestions for improving the course.

Attachment C: Summary Report For Narrative Questionnaires

To: [College Dean]  
From: [Department Chair]  
Subject: Student Evaluation Questionnaires

This past semester, [professor’s name] used the History department’s narrative questionnaire for student evaluation of his/her class(es). These questionnaires also include the following two quantifiable questions:

1. The course increased my knowledge and understanding of the subject matter.  
   | Least | Most |
   | 1     | 2     | 3     | 4     | 5     |

2. The instructor is competent in his/her field and is an effective teacher.  
   | Least | Most |
   | 1     | 2     | 3     | 4     | 5     |
For the class(es) identified below, the professor’s scores on the above quantifiable questions were as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>No. of evaluations</th>
<th>Question 1</th>
<th>Question 2</th>
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<tbody>
<tr>
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</table>

Characteristic student comments in this course:
COVER SHEET FOR REVIEW OF DEPARTMENT/COLLEGE PERSONNEL PROCEDURES
RELATED TO STUDENT EVALUATIONS OF TEACHING EFFECTIVENESS

Social & Behavioral Sciences  History

COLLEGE  DEPARTMENT

In order to facilitate a complete and expeditious review by the Personnel Planning and Review Committee (PP&R) of your current or proposed changes to personnel procedures related to evaluation of teaching effectiveness, please adhere to the format described below. Attach this memo as a cover sheet for any written material you submit to PP&R. Be sure to review your current procedures to assure they are consistent with Section 612.5.2.c.(2)(b) of the Administrative Manual.

BACKGROUND INFORMATION:

1. The submitted policies are those of the College □ or the Department □ (check one)
2. Is the Department/College proposing changes to the current policies related to student evaluations of teaching effectiveness? Yes □ No □
   2A. If not, simply state, “The Department will follow its current procedures related to student evaluations of teaching effectiveness.”
   2B. If you are changing your current policy, state the proposed new policy in the space provided. Strike over any text that you wish to have deleted from your written procedures, and/or underline any text that you wish to have added to your written procedures. If you wish to follow Section 600, you may simply state, “The Department/College will follow Section 600 policies related to student evaluations of teaching effectiveness.”

Attach extra pages if needed.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. If there are changes, the proposed changes have been approved by the faculty of the College □
Department □ (check one)

FOR DEPARTMENT PERSONNEL PROCEDURES: (Sign & Print Name)

James E. Sefton, Professor of History
Chair, Department Personnel Committee

Richard S. Harowitz
Department Chair

Date

FOR DEPARTMENT PERSONNEL PROCEDURES & COLLEGE PERSONNEL PROCEDURES:

Chair, College Personnel Committee

College Dean

Chair, Personnel Planning and Review Committee

Date

Date

Date

Date

DEC 04 2012

DEC 04 2012

DEC 04 2012

RECEIVED

Calif. State University, Northridge
Office of Faculty Affairs
Change Section III-A to read:

The History Department administers student evaluations of teaching on the schedules provided in Sections 600 and 700, namely, in two classes each academic year for all faculty members. For new faculty first-year probationary faculty, there shall be two evaluations in both the first semester of employment Fall semester and the Spring semester.

Change Section III-D to read:

Each instructor may select the specific classes to be evaluated, which should be representative of his/her teaching areas. Candidates for personnel action should have questionnaires administered in the Fall semester. Other faculty may have questionnaires administered either in Fall or Spring. However, new faculty must have questionnaires administered in the first semester of employment in both the Fall and Spring semesters of their first year.