

**California State University, Fresno
College of Health and Human Services
Department of Nursing**

**FACULTY
HANDBOOK**

2013-2014

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**PART I
INTRODUCTION**

INTRODUCTION

The Department of Nursing Faculty Handbook provides information about University, College, and Department policies, procedures, and guidelines. It has been compiled to assist faculty members to assume their responsibilities effectively. It is, however, not a complete document. The Academic Policy Manual (APM) (<http://www.fresnostate.edu/academics/aps/forms-policies/apm/index.html>) provides a complete reference to approved University policies, procedures, contracts, and general information.

The bylaws, policies, procedures, and guidelines in this handbook have been established to set forth those principles of consultative procedure that serve as a basis for the governance of the department. They are subject to the laws of the State of California, the regulations of the Trustees and Chancellor of the California State University, and the rules and governance of California State University, Fresno. The Policy on Academic Organization and the Trustee Statement on Collegiality are principles that guide departmental functioning. The concept that individuals affected by policy and procedure shall participate in their formulation is inherent in academic governance.

Mission Statement

The mission of the Department of Nursing at California State University, Fresno is to offer quality nursing education to undergraduate and graduate nursing students that prepares nurses with clinical decision-making skills based on theory and research. Additionally, the department seeks to establish an academic foundation for Advanced Practice Nursing and Doctoral preparation. As life-long learners, graduates are prepared for delivering quality health care to diverse populations across environments. Graduates will lead, supervise, delegate, manage, evaluate care outcomes, and demonstrate the ability to act as consumer advocates in promoting wellness and facilitating change.

Approved by Faculty Council: 4/05

Philosophy of Nursing

California State University, Fresno offers comprehensive programs that lead to the bachelor's and master's degrees in a wide variety of fields of study. A strong general education component in the undergraduate programs fosters the importance of lifelong learning. The master's programs are designed to provide specialized study in selected advanced practice fields. The University's special commitment to the San Joaquin Valley is to prepare students for industries and professions serving the community. To achieve the mission, California State University, Fresno supports applied research and public service programs as a means to enhance faculty development and instruction, especially those which contribute to the intellectual, social, cultural, and economic vitality of the San Joaquin Valley and California.

The Department of Nursing philosophy, consistent with the mission of the University and College of Health and Human Services, is an expression of the commitment to excellence in professional education in meeting the health needs of the community. The Department of Nursing, therefore, offers a baccalaureate program for generalists, a School Nurse Credential Program, and a master's program for advanced practice in selected areas. In order to meet the rapidly changing needs of society and the requirements of the profession, the faculty continually evaluate existing programs for effectiveness, initiate new programs, and implement change when necessary. The faculty believe that the nursing profession is characterized by the four concepts of person, environment, health, and nursing.

The faculty further believe that a person is a unique being in constant interaction with environmental stressors: intrapersonal, interpersonal, and extrapersonal in nature. Response to these stressors is influenced by the interaction of the individual's physiological, psychological, sociocultural, and developmental variables. It is also believed that individuals have the right to make decisions that affect their lifestyle and well-being. The environment encompasses internal and external forces including societal, technological, cultural, and other multidimensional influences.

Health and illness are viewed as continuing processes along a wellness-illness continuum, in which the individual attempts to achieve a sustainable balance between needs and available resources. Nursing responds to the reciprocal interaction between the person and the environment to facilitate a state of dynamic equilibrium or change in the level of health at any point along the wellness-illness continuum. Nursing is directed toward reducing stress factors that influence or could influence the attainment of an optimum level of wellness by an individual, family, or community.

This goal is achieved through the nursing process, a systematic, problem-solving technique used for implementing independent, interdependent, and dependent nursing actions. This process consists of assessing the person's actual and/or potential health problems, constructing a diagnostic statement, formulating goals and objectives with expected outcomes, implementing therapeutic interventions, and evaluating the effectiveness of these interventions/preventions. The philosophy of the department is actualized through application of the Neuman Systems Model. Nursing is advancing into a new era of expanding roles, responsibilities and functions in primary, secondary, and tertiary preventions. Faculty are responsible for the preparation of professional nurses who can assume current nursing roles and adapt to future health needs and evolving health care requirements. Thus, professional nursing education requires a flexible curriculum that emphasizes a total person approach and is based on evolving nursing theory and knowledge from the sciences and other related disciplines.

The faculty believe that learning is a process that influences and promotes change in behavior. Learning is viewed as a life-long process involving the continuing development of personal, intellectual, and professional growth. Learning is facilitated by professional role modeling and an educational environment conducive to the exchange of ideas, critical thinking, decision-making, creativity, experimentation, and innovation.

Inherent in the teaching/learning process is the reciprocal responsibility of faculty and students in influencing the process of learning outcomes. In this relationship, faculty serve as role models and valuable resources in facilitating the advancement of nursing practice through leadership, research, and scientific inquiry. The faculty recognize the unique diversity of the Central Valley including cultural and ethnic backgrounds, language, beliefs, values, learning styles, and support systems. This diversity is viewed as an asset that is incorporated into curriculum development, implementation, and evaluation. The learner is expected to exhibit self-direction, and a sense of responsibility and accountability in mastery of knowledge and skills consistent with professional practice.

As scholars, nurses, and citizens, faculty accept the responsibility for the development of the profession and improvement of health care through continuing practice, study, and research. The faculty believe that well developed leadership abilities are essential in professional practice. Nurses need to seek improved ways of service to clients through research and effective dissemination of knowledge.

The faculty is committed to an educational process that prepares undergraduate nurses for entry level positions in nursing. Consistent with the concept of career mobility, opportunities are provided for returning RNs to articulate with the program at appropriate academic levels. The generalist education of the baccalaureate program serves as a foundation for graduate education in nursing.

The Master of Science in Nursing program prepares professionals in the functional roles of primary care nurse practitioner, clinical nurse specialist, and nursing educator. The second professional degree also provides foundation for doctoral study.

The graduate curriculum supports the functional areas and facilitates competence in the essential clinical domains which include: Management of client health/illness status; The nurse-client relationship; Teaching and outcome based evaluations; Professional role development; Health promotion and human diversity; Managing health care delivery systems; and Monitoring quality of health care practice.

Approved by Faculty Council, March 14, 1987
Revised Fall 1998; April 8, 2005; March 28, 2008

California State University, Fresno
Department of Nursing

Conceptual Framework

The baccalaureate and graduate programs in nursing at California State University, Fresno utilize the Neuman Systems Model. The framework evolves from the philosophy and focuses on the domains of client, environment, health, and nursing.

Client/Client System

The client/client system (person) is viewed as a composite of variables (physiological, psychological, socio-cultural, developmental, and spiritual), each of which is a subpart of all parts, forms the whole of the client. The client as a system is composed of a core or basic structure of survival factors and surrounding protective concentric rings. The concentric rings are composed of similar factors, yet serve varied and different purposes in either retention, attainment, or maintenance of system stability and integrity or a combination of these.

Environment

The environment consists of both internal and external forces surrounding the client, influencing and being influenced by the client, at any point in time, as an open system. The created environment is an unconsciously developed protective environment that binds system energy and encompasses both the internal and external client environments.

Health

Health is a continuum of wellness to illness, dynamic in nature, and is constantly subject to change. The client is in a dynamic state of either wellness or illness, in varying degrees, at any given point in time.

Nursing

A unique profession concerned with all variables affecting clients in their environment. Nursing actions are initiated to best retain, attain, and maintain optimal client health or wellness using the three preventions (primary, secondary, tertiary) as interventions to keep the system stable.

All concepts identified in the curriculum are introduced in the first semester nursing course as the theoretical foundation for professional nursing. The central concepts of client, environment, health, and nursing are utilized in the curriculum as vertical strands and denote introduction, placement and study of specific content, and experience relevant to the concept in the curriculum.

Reviewed March 28, 2008

Purpose of the Bachelor of Science in Nursing Program

The purpose of the baccalaureate program is to prepare the graduate as a generalist for any entry level position in professional nursing. The program also enables the graduate to meet the requirements for state certification as a public health nurse. Additionally, the program provides the foundation for advanced study in nursing.

Baccalaureate Program Terminal Objectives

At the completion of the baccalaureate program, the graduate will be prepared to function in a variety of health care settings and demonstrate the following:

1. Synthesize theoretical, conceptual, and empirical knowledge from the humanities, natural sciences, social sciences, and nursing in the provision of care to clients through primary, secondary, and tertiary preventions.
2. Utilize the nursing process to achieve the optimal health potential for clients and self.
3. Evaluate the physiologic, psychological, socio-cultural, and developmental stressors experienced by individuals, families, and communities.
4. Utilize the concepts of communication and leadership for effective interaction with clients and other health care providers.
5. Collaborate with other health care providers to meet the health care needs of clients.
6. Promote active participation of the client in the health care process through mutual goal setting.
7. Utilize research-derived knowledge and findings in the investigation and evaluation of nursing phenomena for the improvement of nursing practice.
8. Demonstrate responsibility and accountability for nursing practice within the scope of the law, standards of practice, and ethical principles.
9. Demonstrate commitment to lifelong learning to maximize personal and professional development.
10. Promote change in nursing and health care systems based on analysis of historic and current trends.

Reviewed March 28, 2008

Baccalaureate Student Outcome Definitions

Below are the student outcome goals for the undergraduate program of the Department of Nursing. Upon completion of the undergraduate program of study in the Department of Nursing the student will be evaluated on the following four outcomes.

COMMUNICATION: Communication is defined as a complex, ongoing, interactive process of exchanging information and forms the basis for building relationships. Communication includes listening, verbal and non- verbal behaviors, written skills, and the use of emerging technologies.

CRITICAL THINKING: Critical thinking is defined as a discriminating process that underlies decision making. Critical thinking includes questioning, analysis, synthesis, interpretation, inference, inductive and deductive reasoning, intuition, application, and creativity.

CLINICAL JUDGMENT: Clinical judgment is the interaction of knowledge, skills, and attitudes and underlies the nurse's ability to adapt care for diverse populations in varied health care environments. Clinical judgment involved critical reasoning, integration of evidence based practice, and the implementation of wholistic, value based patient centered care.

COLLABORATION: Collaboration is defined as the active engagement in local, regional, and global health care and forms the basis for interdisciplinary practice. Collaboration supports a climate of diverse opinions and incorporates delegation, negotiation, coordination, and service learning.

Adopted by Faculty Council March 28, 2008

Purpose of the Master of Science in Nursing Program

The purpose of the Master of Science in Nursing program is to prepare nurses for advanced practice in the functional roles of primary care nurse practitioner, clinical nurse specialist, and nurse educator. Each graduate of the master's in nursing program must demonstrate advanced knowledge and skill in physical diagnosis, psychosocial assessment, and management of health-illness needs in complex client and community systems. The program provides a foundation for doctoral study in nursing.

Approved by Faculty Council: 5/14/99; Revised 5/23/05

Programmatic Goals

1. To attract high quality applicants from a variety of academic, ethnic, and cultural backgrounds
2. To develop a diverse faculty engaged in high quality teaching, research and service to the department, university, profession, and the community
3. To prepare graduates who meet the program student learning outcomes, in accordance with current professional nursing standards/guidelines.
4. To develop clinical partnerships and professional alliances to enhance the quality of the graduate program and delivery of health care services by our graduates
5. To maintain attrition at less than 10% in the MSN program
6. To continuously review and update course content to reflect the most current evidence-based practice.

Objectives of the Master of Science Program

Regardless of the area of specialization, the role of a nurse with a master's degree requires the ability to think critically, to apply complex concepts to practice, and to provide leadership in the areas of scientific inquiry and advanced practice. Faculty are committed to providing educational experiences which facilitate the development of these competencies.

The department mission statement, philosophy, and program purpose provide the conceptual framework for the program objectives listed below. Major strands associated with each objective are in parentheses.

1. Analyze nursing phenomena through the implementation of the research process and the application of conceptual models of nursing (systematic inquiry).
2. Demonstrate the application of advanced nursing practice concepts with individual, family, and community systems through implementation of Neuman's Health Care System Model (advanced practice).
3. Contribute to the advancement of nursing practice and research through analysis, synthesis, application, and extension of nursing conceptual models (systematic inquiry, advanced practice).
4. Advance professional role performance by implementing concepts of collaboration, consultancy, teaching, leadership, and research in advanced nursing practice (social organization).

Objectives for each area of role specialization:

Objectives for the role specialization options of clinical specialist, nurse educator, and nurse practitioner define the specific competencies of each role and are congruent with the overall program objectives.

The CNS Program Outcomes and curriculum are organized around the CNS Competencies developed by the National Association of Clinical Nurse Specialists. These competencies have been identified as necessary for safe and comprehensive practice as a CNS. The program objectives provide the guideline for the development of each set of course objectives:

A. Competency I ~ Direct Care.

Upon completion of this program, the student will be able to:

1. Perform a comprehensive holistic assessment of patients with specific health conditions
2. Provide direct care to patients with specific health conditions.

3. Develop and Initiate plans to promote health and quality of life for these patients.
- B. Competency II ~ Consultation **and** Collaboration
Upon completion of this program, the student will be able to:
4. Problem solve, plan, and interact with multi-disciplinary professionals.
 5. Initiate collaborative strategies with other CNS's.
 6. Utilize collaborative dynamics to configure the needs, preference, and recognized strengths of the patient and family into an integrated health care plan to optimize outcomes.
- C. Competency III ~ Systems Leadership:
Upon completion of this program, the student will be able to:
7. Act as a change agent in influencing and empowering health care associates.
 8. Integrate new technology into the system of care.
 9. Monitor performance outcomes relating to acute conditions in conjunction with supervisory APRN's.
- D. Competency IV ~ Ethical decision making, moral agency and advocacy
Upon completion of this program, the student will be able to:
10. Identify and discuss issues related to a CNS moral agency surrounding ethics and legal issues in health care in a holistic approach.
- E. Competency V ~ Coaching:
Upon completion of this program, the student shall be able to:
11. Provide skilled guidance and teaching of issues related to the health and illness continuum of to patient, families, groups of families and the profession of nursing.
 12. Educate and advise patients' families, caregivers, and nursing on sensitive issues, such as end of life issues and complex physical and mental health treatments.
- F. Competency VI ~ Research:
Upon completion of this program, the student shall be able to;
13. Analyze, monitor, and apply evidence-based research findings into the care of the adult/geriatric or pediatric populations.
 14. Analyze and incorporate conceptual models and theories of care of the population focus.
 15. Use advanced critical thinking and clinical decision making to analyze case studies within the continuum of the population focus.
 16. Demonstrate cultural competence in working with diverse patients and families.

National CNS Task Force. (2010.). *Clinical nurse specialist core competencies*. Available May 24, 2011 from <http://www.nacns.org/LinkClick.aspx?fileticket=s5bvR1QrNLw%3d&tabid=36>

I. GOALS AND STUDENT LEARNING OUTCOMES FOR THE NURSE EDUCATOR

The following expected outcomes are entry-level competencies for all Nurse Educators. The Nurse Educator portion of the Clinical Nurse Specialist Option outcomes and curriculum are organized around the National League for Nursing core competencies for nurse educators. The program objectives provide the guideline for the development of each set of course objectives.

A. Competency 1-Facilitate Learning;

Upon completion of this certificate program, the student shall be able to:

1. Implements a variety of teaching strategies appropriate to learner needs, desired learner outcomes, content, and context
2. Grounds teaching strategies in educational theory and evidence-based teaching practices
3. Recognizes multicultural, gender, and experiential influences on teaching and learning
4. Uses information technologies skillfully to support the teaching-learning process

B. Competency II-Facilitate Learner Development and Socialization

Upon completion of this certificate program, the student shall be able to:

5. Identifies individual learning styles and unique learning needs of international, adult, multicultural, educationally disadvantaged, physically challenged, at-risk, and second degree learners
6. Fosters the cognitive, psychomotor, and affective development of learners
7. Recognizes the influence of teaching styles and interpersonal interactions on learner outcomes

C. Competency III-Use Assessment and Evaluation Strategies

Upon completion of this certificate program, the student shall be able to:

8. Uses a variety of strategies to assess and evaluate learning in the cognitive, psychomotor, and affective domains
9. Implements evidence-based assessment and evaluation strategies that are appropriate to the learner and to learning goals
10. Uses assessment and evaluation data to enhance the teaching-learning process
11. Demonstrates skill in the design and use of tools for assessing clinical practice

D. Competency IV-Participate in Curriculum Design and Evaluation of Program Outcomes

Upon completion of this certificate program, the student shall be able to:

12. Demonstrates knowledge of curriculum development including identifying program outcomes, developing competency statements, writing learning objectives, and selecting appropriate learning activities and evaluation strategies
 13. Bases curriculum design and implementation decisions on sound educational principles, theory, and research
 14. Revises the curriculum based on assessment of program outcomes, learner needs, and societal and health care trends
- E. Competency V-Function as a Change Agent and Leader
Upon completion of this certificate program, the student shall be able to:
15. Models cultural sensitivity when advocating for change
 16. Evaluates organizational effectiveness in nursing education
 17. Implements strategies for organizational change
 18. Promotes innovative practices in educational environments
- F. Competency VI-Pursue Continuous Quality Improvement in the Nurse Educator Role
Upon completion of this certificate program, the student shall be able to:
19. Uses feedback gained from self, peer, student, and administrative evaluation to improve role effectiveness
 20. Uses knowledge of legal and ethical issues relevant to higher education and nursing education as a basis for influencing, designing, and implementing policies and procedures related to students, faculty, and the educational environment
- G. Competency VII-Engage in Scholarship
Upon completion of this certificate program, the student shall be able to:
21. Designs and implements scholarly activities in an established area of expertise
 22. Disseminates nursing and teaching knowledge to a variety of audiences through various means
- H. Competency VIII-Function within the Educational Environment
Upon completion of this certificate program, the student shall be able to:
23. Uses knowledge of history and current trends and issues in higher education as a basis for making recommendations and decisions on educational issues
 24. Develops networks, collaborations, and partnerships to enhance nursing's influence within the academic community
 25. Incorporates the goals of the nursing program and the mission of the parent institution when proposing change or managing issues

Nurse Practitioner:

The following expected outcomes are entry-level competencies for all Nurse Practitioners. The Nurse Practitioner outcomes and curriculum are organized around the **National Organization of Nurse Practitioner Faculties (NONPF)** core competencies for nurse practitioners. The program objectives provide the guideline for the development of each set of course objectives.

(Scientific Foundation Competencies)

1. Critically analyze data and evidence for improving advanced nursing practice.
2. Integrate knowledge from the humanities and sciences within the context of nursing science.
3. Translate research and other forms of knowledge to improve practice processes and outcomes.
4. Develop new practice approaches based on the integration of research, theory, and practice knowledge.

(Leadership Competencies)

5. Assume complex & advanced leadership roles to initiate & guide change.
6. Provide leadership to foster collaboration with multiple stakeholders to improve health care.
7. Communicate practice knowledge effectively both orally and in writing.
8. Participate in professional organizations & activities that influence advanced practice nursing &/or health outcomes of a population focus.

(Quality Competencies)

9. Use best available evidence to continuously improve quality of clinical practice.
10. Evaluate how organizational structure, care processes, financing, marketing & policy decisions impact quality of health care.

(Practice Inquiry Competencies)

11. Provide leadership in the translation of new knowledge into practice.
12. Generate knowledge from clinical practice to improve practice and patient outcomes.
13. Apply clinical investigative skills to improve health outcomes.
14. Disseminate evidence from inquiry to diverse audiences using multiple modalities
15. Analyze clinical guidelines for individualized application into practice.

(Technology & Information Literacy Competencies)

16. Integrate appropriate technologies for knowledge management to improve health care.
17. Translate technical & scientific health information appropriate to various users' needs.
18. Demonstrate information literacy skills in complex decision making.

(Policy Competencies)

19. Demonstrate an understanding of the interdependence of policy and practice.
20. Analyze ethical, legal, and social factors influencing policy development.

(Health Delivery System Competencies)

21. Apply knowledge of organizational practices & complex systems to improve health care delivery.
22. Facilitate the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.
23. Collaborate in planning for transitions across the continuum of care.

(Ethics Competencies)

24. Integrate ethical principles in decision making.
25. Evaluate the ethical consequences of decisions.
26. Apply ethically sound solutions to complex issues related to individuals, populations & systems of care.

(Independent Practice Competencies)

27. Demonstrate the highest level of accountability for professional practice.
28. Practice independently managing previously diagnosed and undiagnosed patients.

29. Provide patient-centered care recognizing cultural diversity & the patient or designee as a full partner in decision-making.

Adapted from: American Association of Colleges of Nursing. (1996). *The essentials of master's education for advanced practice nursing*. Washington, DC: Author.

National Organization of Nurse Practitioner Faculties. (2011). *2011 Nurse practitioner core competencies*. Available May 24, 2011 from

<http://www.nonpf.com/associations/10789/files/IntegratedNPCoreCompsFINALApril2011.pdf>

Adopted by Faculty Council: 11/20/98; Revised 5/23/05; Reviewed March 28, 2008

**PART II
FACULTY BYLAWS**

Department of Nursing

Faculty Bylaws

Article I. Name

The name of the organization shall be the Department of Nursing.

Article II. Functions

The Department of Nursing shall:

- A. Have jurisdiction over matters of curricular, educational, and faculty policy affecting the Department within the regulations of the College, the University, and the California State University System.
- B. Submit to the Chair recommendations concerning business affairs of the Department.
- C. Receive committee reports and act on the recommendations.

Article III. Membership

Membership in this organization shall be open to all full-time tenured, tenure-track, and full or part-time temporary faculty in the Department of Nursing.

Article IV. Administrative and Advisory Structure

Section 1 - Chair

A. Eligibility

1. Tenured or probationary faculty member with master's degree in nursing and doctorate in nursing or related field.
2. A minimum of two years of experience in an administrative position in a professional program in nursing education.
3. A minimum of three academic years of experience in professional nursing education within the last ten years.
4. A minimum of three years of clinical practice.
5. In the event that no such individual is available, a candidate may be recommended for this position through internal search process.

B. Term

1. Serves at the pleasure of the President with the possibility of re-nomination to occur at least every four years according to University policy.

C. Responsibilities

1. Administer Department, College, and University policies and procedures relative to departmental functioning.
2. Supervise the development, implementation, and evaluation of the department curricula.
3. Recruit and orient new faculty members in cooperation with department Personnel Committee and Curriculum Coordinators.
4. Establish and update department short- and long-term goals in collaboration with Faculty Council.
5. Plan, coordinate, and administer the department budget utilizing input from Faculty Council.
6. Assume or delegate responsibility for schedule of courses and teaching assignments with consideration of faculty input and requests.
7. Recommend Coordinators with approval by Personnel Committee and probationary faculty members.
8. Recommend individual to be acting Chair in case of absence with approval of Personnel Committee and probationary faculty members.
9. Serve as ex-officio member of department committees.
10. Chair Faculty Council.
11. Coordinate faculty professional development program in collaboration with faculty members.
12. Coordinate management of department travel funds.
13. Participate in personnel decisions per University policy.
14. Approve all research and training projects generated within the department including both individual and group proposals.
15. Consult with Graduate Coordinator for approval of graduate thesis committees.
16. Maintain cooperative relationships with health related agencies in the community.
17. Prepare the annual report to be submitted to the Dean, College of Health and Human Services, the Nursing Department Personnel Committee, and the Faculty Council.

Section 2 - Baccalaureate Curriculum Coordinator

A. Eligibility

1. Tenured or probationary faculty member.

B. Term

1. Recommended by Department Chair with Personnel Committee and probationary faculty members' approval.
2. Serves at the pleasure of the Chair subject to review by the Personnel Committee.

C. Responsibilities

1. Provides leadership in the development, coordination, evaluation, and revision of the baccalaureate program.
2. Chairs the Baccalaureate Curriculum Committee.
3. Serves on the Faculty Council.
4. Acts as liaison to Nursing Resource Committee.
5. Assists in the recruitment of students and faculty members.
6. Assists with student and faculty orientation.
7. Coordinates baccalaureate student advising program.
8. Assists with advising prospective and current students.
9. Facilitates grant proposals to support baccalaureate program activities.
10. Monitors problems with student progression in the major.
11. Prepares and/or presents required reports including BRN and CCNE baccalaureate sections for accreditation, program reports and evaluations, department annual report, and Dean's assigned time report.
12. Serves as liaison for the baccalaureate program to the University and community.

Section 3 - Graduate Coordinator

A. Eligibility

1. Tenured or probationary full-time faculty member.

B. Term

1. Recommended by Department Chair with Personnel Committee approval.
2. Serves at the pleasure of the Chair subject to review by the Personnel Committee.

C. Responsibilities

1. Provides leadership in the development, coordination, evaluation, and revision of the graduate program.
2. Chairs the Graduate Curriculum Committee.
3. Serves on the Faculty Council.
4. Coordinates the scheduling of graduate courses with the Department Chair.
5. Coordinates graduate program offerings, including student and faculty orientations, writing requirements, qualifying examinations, core courses, role specialization, and thesis/projects.
6. Recruits graduate students and assists in recruitment of faculty members.
7. Advises prospective graduate students about admission requirements and options.
8. Advises current students about individualized program planning and status in the program.
9. Approves and processes the appropriate student forms for submission to the Division of Graduate Studies.
10. Approves composition of thesis committees in consultation with the Department Chair.
11. Grants final approval to NURS 298 projects prior to binding.
12. Facilitates grant proposals to support graduate program activities.
13. Prepares and/or presents required reports including Board of Registered Nursing (BRN), Commission on Collegiate Nursing Education (CCNE), and graduate sections for accreditation, program reports and evaluations, Human Subjects Not-At-Risk studies, and department annual report.
14. Provide academic advising to all graduate nursing students
15. Develop and coordinate clinical placements for MSN students
16. Develop clinical contracts for graduate nursing students
17. Orient students and faculty to online patient logging system
18. Be available for consultation with students, faculty, preceptors, and placement facility administrators.
19. Document that each student has a valid California Registered Nursing license, current CPR certification, a valid driver's license, and is covered by professional malpractice insurance, health and accident insurance, and the required amount of automobile insurance, where driving is a part of the clinical experience.
20. Facilitate communication between all involved persons
21. Serve as liaison for the graduate program to the University and community.

Section 4 – Nurse Practitioner Coordinator

A. Eligibility

1. Tenured or tenure-track full-time faculty member.
2. Minimum of 5 years' experience as an NP
3. Strong leadership skills
4. Relevant professional certification and California licensure

B. Term

1. Recommended by Department Chair with Personnel Committee approval.
2. Serves at the pleasure of the Chair subject to review by the Personnel Committee.

C. Responsibilities

1. Management, planning and coordination of all aspects of the NP Program and its operation
2. Oversees faculty in the NP program
3. Manages and supports the faculty who provide advising and clinical supervision to students during student clinical experiences
4. Reviews data related to student experiences and ascertains that all program and licensing requirements are met
5. Implements and coordinates the curriculum
6. Educates and advises students
7. Collaborates with faculty colleagues to ensure quality clinical experiences
8. Engages in scholarly activities and maintains clinical expertise
9. Participates in Department of Nursing activities and committees
10. Interfaces with 3rd party vendors and organizations vital to this program.
11. Approve where students will be placed
12. Plan with placement facility personnel in advance of student's arrival, if needed.

Section 5 – Graduate Clinical Coordinator

A. Eligibility

1. Full-time or part-time faculty member
2. Minimum of 5 years' experience as an NP
3. Active in NP practice
4. Relevant professional certification and California licensure
5. Excellent community connections

B. Term

1. Recommended by the Department Chair.
2. Serves at pleasure of chair subject to review by Personnel Committee.

C. Responsibilities

- a. Plan and supervise student lab and/or clinical experiences or practice based on teaching assignment.
- b. Provide effective didactic instruction based on teaching assignment using appropriate instructional technologies to ensure that course outcomes are met.
- c. Participate collaboratively in the development, implementation, and evaluation of curriculum, workshops and scheduling of OSCEs.
- d. Maintain relationships with community partners (healthcare organizations, clinics, physician offices) and community based preceptors to ensure mutual satisfaction with clinical experiences.

- e. Evaluate clinical experiences of students in the community including preceptor site and student evaluations..
- f. Monitor and advise students
- g. Give the grade and arrange for proper university credit.
- h. Attend faculty meetings, committee membership, professional activities and other responsibilities as assigned by the Program Director and NP and CNS/Ns.Ed program option coordinators.
- i. Participate in faculty governance; additional engagement based on rank.
- j. Assure program adheres to accreditation, state nurse practice act, curricular and program standards.
- k. Provide services as assigned by the Director and Program Option Coordinators in furtherance of the university's mission and goals of teaching, research, patient care, outreach and public service.

Section 6 – Lead Family Nurse Practitioner Faculty

A. Eligibility

- 1. Full-time tenure or tenure-track faculty member
- 2. Minimum of 5 years' experience as an NP
- 3. Relevant professional certification and California licensure

B. Term

- 1. Recommended by the Department Chair.
- 2. Serves at pleasure of chair subject to review by Personnel Committee.

C. Responsibilities

- 1. Plans and supervises student lab and/or clinical experiences or practice based on teaching assignment
- 2. Participates in scholarly activities based on faculty rank
- 3. provides effective didactic instruction based on teaching assignment using appropriate instructional technologies to ensure that course outcomes are met.
- 4. Approve the behaviorally stated learning objectives developed by the student.
- 5. Conduct student seminars with participating students and make evaluative and requested visits to placement facilities where students are assigned.
- 6. Orient the involved persons to the objectives of the course and the roles and the responsibilities of those participating in the program.
- 7. Review student's logs and provide feedback based on clinical guidelines and student's objectives.
- 8. Evaluate each student's participation in the clinical experience according to the course objectives developed by faculty and individual objectives developed by the student in consultation with the faculty
- 9. Give the grade and arrange for proper university credit.
- 10. Insure that evaluation forms for the student and preceptor are submitted in a timely manner.
- 11. Determine any additional activities to fulfill the course requirements

Section 7 – Clinical Nurse Specialist/Nurse Educator (CNS/NE) Coordinator

A. Eligibility

- 1. Tenured or tenure-track full-time faculty member.
- 2. Minimum of 5 years' experience as an Clinical Nurse Specialist

3. Strong leadership skills
4. Relevant professional certification and California licensure

B. Term

1. Recommended by Department Chair with Personnel Committee approval.
2. Serves at the pleasure of the Chair subject to review by the Personnel Committee.

C. Responsibilities

1. Management, planning and coordination of all aspects of the CNS/Nurse Educator Program and its operation
2. Oversees faculty in the CNS/NE program
3. Manages and supports the faculty who provide advising and clinical supervision to students during student clinical experiences
4. Reviews data related to student experiences and ascertains that all program and licensing requirements are met
5. Implements and coordinates the curriculum
6. Educates and advises students
7. Collaborates with faculty colleagues to ensure quality clinical experiences
8. Engages in scholarly activities and maintains clinical expertise
9. Participates in Department of Nursing activities and committees
10. Interfaces with 3rd party vendors and organizations vital to this program.
11. Approve where students will be placed
12. Plan with placement facility personnel in advance of student's arrival, if needed.
13. Review student's logs and provide feedback based on clinical guidelines for logs and student's objectives.
14. Evaluate each student's participation in clinical experiences according to the course objectives developed by faculty and individual objectives developed by the student in consultation with the faculty
15. Plan and supervise student lab and/or clinical experiences or practice
16. Approve the behaviorally stated learning objectives developed by the student.
17. Conduct student seminars with participating students and make evaluative and requested visits to placement facilities where students are assigned.

Section 8 -- School Nurse Program Coordinator

A. Eligibility

1. Full-time or part-time faculty member, preferably tenured or probationary, with Health Services Credential.

B. Term

1. Recommended by the Department Chair.
2. Serves at pleasure of chair subject to review by Personnel Committee.

C. Responsibilities

1. Chairs the School Nurse Program Curriculum Committee.
2. Recruits and advises prospective credential students regarding admission requirements and options and encourages enrollment in the graduate program.
3. Coordinates planning, evaluation, and revision of the program curriculum.
4. Advises enrolled students regarding program planning and progression.
5. Coordinates advising for students in the graduate program with the Graduate Curriculum Coordinator.

6. Processes the admission of students to the School Nurse Program.
7. Recommends schedule of courses to the Department Chair.
8. Serves as liaison for the Department with other schools and departments involved with the program.
9. Plans, implements, and coordinates activities involved in the program.
10. Prepares and updates program materials including catalog changes and brochures.
11. Maintains files of students, applicants, and preceptors.
12. Selects members and chairs School Nurse Program Committee Advisory Board meetings twice yearly.
13. Conducts program evaluation and follow-up studies of graduates and reports to School Nurse Program Committee Advisory Board.

Section 9 - Content Experts

A. Eligibility

1. Full-time or part-time faculty member with: (1) a master's degree in the specialty area; (2) recent clinical experience in the specialty area; and (3) recent education in the area.

B. Term

1. Appointed by the Department Chair upon recommendation of the Baccalaureate Curriculum Committee.
2. Serves at the pleasure of the Chair subject to review by the Faculty Council as needed.

C. Identified Subject Areas:

1. Gerontology, Medical/Surgical, Maternal/Child, Pediatric, Psychiatric, Community Health, and Leadership.

D. Responsibilities

1. Make recommendations on essential content in the subject area to the Baccalaureate Curriculum Committee.
2. Monitor the inclusion of essential content area.
3. Report to the Baccalaureate Curriculum Committee and course committees regarding repetition and/or missing content.

Section 10 - Lead Teachers

A. Eligibility

1. Full-time or part-time faculty member, preferably tenured or probationary, teaching a minimum of two (2) to three (3) WTU in the designated course.

B. Term

1. Appointed by the Department Chair.
2. Serves at the pleasure of the Chair subject to review by the Faculty Council as needed.

C. Responsibilities

1. Chairs course committee meetings.
2. Coordinates orientation of new faculty to course.
3. Coordinates course planning activities including preparation of the syllabus for lecture and clinical areas.

4. Establishes pool for potential part-time faculty members and substitute instructors.
5. Confers with Baccalaureate Coordinator regarding course and student problems and concerns upon referral by committee.
6. Coordinates course planning, evaluation, and activities with Chair, Baccalaureate Curriculum Committee, other lead teachers, and coordinators as needed.
7. Prepares summary of course evaluations.

Section 11 – DNP Director

A. Overall Program

1. Responsible for planning, development, implementation and evaluation
2. Responsible for meeting program goals
3. Prepares and completes action plans

B. Faculty, Staff, Volunteers

1. Recruitment, selection and assignment, coordination, and review and evaluation of faculty
2. Recruitment and selection of volunteers
3. Coaching, counseling, disciplining
4. Communicating expectations

C. Operations

1. Keeps accounting of time and budget
2. Collaborates and identifies issues with the graduate program coordinator, school director and participates on the graduate committee and CCC
3. Meets financial objectives by forecasting requirements; preparing an annual budget; scheduling expenditures; analyzing variances; initiating corrective actions.

D. Manages Relationships Accrediting Agencies Faculty

1. Confers with appropriate accrediting agencies, University administrators, other DNP directors, regulatory requirements, policies and procedures and budget projections
2. Responsible for maintain updated and current standards from WASC, CABRN, CCNE
3. Participate in the orientation of new faculty to the DNP PROGRAM, including online teaching preparation
4. Advise graduate faculty on curriculum development for DNP education

E. Manages Relationships with Students

1. Participates in the orientation of students to the DNP PROGRAM

F. Community Relationships

1. Oversees the building and maintenance of clinical agency relationships to all clinical agencies used in the DNP PROGRAM practicum courses.
2. Maintain active communication with appropriate agency and community personnel to maintain strong relationships with the agency's nursing, medical, and administrative services.
3. Participate in contract negotiations for agency MOUs and agreements.

G. Doctoral Culture

1. Fosters an environment that promotes growth in academic excellence for faculty and students
2. Fosters a practice doctoral culture

3. Updates job knowledge by participating in educational opportunities; reading professional publications; maintaining personal networks; participating in professional organizations.
4. Enhances department and organization reputation by accepting ownership for accomplishing new and different requests; exploring opportunities to add value to job accomplishment
5. Monitor national trends in DNP education.

H. Recruitment and Marketing

1. Collaboratively develop a recruitment and marketing campaign

Section 12 – DNP Coordinator

A. Overall Program

1. Assists in planning, developing, implementation and evaluation of program
2. Coordinates actions to assist in achieving program goals
3. Makes sure that deadlines and goals are met
4. Compares actual performance to goals set

B. Faculty, Staff, Volunteers

1. Orienting, training, scheduling of faculty
2. Recruitment, selection, organization and management of volunteers and staff
3. Coaching, counseling
4. Communicating expectations

C. Operations

1. Keeps accounting of time and budget
2. Monitor program curriculum and revise as needed to account for trends and accreditation requirements.
3. Collaborates with director and covers when director not available
4. Identifies and responds to emerging problems
5. Handles operational concerns
6. Prepares meeting schedules and agendas for the DNP committee

D. Manages Relationships Accrediting Agencies Faculty

1. Covers when the director is not available
2. Counsel and advise all DNP program students concerning progression through the program as a cohort (in conjunction with DNP program coordinator).
3. Participate in the orientation of new faculty to the DNP PROGRAM, including online teaching preparation

E. Manages Relationships with Students

1. Assist students regarding preparation for national certification.
2. Participates in the orientation of students to the DNP PROGRAM

F. Community Relationships

1. Collaborates with director on building and maintaining clinical agency relationships

G. Doctoral Culture

1. Fosters an environment that promotes growth in academic excellence for faculty and students
2. Fosters a practice doctoral culture

3. Updates job knowledge by participating in educational opportunities; reading professional publications; maintaining personal networks; participating in professional organizations.
4. Monitor national trends in DNP education.

H. Recruitment and Marketing

1. Collaboratively develop a recruitment and marketing campaign

Article V. Instructional Committee Structure

Section 1 - Baccalaureate Curriculum Committee

A. Membership

1. Baccalaureate Curriculum Coordinator, a minimum of three full-time undergraduate faculty members, at least one of whom is tenured, and one elected CNSA student representative.

B. Term

1. One year with a minimum of one member continuing from the previous year.

C. Responsibilities

1. Develops baccalaureate program and designs courses utilizing faculty input.
2. Assists with coordination, evaluation, and revision of curriculum.
3. Assists the Coordinator with plans and reports for presentation and approval to department faculty, school curriculum committee, BRN, and CCNE.
4. Updates undergraduate student guidelines, student information cards, catalog changes, and brochures.
5. Articulates with the graduate program, University departments, and other institutions.
6. Assists with student recruitment, orientation, and advising activities in cooperation with the Student Affairs Committee.
7. Establishes criteria for selecting, screening, admitting, and advancing students.
8. Assists the Coordinator to generate and monitor grant proposals in order to facilitate baccalaureate curriculum development and/or implementation.
9. Conducts entrance, exit, and follow-up studies of program graduates.

Section 2 - Course Committees

A. Membership

1. All faculty members teaching in specific baccalaureate nursing courses.

B. Term

1. Concurrent with teaching assignment.

C. Responsibilities

1. Coordinate course activities to ensure compatibility among sections. Assist in preparation of course materials including syllabi, examinations, and clinical schedules.
2. Review and select course texts and media materials.
3. Plan theory and clinical orientation of students.
4. Plan and evaluate activities, revisions, and projects.
5. Review documentation of students not meeting minimum expectations of the course and make recommendations about progress and retention.

Section 3 - Graduate Curriculum Committee

A. Membership

1. Graduate Curriculum Coordinator, a minimum of two full-time faculty members, at least one of whom is tenured. The committee membership may also include one graduate student.

B. Term

1. A minimum of one year with one member continuing from the previous year.

C. Responsibilities

1. Develops graduate program and designs courses utilizing faculty input.
2. Assists with coordination, evaluation, and revision of curriculum.
3. Assists the Coordinator with plans and reports for presentation and approval to the department faculty, School Curriculum Committee, Graduate Council, BRN, and CCNE.
4. Updates graduate student guidelines, student information cards, catalog changes, and brochures. Articulates with the baccalaureate program, University departments, Division of Graduate Studies, and other institutions.
5. Assists with student recruitment, orientation, and advising activities. Establishes criteria for selecting, screening, admitting, and advancing graduate students. Addresses individual student programs or advisement problems/issues in all graduate areas as indicated.
6. Assists the Coordinator to generate and monitor grant proposals to facilitate graduate curriculum development and/or implementation.
7. Disseminates information relevant to the graduate program through workshops or other mechanisms.
8. Conducts entrance, exit, and follow-up studies of program graduates.

Section 4 - Thesis Guidelines and Committees

A. Qualification for Thesis Registration

After completing a research proposal and having been advanced to candidacy, the student selects a chairperson with the consultation of the Graduate Curriculum Coordinator and the Department Chair for the departmental list of faculty with expertise in research. Following review of the student's research proposal, the faculty member may consent to chair the thesis committee and completes the form, Master's Thesis (299) Committee Assignment, to be placed in the student's file. The student registers for Nursing 299 by requesting the schedule number from the Department secretary.

B. Thesis Committee Membership

Thesis committees are composed of a chairperson and two members. Committees should be constituted to provide the student with access to expertise in research methodology and content area. The Graduate Coordinator and Department Chair review the committee membership for the potential to provide the student with the indicated expertise. Doctoral prepared full-time faculty members in the Department of Nursing are eligible to serve as chairs of thesis committees. Exceptions must be approved by the Graduate Coordinator and the Department Chair. The first member of the committee must be a faculty member in the Department of Nursing and hold a minimum of a master's degree. The second member of the committee must hold, at a minimum, a master's or comparable degree and may be a faculty member from the Department of Nursing or another CSUF Department.

C. Formation of Thesis Committee

The chairperson and student jointly constitute a thesis committee that will best serve the specific thesis requirements. After the individuals have consented to serve on the committee, a committee meeting is arranged by the student. At the conclusion of this meeting, if the committee members approve the proposal, the Thesis Committee Assignment Form (available in Division of Graduate Studies) is signed by the chair and members and forwarded to the Graduate Coordinator by the student. A plan for future committee meetings and the committee process should be constructed during the first committee meeting. The student is also responsible for initiating the process for departmental Human Subjects Subcommittee approval. Data collection cannot be initiated prior to Human Subjects Subcommittee approval.

D. Acceptance and Approval Procedures

1. Department Approval
2. Graduate School Approval
3. Format of the Thesis
 - a. Specifications outlined in the "Guidelines for Thesis Preparations" of the Division of Graduate Studies and Research, California State University, Fresno must be followed. These specifications include paper requirements, type size and quality, margins, pagination, use of headings, tables and figures, and organization.
 - b. Organization of the thesis must be approved by the thesis committee.
 - c. Students are advised to adhere to the format found in the current publication entitled *Manual of the American Psychological Association* when writing theses.
4. Criteria for Acceptance
 - a. Appropriate format and documentation.
 - b. Quality of writing.
 - c. Originality.
 - d. Critical and independent thinking.
 - e. Organization and clarity of presentation.
 - f. In-depth review of literature.
 - g. Appropriate application of the research process

Article VI. Standing Committees

Section 1 - Faculty Council

A. Membership

1. Full-time faculty members, part-time faculty members, one CNSA representative, and one graduate student.

B. Term

1. The council chair is the Department Chair.
2. Concurrent with faculty appointment.

C. Responsibilities

1. Serves as advisory group to Department Chair.
2. Assists the Department Chair with planning and development of the academic unit.
3. Assists with the development of Department calendar.
4. Develops, implements, and evaluates department short-term and long term goals in consultation with Department Chair.
5. Makes recommendations to the Chair related to Department budget.
6. Makes decisions on committee recommendations.
7. Elects members to school committees.

Section 2 - Personnel Committee

A. Membership

1. All tenured faculty are eligible to serve. Annually, at least 3 must be elected by the full-time faculty.
2. The Chair is elected by the Committee and serves on the Faculty Council.

B. Term

1. Concurrent with appointment.

C. Responsibilities

1. Chair
 - a. Assists Department Chair in the development of faculty vacancy announcements. Informs faculty members in writing of their responsibilities and due dates related to retention, tenure, and promotion (RTP) as early as possible.
 - b. Orients new faculty to personnel process upon hiring or at beginning of first semester.
 - c. Arranges peer evaluation schedule for tenured, probationary, and temporary faculty members in conformance with University calendar and policy within first three weeks of fall semester.
 - d. Constitutes search committees in consultation with the Committee and Department Chair.
 - e. Implements the department procedure for evaluation of Chair in consultation with the College dean.
 - f. Assigns committee members to act as advisors if requested by new faculty members.
 - g. Reviews "Orientation Checklist" with new faculty members and advises at end of academic year.
2. Committee

- a. Adheres to University policy in all personnel matters including confidentiality.
- b. Assists the Department Chair to identify needed faculty positions.
- c. Recruits new faculty members.
- d. Conducts peer reviews and prepares written and oral summaries of probationary faculty members, candidates for tenure and/or promotion, post-tenure review, and temporary faculty as assigned.
- e. Reviews all RTP files prior to meetings when personnel recommendations are made.
- f. Serves on and/or chairs search committees.
- g. Presents findings of peer reviews and/or searches to the Personnel Committee.
- h. Makes faculty personnel recommendations to the department chair. These are to include: peer evaluations, summary reports, and data from student evaluation of instruction, and faculty position responsibilities as stated in department handbook.
- i. Ranks applicants for faculty positions.
- j. Probationary and tenured faculty shall elect tenured faculty members to College Personnel and Promotions Committees.
- k. With probationary faculty, reviews and approves or rejects Coordinator appointments recommended by Department Chair. Recommends applicants for sabbatical and other leaves.
- l. Initiates nomination process for Chair at appropriate time.
- m. Revises personnel procedures and guidelines as needed.
- n. Receives and reviews Department Chair end-of-year reports.

D. Voting

1. Voting shall be conducted during meetings by secret ballot. If a member is unable to attend a meeting of the Personnel Committee, the member may vote by means of an absentee ballot by making arrangements with the Committee chair.
2. An abstention shall count as a negative vote.
3. Members of University and College Personnel and Promotions Committees may not participate in discussion and voting on personnel issues at the department level.

Section 3 - Nursing Resource Center (NRC) Committee

A. Membership

1. Nursing Resource Center (NRC) Coordinator, a minimum of three full-time faculty members, one of whom is tenured, one CNSA representative, and one graduate student.

B. Term

1. One year with a minimum of one member continuing from the previous year.

C. Responsibilities

1. Promotes the acquisition of funding and funding sources to support the maintenance of the Nursing Resource Center including equipment, supplies, and media.
2. Establishes rules and regulations governing the operation and general maintenance of the NRC.
3. Provides for student/faculty and staff orientation to the NRC.
4. Processes faculty requests for media, equipment, and supplies based on financial resources and priority of needs.
5. Schedules operating hours.
6. Submits request for maintenance and servicing of media equipment and seeks replacement of damaged or outdated materials.
7. Maintains and updated NRC media directory.

8. Maintains a current inventory of expandable items and secures replacement items as needed based on budget allocations.
9. One committee member to serve as Henry Madden Library representative whose activities shall include:
 - a. Attend designated meetings of the library administrative staff.
 - b. Maintain a current listing of library references and periodicals relevant to nursing and the health care professions.
 - c. Coordinate ordering of references and periodicals as funding is available through the Henry Madden Library.
 - d. Process faculty requests for references and periodicals and submit purchase orders for the Department of Nursing.

Section 4 - Research Committee IRB Sub-Committee

A. Membership

1. A minimum of three full-time faculty members, one of whom is tenured, one CNSA representative, and one elected graduate student.

B. Term

1. One year with a minimum of one member continuing from the previous year.

C. Responsibilities

1. Develops and maintains procedural guidelines for submission of individual and departmental research proposals and granting of approval by Department Chair.
2. Reviews, maintains, and publishes guidelines for the submission of research proposals involving Human Subjects at Risk and Not at Risk.
3. Encourages and facilitates research among faculty members.
4. Disseminates information to faculty about available sources of funds and grants.
5. Functions as a resource for faculty in writing grant proposals.
6. Plans and conducts the annual research conference in conjunction with Sigma Theta Tau.
7. Organizes faculty development programs related to research based on identified needs.
8. Reviews proposals submitted by faculty for University assigned time and/or other funding.
9. Maintains a department file of all approved research.
10. Establishes a Human Subjects Subcommittee with a member from the Research Committee and two members selected from the Faculty Council to determine the risk status of proposed research.
11. Human Subjects Subcommittee:
 - a. Reviews and approves student and faculty research proposals in accordance with University and departmental Research Committee guidelines for Human Subjects Not at Risk.

Section 5 - Student Affairs Committee

A. Membership

1. A minimum of three full-time faculty members, one of whom is tenured, and one CNSA representative and one graduate student, as appropriate.

B. Term

1. One year with a minimum of one member continuing from the previous year.

C. Responsibilities

1. Reviews procedures for student advising in accordance with University policy and cooperates with Baccalaureate Coordinator for implementation.
2. Periodically reviews, develops, and implements policies and procedures relating to students.
3. Reviews and maintains the Nursing Student Handbook. Implements procedures for awards and honors.
4. Coordinates student orientation with Department Chair, Coordinators, CNSA, and graduate students.
5. Reviews student scholarship applications and determines awards
6. Reviews individual student issues related to progression and continuance in the nursing program and makes a recommendation to the Chair.

Section 6 – Simulation & Informatics Committee

A. Membership

1. A minimum of three full-time faculty members, one of whom is tenured, one CNSA representative, and one graduate student.

B. Term

1. One year with a minimum of one member continuing from the previous year.

b. Responsibilities

1. Develop a simulation program to meet the accreditation standards and measurement criteria of the Society for Simulation in Healthcare
2. Assist with the coordination, and evaluation of simulation equipment and informatics programs
3. Assist the simulation coordinator to develop and evaluate simulation policies and procedures
4. Assist the simulation coordinator to evaluate clinical simulation scenarios

Section 7 – Evaluation Committee

A. Membership

1. A minimum of three full-time faculty members, one of whom is tenured, one CNSA representative, and one graduate student.

B. Term

1. One year with a minimum of one member continuing from the previous year.

C. Responsibilities

1. evaluate if specific learning objectives/goals/outcomes are being met.
2. Review "Course Evaluation Summary and Action Plan" (CESAP). Forms
2. monitoring each undergraduate course's maintenance of desired student learning outcomes
3. maintain a permanent record of all final CESAP forms.
4. Analyze ATI scores

5. Develop and review remediation plans
6. Develop recommendations for curriculum revision based on ATI analysis
7. Review NCLEX scores and analyze trends
8. prepare an annual report and share it with the Baccalaureate Committee, which will develop an action plan.
9. Follow-up with faculty via written communication regarding necessary adjustments to the courses
10. Monitor and evaluate course changes during the following academic year.

Section 8 – Graduate Group / DNP Executive Committee

A. Membership

Chair, Nursing Department, Fresno State
 Director, Nursing, San Jose State
 Co-Director DNP Program , Fresno State
 Co-Director DNP Program, San Jose State
 Co-Coordinator DNP Program, Fresno State
 Co-Coordinator DNP Program, San Jose State

B. Term

2 years

C. Responsibilities

1. establish and administer a graduate program of instruction and scholarship leading to the DNP degree
- 2, insure conformance with all regulations of the policies and procedures of the California State University system and the Graduate Divisions at California State University Fresno and San Jose State University within the DNP program
2. Assist with recruitment
3. Provide information to potential applicants through individual communication and group information sessions.
4. Evaluate applicants for admission into the DNP program
4. Evaluate curriculum and revise as needed
5. evaluate administrative structure and policies of DNP program and make necessary changes following university policy
2. Serve on subcommittees
3. advise and mentor students
4. chair student committees (qualifying examinations and doctoral project)
5. teach courses
6. remain active in professional scholarship.

Article VII. Committee Functions and Procedures

Section 1 - Department Committee Guidelines

1. Each full-time faculty member is expected to serve on the Faculty Council and a departmental standing committee and other committees as elected or assigned. Tenured faculty members also serve on the Personnel Committee.
2. Committee assignments are tentatively made at the end of spring semester and completed at the beginning of fall semester by the Faculty Council.
3. Committees are composed of a minimum of three full-time faculty members, at least one of whom is tenured or tenure-track.
4. Committee assignments, unless otherwise specified, are a one year appointment with a minimum of one member continuing on each committee from the previous year.
5. All documents prepared for inclusion in the Faculty Handbook shall be submitted to the Faculty Council for review and recommendation.
6. All agendas and minutes must be distributed to faculty for review at least four working days in advance of meetings.
7. A chair is to be elected by each committee, preferably at the end of spring semester, and no later than the first meeting in the fall. Responsibilities of the chair are:
 - a. Schedule and preside at meetings.
 - b. Prepare and distribute an agenda four days prior to meetings.
 - c. Organize and allocate work of the committee.
 - d. Process recommendations to appropriate personnel or bodies.
 - e. Present goals and periodic reports to the Faculty Council.
 - f. Develop goals for ensuing year in conjunction with the committee.
 - g. Maintain a committee notebook and calendar.
 - h. Submit annual report to Department Chair prior to end of spring semester.
8. Personnel Committee chair has added responsibilities as described in Personnel Committee functions.
9. A recorder may be elected for a one year term or selected on a rotating basis and is responsible for writing and directing distribution of the minutes of each meeting. Staff may assist with this as available.
10. Copies of all committee minutes are to be filed in the department office.
11. The California Nursing Student Association (CNSA) and the graduate student body may each select one voting member to the following committees: Faculty Council, NRC, Research, Student Affairs and Baccalaureate Curriculum. A graduate student may be elected to the Graduate Curriculum Committee.

Section 2 – Quorum. A quorum shall consist of a simple majority of the total membership of the body.

Section 3 – Conduct. Meetings shall be governed by *Robert's Rules of Order Revised*.

Section 4 - Ad Hoc Committees. Ad hoc committees may be established by the Chair or committees as deemed necessary for departmental functioning.

Section 5 - Amendments to the Bylaws

- A. Amendments may be initiated by a simple majority of the full-time faculty.
- B. Amendments must be approved by two-thirds of the Faculty Council attending the meeting at which they are presented.

Section 6 - Committee Minutes

- A. Committee minutes shall be distributed by the recorder to all committee members in time for review prior to the next scheduled meeting.
- B. Copies of minutes are filed in the department office and may be requested with the exception of Personnel minutes which may be reviewed by committee members only.

Section 7 - Voting. Voting will be done in accordance with the Articles of Governance of the College of Health and Human Services.

**PART III
POLICIES AND PROCEDURES**

Faculty Position Responsibilities

For complete information regarding expectations of faculty, refer to the California State University, Fresno Faculty Handbook, Academic Policy Manual, Memorandum of Understanding, and Board of Registered Nursing (BRN) Accreditation Reports.

Qualifications in Addition to University Requirements:

- A. Current R.N. licensure in California.
- B. Tenure and Probationary: Master of Science degree in Nursing and Doctorate degree with clinical specialization in nursing or allied area.
- C. Lecturer (Temporary Faculty Position): Master of Science degree in Nursing. Candidates with Bachelor's degree enrolled in Master's degree in Nursing program may be considered (Graduate Assistant/Graduate Teaching Assistant).
- D. Minimum one year full-time clinical experience in nursing including specialty area per CA BRN regulations.

Responsibilities:

A. University

- 1. Observe the University calendar in relation to faculty assemblies, registration, vacations, examination week, and grading policies.
- 2. Improve expertise as a teacher, scholar, professional nurse, and citizen through formal and informal study, research, attendance at meetings, and participation in professional and educational organizations and community activities.
- 3. Advise majors and prospective majors during specified office hours and by appointment as necessary.

B. Department

- 1. Maintain expertise in area of teaching specialty.
- 2. Complete department orientation program.
- 3. Orient to clinical agency and function within their institutional structure and expectations.
- 4. Assume teaching assignment per department schedule (the normal teaching load is 12 weighted teaching units (WTU) plus 3 WTU non-instructional duties).
- 5. Notify students in writing if they are not maintaining at least a C grade in undergraduate courses or a B grade in graduate courses and send copies to lead teachers and/or Coordinator.
- 6. Prepare end of semester summaries of student clinical performance for placement in student files.
- 7. Participate in department committees as elected, assigned, and/or needed, including course planning committees.
- 8. Prepare for and attend faculty and committee meetings.
- 9. Prepare RTP and/or evaluation materials in a timely manner including making arrangements for peer visits and providing materials for peer reviewers. (Refer to Peer Evaluation Procedure.)
- 10. Participate in ongoing curriculum development, implementation, evaluation, and revision.
- 11. Probationary faculty conduct peer evaluations of temporary faculty, serve on search committees, and vote on certain personnel matters as outlined in the handbook.
- 12. Serve on thesis committees.
- 13. Meet departmental due dates for submission of secretarial work as directed and coordinated by department secretary including examinations, syllabi, grant proposals, RTP materials, requests for leaves and awards, etc.

Part-Time Faculty

A. Qualifications

1. Same as full-time faculty as stated above. Any exceptions shall be approved by the Personnel Committee.

B. Responsibilities

1. Assume responsibilities B. 2, 3, 5, 6, 9, and 13 of the above section.
 - a. Complete department orientation program.
 - b. Orient to clinical agency and function within their institutional structure and expectations.
 - c. Assume teaching assignment per department schedule.
 - d. Notify students in writing if they are not maintaining at least a C grade in undergraduate courses or a B grade in graduate courses and send copies to lead teachers and/or Coordinator.
 - e. Prepare end of semester summaries of student clinical performance for placement in student files.
 - f. Participate in department committees as elected, assigned, and/or needed, including course planning committees.
 - g. Prepare for and attend faculty and committee meetings.
 - h. RTP and/or evaluation materials in a timely manner including making arrangements for peer visits and providing materials for peer reviewers. (Refer to Peer Evaluation Procedure.)
 - i. Meet departmental due dates for submission of secretarial work as directed and coordinated by department secretary including examinations, syllabi, etc.
2. Evidence expertise in the area of the teaching assignment.
3. Attend and participate in course committees.
5. Contribute to syllabus, examinations, and course material evaluation and revision.
6. Submit student records and copy of grades to lead teacher at end of semester.

Department Assigned Time

Department assigned time will be allocated by the Chair as determined by need and available resources/funding.

The University does not specify the number of hours to be invested per unit of assigned time. It is not possible to assign a specific expectation since the weekly commitment may vary with the task dependent upon whether the function is advising, coordinating, research, or service.

Resignation

Reasonable notice should be given to the University in the event of resignation. April is recognized as a standard in the teaching profession for tenured and probationary faculty. An earlier date, if possible, will assist with departmental planning.

Nomination of Department Chair Procedure

A. General Statement

- A. The qualification of candidates for Department Chair shall be in accordance with policies of the California Board of Registered Nursing, The Commission on Collegiate Nursing Education, and the University, including the Policy on Affirmative Action (MOU). Department eligibility is specified in the Department of Nursing Bylaws of this document.
- B. The nomination process shall be conducted every four (4) years or upon the anticipated vacancy of the Chair position.
- C. The decision whether or not to conduct an internal or national search will be recommended by the Personnel Committee.

B. Initiation of the Search

- 1. When the current Chair decides not to complete a term or seek reappointment, the search process should begin immediately.
- 2. In the third year of a four year term, the recommendation to initiate an internal or national search or request the current Chair to continue shall be made by the Personnel Committee by April.
- 3. Recommendations regarding searches shall be submitted to the Provost/Vice President for Academic Affairs via the Dean of the College of Health and Human Services.

C. Search Procedure

- 1. A search committee shall be established immediately upon approval of the Provost/Vice President for Academic Affairs.
- 2. Membership of the committee shall consist of five members. Composition shall include, but not be limited to: two full-time tenured faculty members, one chair from another department, and one ex officio tenured faculty member appointed by the University Affirmative Action Officer.
- 3. Search committee members are nominated and elected by the Personnel Committee.
 - a. The first ballot is a nominating ballot.
 - b. The second ballot is an election ballot.
 - c. The Chair is nominated, elected, and recommended by the Personnel Committee and shall be a tenured faculty member from the Department of Nursing.
- 4. A faculty member who is a candidate for Chair may not serve on the search committee.
- 5. The operational procedures shall be determined by the search committee in conformance with University policy.
- 6. If a national search is conducted, the procedures for nomination of fulltime faculty must be followed.
- 7. The search committee shall be responsible for seeking and processing applications.
- 8. The search committee shall screen all applicants. Solicited written comments from administrators, temporary, probationary, and tenured department and other faculty, students, and the health service community shall be included in the review.

D. Nomination Process

- 1. After a national search the committee shall prepare a list of two or more nominees in rank order. This is forwarded to the Personnel Committee.
- 2. In the event of an internal search, the committee may recommend one or more candidates.
- 3. The Personnel Committee shall vote by ballot on the recommendation of the search committee.
- 4. The recommendation of the Personnel Committee shall be forwarded to the Dean of the College of Health and Human Services.

Student Evaluation of Instruction Procedure

General Information

- A. The purpose of student evaluations is to assist faculty members in the improvement of teaching effectiveness and to provide information about teaching performance for use in faculty personnel decisions. Student evaluations are trustee mandated and the University Policy must be adhered to in the implementation of this procedure.
- B. Evaluations are to be conducted during regularly scheduled lecture or clinical classes. All evaluations will remain sealed until after grades are recorded.
- C. The chair of the Department, will prepare a Summary Report for probationary and temporary faculty and those tenured faculty members subject to five year review. The Personnel Committee chair will assign tenured faculty evaluators to prepare the summary report for tenured faculty members not subject to promotion or five year review. Both quantitative data and written comments will be included in the Summary Report.
- D. Logistics:
 - 1. Computer forms will be processed at the end of each semester and distributed to faculty members after tabulation.
 - 11. Student evaluation comments will be given to faculty members after grades are submitted.
 - 12. The Department chair will draft the Summary Report of Student Evaluation in consultation with the evaluatee.
 - 13. The summary Report should be written as soon as possible in order to be utilized effectively for the improvement of teaching.
 - 14. The final Summary Report will be reviewed and signed by the evaluator(s) and evaluatee.
 - 15. The evaluatee may respond to the Summary Report in writing to accompany it for Personnel Committee consideration.
 - 16. The Summary Report will be submitted with Peer Evaluation materials for personnel recommendations and filing per University policy.

Policy on Assessment of Teaching Effectiveness

Teaching is central to the mission of the University and, therefore, its effectiveness must be assessed. The dual purpose of the assessment of teaching effectiveness is to provide the individual instructor with specific information to enhance instruction and to provide information for use in personnel actions. The primary responsibility for assessing all aspects of teaching effectiveness rests with the faculty.

This policy establishes the framework for the assessment of teaching effectiveness, including procedures for the two major components of the assessment: (1) reports of classroom visits by peers and (2) student evaluation of instruction.

Although the reports of classroom visits by peers and student evaluation of instruction are the principal components of assessment of teaching effectiveness, additional information such as review of textbooks, course syllabi, representative assignments, examinations, and student projects should be incorporated into the assessment. Care should be taken to examine the number of course preparations, level and type of classes taught (graduate, undergraduate, required, elective, etc.), the instructional format (lecture, discussion, lab, seminar, etc.), time of day and length of class period, and any other factors which may affect teaching effectiveness or its assessment. Individuals involved in the assessment of teaching effectiveness must be most careful to avoid bias based upon race, color, religion, national origin, marital status, pregnancy, age disability, veteran's status, sexual preference, or sex. Everyone also must be alert to the possibility of such bias on the part of others.

Statistical data must be analyzed in the context of the foregoing paragraphs and with the realization that serious limitations exist relative to the accumulation and analysis of such data. For example, because the precision of most student ranking data is limited, computations such as arithmetic means should be reported only as whole numbers or to the first decimal place. Frequency distributions are an appropriate way of illustrating results of student evaluations and, generally, are less likely to lead to over interpretation of data than other mathematical computations which may suggest more precision than actually exists. The assessment of statistical data should always attempt to identify and focus upon patterns of performance rather than upon idiosyncratic responses.

Statistical data shall not be the only information considered in evaluating teaching effectiveness. Department faculty are expected to go beyond the examination of numerical data and the comparisons of numerical rankings in their assessment of teaching performance. Qualitative analyses of reports of classroom visits by faculty peers as well student evaluations and assessment of course materials should provide a non quantitative component to the overall assessment of teaching effectiveness.

- I. The assessment of teaching effectiveness should address at least three basic components of instruction: subject matter, organization, and delivery.
 - i. *Subject Matter.* The assessment of subject matter consists of an evaluation of the instructor's knowledge of the subject matter and how this knowledge is reflected in the content of the course. Because of their subject matter expertise, faculty peers are in the strongest position to assess this component; thus, their judgment, normally should carry greater weight than student comments.
 - ii. *Organization.* The assessment of organization consists of an evaluation of the design of the course as described in the courses syllabus and any related materials, the consistency with which class sessions reflect the syllabus, and the organization of individual class sessions. Although faculty peers are better prepared to evaluate the overall organization of a course, students may be better able to assess the organization and interrelationship of class sessions. Thus, both faculty and student evaluations normally should have substantial weight.
 - iii. *Delivery.* The assessment of delivery consists of an evaluation of the instructor's ability to transfer knowledge, to motivate students, and to encourage inquiry. Because students are in a position to evaluate delivery over the entire semester,

their comments normally should be given substantial weight. Faculty peer observations provide additional information for the assessment of delivery.

DEPARTMENT OF NURSING POLICY ON ASSESSMENT OF TEACHING EFFECTIVENESS

APM 322 is the official policy on the Assessment of Teaching Effectiveness. This Departmental policy is designed to further define requirements at the Departmental level as specified in APM 322.

STUDENT RATINGS OF INSTRUCTION

Each faculty member shall have all classes rated by students annually as per BRN requirements.

While the IDEA Short Form will be the standard paper instrument for the campus, faculty may elect to use either the Diagnostic Form or Online version.

Student ratings of instruction shall be assessed to identify patterns and trends of teaching performance and effectiveness. It is expected that the faculty member shall meet or exceed the department standard **3.0 out of 5.0** using adjusted or unadjusted scores, whichever are higher, on a regular basis; however, it is more important to evaluate on the basis of multi-year trends rather than focusing on a single course or narrow time frame.

PEER EVALUATIONS

1. Frequency

- a. For full-time temporary faculty, one class each semester.
- b. For probationary faculty, one class each semester to include as many different courses as possible.
- c. For tenured faculty, one class each academic year on a rotating basis such that during a five year period the maximum number of different courses is evaluated.

2. Faculty will use the attached Departmentally approved form to evaluate Course Content, Instructional Design, Instructional Delivery and Assessment methods.

OVERALL

The Department will follow the guidelines in APM 325, APM 327 and APM 328 when electing committees selected to prepare the overall evaluation of teaching.

APPROVAL PROCESS

Departmental policies will be submitted to the appropriate School/College Dean and to the Provost for review and approval.

PEER EVALUATIONS

Last Updated: 9.16.11

- A. 1. Frequency
- B. a. For full-time temporary faculty, one class each semester.
- C. b. For probationary faculty, one class each semester to include as many different courses as possible.

- D. c. For tenured faculty, one class each academic year on a rotating basis such that during a five year period the maximum number of different courses is evaluated.
 - E. 2. Faculty will use the attached Departmentally approved form to evaluate Course Content, Instructional Design, Instructional Delivery and Assessment methods.
 - F. OVERALL
 - G. The Department will follow the guidelines in APM 325, APM 327 and APM 328 when electing committees selected to prepare the overall evaluation of teaching.
 - H. APPROVAL PROCESS
 - I. Departmental policies will be submitted to the appropriate School/College Dean and to the Provost for review and approval.
- Last Updated: 9.16.11

IV. Confidentiality

Information obtained from peer visitation reports and/or student evaluation questionnaires shall be confidential. Possession or use of this information shall be restricted to:

- A. The instructor, who may at his/her discretion, make such information available to others;
- B. Those charged with conducting evaluations or administering this policy;
- C. Those with access to the Open Personnel File.

V. Administration of Reports of Classroom Visits by Peers

A. Conducting Classroom Visits by Peers

- 1. Only tenured and probationary faculty shall conduct classroom visits by peers. Although participants in the Faculty Early Retirement Program and tenured faculty being considered for promotion may not participate in personnel actions, they may conduct classroom visits pursuant to this policy.
- 2. Prior to the classroom visit(s), the evaluator and the faculty member should discuss a plan for the evaluation, including the examination of relevant materials such as textbooks, syllabi, representative materials, and examinations.
- 3. The evaluator should avoid any unnecessary disruptions of normal classroom activities.
- 4. Multiple classroom visits by one or more evaluators are expected in order to provide a more complete perspective of classroom performance.
- 5. Any information placed in the Open Personnel File must be identified by source.

B. Reports of Classroom Visits

- 1. Using the approved departmental or school format, a written report on each classroom visit should be prepared by the evaluator. Multiple visits by the same evaluator may be combined into a single report. The report should include specific classroom observations upon which the assessment is based and, minimally, reference should be made to subject matter, organization, and delivery (see above).
- 2. The evaluator and the faculty member should discuss the visit prior to the submission of the written report to the Department Chair.

3. Each report shall be signed by the evaluator and submitted to the Department Chair for placement in the Open Personnel File following appropriate notification.

VI. Administration of Questionnaires for Student Evaluation of Instruction

A. Administration of Questionnaires

1. Questionnaires shall be administered under the direction of the College Dean. The Dean will issue written instructions which identify the individuals who will administer the student evaluations and the written and/or oral instructions to be given to the students.

B. At a minimum, the instructions shall include:

1. Advising the students that the dual purpose of the evaluations is to enhance teaching effectiveness and to provide information for use in personnel actions, if any.
2. Informing the students of the procedures for using the questionnaires.
3. Informing the students that the original, or a copy of the original, of the comments (if any) will be given to the instructor.
4. Assuring the students that the evaluation results will not be made available to the instructor until after the final grades have been turned in.

C. The instructor being evaluated may not be present in the classroom during the administration of the questionnaire.

D. The person administering the questionnaire shall not interview students before, during or after the class session.

E. The evaluations shall occur within the last four weeks of the semester.

F. Analysis of Student Evaluation Data

1. Quantitative Results

- a. A written interpretation of the quantitative results of the student evaluation shall be prepared by the department. This interpretation shall be known as the Summary Report.
- b. Each Summary Report should include an explanation of how the questionnaire results support the generalizations, interpretations, and conclusions made.
- c. The quantitative portion of the questionnaire shall be assessed in the Summary Report with comparisons to appropriate data (means, modes, medians, etc.) for the department. Quantitative computations should be reported only to the first decimal place and differences of a few tenths between scores should be considered insignificant. Item frequency distribution of student responses are an appropriate way to display results.
- d. The instructor should receive a copy of the quantitative data and a copy of the Summary Report. In the interest of instructional improvement and fairness to retention/ tenure/ promotion candidates, these copies should be provided to the

instructor as soon as possible after final grades are turned in. Candidates for retention/tenure/promotion should have priority over temporary and tenured faculty in the receipt of this information.

- e. After final grades are turned in by the instructor, the Summary Report shall be placed in the Open Personnel File.

2. Open-Ended Comments

- a. The department may require that a written summary of the open-ended student comments be prepared for each instructor for inclusion in the Summary Report. The summary of open-ended comments should be a generalization of the comments and should neither focus upon isolated remarks nor be simply a listing or typed iteration of the individual comments.
- b. The instructor shall receive the original, or a photo copy of the original, open-ended comments.
- c. In the interest of instructional improvement and fairness to retention/tenure/promotion candidates, these copies should be provided to the instructor as soon as possible after final grades are turned in. Candidates for retention/tenure/promotion should have priority over temporary and tenured faculty in the receipt of this information.

VII. Preparation of an Overall Evaluation of Teaching Performance

For recommendations regarding personnel actions, the written reports of classroom visits by peers and the Summary Reports of student evaluations along with other appropriate information in the Open Personnel File shall be assessed to identify patterns and trends of teaching performance and effectiveness. These assessments, at a minimum, shall include discussions of subject matter, organization, and delivery as outlined in Section I above.

VIII. Summary of Needed Department/College Policy Decisions

In accord with the foregoing provisions, departments or schools should adopt questionnaires and forms for student evaluations and classroom visits by peers and develop written policies/procedures which describe:

- A. The frequency (if the minimum described above is to be exceeded) and scheduling of student evaluations and classroom visits by peers.
- B. Whether or not the instructor will be notified beforehand of the date(s) for the classroom visits by peers.
- C. Whether or not a summary of open-ended comments will be included in the Summary Report.
- D. How faculty peers will be selected to make the classroom visits.
- E. How faculty peers will be selected to prepare the Summary Reports.

Instructor Procedure

- A. The Department will coordinate the administration of the student evaluation during the didactic course by the Department chair or designated department staff to proctor the evaluation.
- B. The assigned proctor in team taught courses will obtain the following materials for the evaluation from the department office:
 - 1. Envelopes with instructors name, number and label for sealing. a. one for computer forms. b. one for comments.
 - 2. Rating scale and answer sheet for each student.
 - 3. Comment sheet for each student.
 - 4. Administration procedure for proctor.
- C. Only the appointed proctor may be in the room during the evaluation process. The evaluatee(s) may not be in the same room.
- D. A maximum of fifteen minutes per instructor is allotted for completion of the evaluation after the proctor has read the instructions for administration of the evaluation.
- E. Upon completion of the evaluation, the proctor will collect the forms, place them in the appropriate envelopes and seal them. The instructor will return to the room and both the proctor and instructor will initial and date the seal.
- F. Return envelopes and forms to the department office no later than the day following the administration of the evaluation.

Administration Procedures

To be distributed with evaluation forms and read by faculty or staff proctor immediately prior to administration of the student evaluation of teaching effectiveness.

General Statement

There are two purposes for this evaluation. The primary purpose is to assist the instructor in the improvement of teaching effectiveness. A secondary purpose is to provide information about class effectiveness for use in future course decision. Constructive evaluation and written comments are helpful to the instructor. Comments should relate to general performance over the semester rather than isolated incidents. The evaluation results will not be made available to the instructor until after final grades have been submitted.

Specific Directions

To be read to the class by the faculty member or staff proctor after handing out the tools. Emphasis must be placed on following the exact directions under the subheading of students. This will aid in the tabulation process. Staff or faculty proctors must follow the exact directions listed under proctor. This will help to tabulate the results faster.

- A. Students

1. Write instructor's name and identification number on computer form and comment sheet.
2. Complete computer form using a number two pencil only (No pens or markers).
3. Mark only numbers between 0 and 5. This is the only number scale used.
4. Mark only one answer per line or item.
5. Erase completely all answers or marks that are not part of the evaluation.
6. Written comments are helpful and constructive for instructors in helping them to prepare for future classes. Write comments on comments sheet.
7. Comments may be signed by student or remain anonymous.
8. Return the computer form and questionnaire and comment sheets to the proctor. Separate these forms into three separate piles to speed up tabulation process.

B. Proctor

1. Sort the computer form and questionnaire and comment sheets into three separate piles. Make sure that the forms are right side up and going the same way.
2. Put the computer sheet into the "course evaluation" envelope.
3. Place the comments sheets that have written comments into the "course comments" envelope provided. Do not place unused sheets into this envelope.
4. Be sure all sheets are put into correct envelopes with special care if more than one course is being evaluated.
5. Request instructor to return to room and both sign the seals on the envelopes.
6. Arrange with instructor to return envelopes and unused forms to the Department of Nursing.

Peer Evaluation of Teaching Effectiveness Procedure

A. Peer evaluations of faculty are to be conducted in accordance with University policies, procedures, and guidelines as specified in the APM and MOU.

B. Specific consideration will be given to the *Faculty Position Responsibilities* as outlined in the Department's Faculty Handbook.

C. Assignments:

1. The Personnel Committee chair shall develop and disseminate the schedule for evaluation of tenured, probationary, and temporary faculty members within the first three weeks of the semester.
2. Either evaluator or evaluatee may request a change of assignment within one week of distribution of the schedule. The request must be in writing.
3. Evaluators shall contact evaluatees to initiate the process.
4. The Personnel Committee chair shall establish the due date for peer evaluations and RTP materials in consultation with the Department Chair and secretary to meet College/University deadlines.

D. Orientation to the process:

1. All new faculty will be oriented to departmental personnel procedures by the Department chair.
2. New probationary faculty shall attend the University orientation to the RTP process.

E. Timing and extent of peer evaluations:

	Temporary	Probationary	Tenured
Timing	First time course taught: Then one course every other year	Two course each semester during the probationary period	Yearly
Evaluators	One tenured or probationary faculty	Two tenured faculty	One tenured faculty
Criteria	Teaching currency advising committee work (if full-time)	RTP criteria	Teaching currency advising committee work
Forms	Peer evaluation form	Form A and/or B	Peer evaluation form
Class Visits	Representative	Lecture and clinical	Representative
Placement of Materials	Open Personnel File	Open Personnel & RTP Files	Open Personnel File
University Policy	APM 322 -1 to 322 - 6	APM 322 -1 to 322 - 6	APM 322 -1 to 322 - 6

F. Guidelines for preparation of Peer Review materials:

1. Evaluatees are responsible for:

- a. Providing the necessary materials for evaluators to review;
- b. Adhering to established department, school, and University deadlines;
- c. In addition, probationary faculty members are responsible for preparing a RTP binder that is:
 - i. In accord with University guidelines (consult APM for format);
 - ii. Succinct and indicative of activities at CSUF (material from prior positions shall be removed after the first year of employment);
 - iii. Representative of the person's individual contribution to group projects (e.g., syllabus, exams).

2. Evaluators are responsible for:

- a. Preparing a summary in consultation with the evaluatee;
- b. Preparing forms related to peer evaluation;
- c. Holding a conference and reviewing evaluation forms with the evaluatee.

3. The department secretary is responsible for:

- a. Typing and reproducing evaluation materials submitted by due date;
- b. Submitting forms and RTP data to the appropriate body.

**California State University, Fresno
UNIVERSITY-WIDE PEER EVALUATION FORM
Department of Nursing**

Instructor Evaluated: _____

Rank: _____ Course: _____ Term/Year: _____

Date of Classroom Visitation: _____ Date Discussed with Instructor: _____

Name of Evaluator _____ Signature: _____

Ratings Scale: 5 = superior | 4 = above average | 3 = average | 2 = below average | 1 = weak

Category	Rating (1-5)
A. Course Content. The assessment of course content shall include a review of the currency of the content of a course, the appropriateness of the level of the content of a course, and the appropriateness of the sequencing of the content to best achieve the learning objectives for the course.	
COMMENTS: 	
B. Instructional Design. The assessment of the instructional design of the course shall include a review of learning objectives, syllabi, instructional support materials, organization of lectures, and the use of technology appropriate to the class.	
COMMENTS: 	
C. Instructional Delivery. The assessment of delivery shall include a review of oral presentation skills, written communication skills, skills using various forms of informational technology, and the ability to create an overall environment conducive to student learning.	
COMMENTS: 	
D. Assessment Methods. The evaluation of assessment methods shall consist of a review of the tools, procedures, and strategies used for measuring student learning, and providing timely and meaningful feedback to students.	
COMMENTS: 	

Additional comments may be included on the reverse side of this form.

APM322c

Approved for use by Department 9/16/11

Course Evaluations Administration Procedures

Course Evaluations are required for all courses each semester. The Course Evaluation requests information on the effectiveness of the course in meeting the stated objective and is not faculty specific. The Course Evaluation is distributed by the Department chair or designated staff during last class session. The lead faculty are responsible for reviewing and summarizing the numeric data and submitted comments. The Course Evaluations assist in course assessment, evaluation, and revision.

Specific Directions

To be read to the class by the proctor after handing out the tools. The Course Evaluation reflects the lecture and clinical courses and the information will assist the faculty in course planning.

Course Evaluation Form

CALIFORNIA STATE UNIVERSITY, FRESNO
Department of Nursing

COURSE EVALUATIONS

Course # _____ Course Name _____

Overall rating of this course.

Excellent 5 4 3 2 1 Poor

Please comment on the following: Write on the back if more space needed.

Aspects of the course which have been most valuable to you:

Suggested changes that would have enhanced your learning. Please be as specific as possible

CALIFORNIA STATE UNIVERSITY, FRESNO
Department of Nursing

Course Evaluation Summary Guidelines

Include a summary of actions and evaluation of outcomes. Further, indicate in the current course committee meeting minutes that you reviewed and completed the form.

Course Number & Name: _____ **Semester:** _____

The number of students reporting: _____

The average rating of this course: _____

Summary of aspects of the course which have been most valuable to the student:

Summary of suggested changes from the students.

Summary of Course Committee actions:

Evaluation:

Student Assignment to Clinical Classes

Students enroll into clinical classes at <http://www.csufresno.edu>. Enrollment into clinical is based on a first come first serve basis.

Faculty Grievance

"A grievance is an allegation concerning a claimed violation, misapplication, or misinterpretation of a specific term or provision of the Memorandum of Understanding" (MOU). For complete information, refer to Article 10 of the MOU.

Faculty Leaves of Absence

The three types of faculty leaves currently available are: sabbatical with pay, difference-in-pay, and absence without pay. These are described in the California State University, Fresno Faculty Handbook. For complete information on eligibility, criteria, and procedures, refer to the Academic Policy Manual.

Alternative Clinical Assignments

Faculty members may give one alternative assignment during a semester per clinical section for the purpose of attending a professional meeting or continuing education workshop. It is important to notify the department office and clinical agency prior to the proposed absence.

Faculty Orientation Guidelines

- A. New faculty orientation will be conducted by the Department Chair or designee during the first week of the semester of employment. The faculty orientation checklist will be reviewed and appropriate materials provided to faculty members.
- B. Lead teachers will assist new faculty members in arranging clinical facility orientation.

Cheating and Plagiarism

A. Cheating. Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts occur in relation to examinations. It is the intent of this definition that the term cheating not be limited to examinations situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

B. Plagiarism. Plagiarism is a specific form of cheating that consists of the misuse of the published and/or unpublished works of others by misrepresenting the material so used as one's own work.

Judicial Affairs: Policy on Cheating and Plagiarism

<http://www.csufresno.edu/judicialaffairs/conduct/cheating.shtml>

The Policy on Cheating and Plagiarism can be found at:

<http://www.csufresno.edu/aps/documents/apm/235.pdf>

The Faculty Form to Report Cheating/Plagiarism can be found at:

http://www.csufresno.edu/aps/documents/apm/cheating_plagiarism_form.pdf

**California State University, Fresno
Department of Nursing**

Faculty Orientation Checklist

Date and initial when item has been discussed, read, or completed and review periodically. Submit to Personnel Committee chair or designee at the end of academic year.

1. Introductions

- a. Faculty _____
- b. Staff _____
- c. Campus _____

2. Organizational Structure

- a. University _____
- b. School _____
- c. Department _____
- d. Faculty Committees _____

3. Faculty Position Responsibilities

- a. Office Hours _____
- b. Absences _____
- c. Advising _____
- d. Teaching Assignment _____
- e. Office Assignment _____
- f. Supplies _____
- g. Guidelines for materials for typing or copying _____
- h. Telephone _____
- i. Bookstore, ordering books _____
- j. Benefits (insurance/payroll, etc.) _____
- k. Evaluations (peer, student, course) _____
- l. RTP and evaluation responsibilities _____
- m. Personnel files _____
- n. Part-time faculty guidelines _____
- o. Instructional mileage _____
- p. Thesis committee membership _____
- q. Campus parking _____
- r. Clinical facility orientation _____

4. Curriculum

- a. Philosophy _____
- b. Conceptual Framework _____
- c. Objectives _____
- d. Prerequisites and sequencing _____
- e. Neuman Systems Model _____

5. Faculty Development

- a. CSUF _____
- b. Department of Nursing _____
- c. Research and special projects _____
- d. Graduate Office _____
- e. Fee waivers _____
- f. University Lecture Series _____

6. Learning Resources

- a. University Library _____
- b. Nursing Resource Center _____
 - 1. NRC Coordinator _____
 - 2. Media _____
 - 3. Computer Lab _____
 - 4. Projection room _____
 - 5. Supply Control _____
- c. University instructional Media Center _____
- d. Examination analysis _____
- e. Computer services _____

7. Student Services

- a. Counseling _____
- b. Health Center _____
- c. Financial Aids Office _____
- d. Advising and orientation _____
- e. Tutoring services _____
- f. CNSA _____

8. University Policies and Procedures

- a. Academic Affairs Departmental Notebook _____
- b. Academic Policy Manual and MOU _____

9. Materials For Faculty Member

- a. CSUF Catalog _____
- b. Schedule of Courses _____
- c. University Faculty Handbook _____
- d. Department Faculty Handbook _____
- e. Department Student Handbook _____
- f. Orientation schedule _____
- g. Orientation checklist _____
- h. Department brochures _____

10. Miscellaneous

Nursing Resource Center Checkout Procedure

- A. Materials may be checked out during the hours posted on the door of McL 180 Monday through Friday. Faculty may not check materials out to students.
- B. Selected materials are located in the glass cabinets in McL 180. Faculty may use these materials, but the materials should be returned immediately to the cabinet.
- C. Equipment and teaching aids may be checked out by faculty for three days. The appropriate requisition must be filled out and left with the secretary in McL 180. Late fees will be collected from both faculty and students.
- D. Nursing Resource Center hours will be posted each semester.
- E. Students needing assistance with clinical practice skills may be referred for additional practice by making arrangements with the NRC Coordinator.

Administrative Policy Statement: Security and Protection of Equipment

Property accounting procedures are designed to maintain uniform accountability for State property. The combination of accurate accounting records and strong internal controls must be in place to protect against and detect the unauthorized use of State property. For purposes of this policy, University personal property is limited to moveable, tangible property: i.e., equipment, furniture, computers, works of art, etc., owned by the University, including property acquired by gift. All University employees, and/or users of University property shall not give, sell, loan, lease, license, pledge, hypothecate, encumber, exchange, or dispose of University property without appropriate administrative review. Lost, stolen, or destroyed equipment will be charged against responsible individuals if negligence was involved.

The following guidelines and attachments are provided to ensure that each school and department undertake maximum effort to guard University property from danger of risk or loss.

1. Designate a staff person or persons as Property Control Designee(s). The Property Control Designee is responsible for the maintenance of property records and assist with the accountability of equipment assigned to their area. Complete Attachment "A", and return to the Purchasing Department, attention Property Control.
2. The "Equipment Check-Out Agreement", Attachment "B", aids in the accountability of University property in use off campus. The use of State property off campus is not encouraged, but allowable for the purpose of conducting State business. The "Equipment Check-Out Agreement", is retained by the Property Control Designee until the property is returned to campus.
3. It is important that lost or stolen equipment is reported in a timely manner. The "Equipment Loss Report", Attachment "C", is completed after campus police are notified. Retain copy for your records and forward the original to the Purchasing Department, attention Property.
 - a. These procedures require your assistance to be effective at securing and protecting State property.

Handbook Approved by Faculty September 17, 2010