

GRADUATE AND POST BACCALAUREATE STUDENT COURSE REPEAT POLICY AND PROCEDURE

Definition Graduate and post baccalaureate students may repeat up to two (2) courses in order to meet graduation requirements. Repeating a course does not expunge the earlier attempt from the student's record, but it may improve the student's grade point average (GPA). ~~The This following policy, is~~ applicable only to non-thesis courses taken at CSU San Marcos, ~~will be followed when allowing graduate and post-baccalaureate students to repeat courses:~~

Authority President of CSU San Marcos.

Scope Graduate and post baccalaureate students.

- 1
2 1. A course taken at CSU San Marcos in which a grade of B- (2.7 ~~grade points~~) or less is
3 received, may be repeated once for purposes of omitting ~~a prior~~ the original grade from
4 the GPA calculation and satisfying GPA requirements. A course taken at CSU San
5 Marcos in which a grade of NC is received may also be repeated. All course repeats
6 should ~~be done in~~ involve consultation with the graduate program advisor.
7
- 8 2. When a course is repeated, both the original grade and the grade earned in the repetition
9 will appear on the transcript.
10
- 11 3. If a course previously taken for ~~a point grade a letter grade (including plus/minus~~
12 grading) is repeated for a grade of CR/NC, the original grade(s) will ~~continue to~~ be
13 calculated in the GPA.
14
- 15 4. Unless ~~the a~~ student submits a Graduate Student Course Repeat Request Form to ~~the~~
16 Enrollment Services Information Center Cougar Central, both grades will be used to
17 calculate the student's GPA.
18
- 19 5. If a student submits a Graduate Student Course Repeat Request Form to ~~the Enrollment~~
20 Services Information Center Cougar Central, ~~then~~ the original grade earned ~~in the first~~
21 ~~course is~~ will be ignored omitted from the GPA calculation for the purpose of calculating
22 ~~the GPA~~. Since CR/NC grades do not enter into the GPA calculation, it is not necessary
23 to submit this form when repeating a course in which a grade of NC was earned.
24
- 25 6. A Graduate Student Course Repeat Request Form cannot be filed until the student has
26 completed the repeat. ~~—~~ A Graduate Student Course Repeat Request Form cannot be filed
27 if the student received a grade of CR, NC, F, I, RD, SP, ~~or~~ U, ~~when the course was~~
28 repeated. WU, RP, W, or IC when the course was repeated.
29
- 30 7. A maximum of two (2) different courses may be repeated within an approved graduate
31 plan of study at CSU San Marcos. The graduate program offering the degree is
32 authorized to may approve substitute graduate-level courses that may be taken in lieu of a
33 graduate-level course that the student wishes to repeat, when the original course is not

**GRADUATE AND POST BACCALAUREATE STUDENT
COURSE REPEAT POLICY AND PROCEDURE**

34 scheduled to be offered again within the term of the student's expected time to degree.
35 The substitute course must be taken after completion of the original course.

- 36
- 37 8. ~~Transfer courses are not counted in the repetition limits subject to this policy?. If a student~~
38 ~~has taken courses at other institutions, the policies of those institutions will be used in~~
39 ~~computing the overall GPA.~~
- 40
- 41 9. ~~A course repeated at another institution will may not replace the a course taken earlier at~~
42 ~~CSU San Marcos in the institutional GPA computation. Both the original course and the~~
43 ~~repeated course must be taken at CSU San Marcos.~~
- 44

CREDIT BY CHALLENGE EXAMINATION POLICY

1
2
3
Definition A policy concerning the use of challenge examinations to earn academic credit.

Authority Title V, CSU, and the President of the University.

Scope All CSUSM students.

4
5 | I. A student may elect to receive credit ~~for a course~~ by challenge examination for any course
6 | ~~approved-designated~~ by the academic discipline as ~~a course~~ eligible for challenge. The
7 | following restrictions apply:

- 8
9 | 1. Successful challenge of a course will result in a grade of *Credit*. Successfully
10 | challenged courses do not count against the limit on the number of courses that may
11 | be taken for a grade of *Credit/No Credit* and can be applied to major requirements
12 | with the approval of the major department.
13
14 | 2. Credit is recorded on the student transcript as awarded in the semester following the
15 | successful challenge of a course. Students challenging courses in the ~~S~~spring
16 | ~~s~~Semester have the option of having the credit reported in either the ~~S~~summer
17 | ~~s~~Session or the ~~f~~Fall ~~S~~semester. Students must pay all applicable ~~U~~niversity fees for
18 | the term in which the credit is reported on the transcript.
19
20 | 3. Credit by examination may not be used to fulfill the residency requirement. (Title 5,
21 | §40403)
22
23 | 4. A student must demonstrate competency in writing skills as part of the challenge
24 | examination.
25
26 | 5. Students may not challenge courses under the following circumstances:
27
28 | a. Students may not challenge courses in which they are currently enrolled.
29
30 | b. A student may not elect to challenge a course for which any grade (including
31 | “U”, “F”, “WU”, “IC”, “NC”, or “AU”) was received in a previous semester,
32 | for which academic renewal has been granted, or for which a prior challenge
33 | has been unsuccessful.
34
35 | c. A student may not challenge a course that is listed in the catalog as a
36 | prerequisite for a course in which academic credit has already been granted.
37
38 | 6. Students who successfully complete the challenge exam for a course for which the
39 | challenge was prohibited (as detailed above) will not receive credit.
40
41 | 7. Courses cannot be challenged to fulfill upper-division General Education
42 | requirements.

43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76

CREDIT BY CHALLENGE EXAMINATION PROCEDURE

1. Students may only challenge courses as described in the Credit by Challenge Examination policy.
2. Students must register for a Credit-by-Challenge Examination by printing a form available on the Registration and Records website and taking this to the department office of the department offering the course (or to CoBA advisors for Business Administration courses) by the end of the fifth day of classes in the semester. Students challenging courses in the spring semester must specify on the form whether they want to have the credit recorded during the summer session or the fall semester.
3. The department chair or equivalent will assign responsibility for conducting the examination to a faculty member. The assigned time code for conducting examinations is 17, and may be used to report this faculty activity
4. Examinations will be scheduled sufficiently early in the semester so that students and Registration and Records will receive the results prior to the beginning of the priority registration period for the next term.
5. The Registration & Records and Curriculum & Scheduling offices will create a course section in the next term that bears a notation indicating that the course was successfully challenged and register the students who have successfully challenged the course in this section. Students are automatically enrolled in that next term, and pay all relevant fees in accordance with established fee payment schedules for that term, and earn a grade of CR Enrollment in this course section is included in determining the State University Fee.
6. [To add a new course to the list of challengeable courses, department/program coordinator will notify the Office of Academic Programs, and the Office of Academic Programs will post it on the credit by challenge webpage, and notify Registration and Records which will update the credit by challenge form.](#)

GRADUATE PROBATION, DISQUALIFICATION, AND REINSTATEMENT POLICY

- 1 I. PROBATION
2
3 A. A student will be placed on *academic probation* if, during any academic term, the
4 cumulative GPA in all course work in the master's program falls below 3.0.
5
6 B. A student may also be placed on *administrative probation* by the dean of Graduate
7 Studies for any of the following reasons:
8
9 1. Withdrawal from all or a substantial portion of a program of studies in two
10 successive terms or in any three terms. (Note: A student whose withdrawal is
11 directly associated with a chronic or recurring medical condition or its
12 treatment is not to be subject to administrative probation for such withdrawal.)
13
14 2. Repeated failure to progress toward an educational objective, when such
15 failure appears to be due to circumstances within the control of the student.
16
17 3. Failure to comply, after due notice, with an academic requirement or
18 regulation, as defined by campus policy, which is routine for all students or a
19 defined group of students (examples: failure to complete a required
20 examination, failure to complete a required practicum, failure to comply with
21 professional standards appropriate to the field of study, failure to complete a
22 specified number of units as a condition for receiving student financial aid or
23 making satisfactory progress in the academic program).
24
25 C. ~~The A~~ student shall be advised of probation status promptly; and shall be provided
26 with the conditions for removal from probation and the circumstances that would lead
27 to disqualification, should probation not be removed.
28
29 1. Students whose GPA places them on academic probation shall be informed in
30 writing by the department/program's graduate coordinator/director or
31 designee prior to the beginning of the next term (with a copy provided to the
32 dean of Graduate Studies).
33
34 2. Students shall be placed on administrative probation by the dean of Graduate
35 Studies, following consultation with the program/department. The
36 probationary student shall be informed in writing by the graduate dean (with a
37 copy provided to the department/program).
38
39 3. The dean of Graduate Studies shall inform Registration and Records when
40 students have been placed on or removed from administrative probationary
41 status so that student records can be updated.
42
43 D. When a student is placed on academic or administrative probation, s/he must work
44 with the program coordinator/director to develop a plan for remediation, including a
45 timeline for completion. In the case of administrative probation, the remediation plan

GRADUATE PROBATION, DISQUALIFICATION, AND REINSTATEMENT POLICY

46 must be approved by the dean of Graduate Studies, who will send a letter to the
47 student documenting the plan.

- 48
49 E. A student cannot be advanced to candidacy or continue in candidate status if s/he is
50 on either academic or administrative probation.
51

52 53 II. DISQUALIFICATION

- 54
55 A. A student who has been placed on probation may be disqualified from further
56 attendance by the dean of Graduate Studies if any of the following occur:
57

- 58 1. The conditions in the remediation plan are not met within the period specified.
- 59 2. The student becomes subject to academic probation while on administrative
60 probation.
- 61 3. The student becomes subject to administrative probation for the same or
62 similar reason for which he/she has been placed on administrative probation
63 previously, although not currently in such status.
64

- 65
66
67 B. Disqualification may be either from further registration in a particular program or
68 from further enrollment at the campus, as determined by the dean of Graduate
69 Studies. A student disqualified for academic deficiency may not enroll in any regular
70 session of the campus without permission from the appropriate campus authority, and
71 may be denied admission to other educational programs operated or sponsored by the
72 campus.
73

- 74 C. In the event that a student fails the thesis/project defense, the student may repeat the
75 thesis/project defense once. Failure at the second thesis/project defense will result in
76 disqualification from a program. The thesis/project committee will specify the time
77 period and/or conditions of the repeated defense.
78

- 79 D. A student may repeat a comprehensive examination once. Failure of the second
80 comprehensive examination results in disqualification from a program. The
81 comprehensive exam committee will specify the time period and/or conditions of the
82 repeated examination.
83

- 84 E. Students who are disqualified at the end of an enrollment period should be notified by
85 the dean of Graduate Studies before the beginning of the next consecutive regular
86 enrollment period. Students disqualified at the beginning of a summer enrollment
87 break should be notified at least one month before the start of the fall term. In cases
88 where a student ordinarily would be disqualified at the end of a term, save for the fact
89 that it is not possible to make timely notification, the student may be advised that the
90 disqualification is to be effective at the end of the next term. Such notification should
91 include any conditions which, if met, would result in permission to continue in

GRADUATE PROBATION, DISQUALIFICATION, AND REINSTATEMENT POLICY

92 enrollment. Failure to notify students does not create the right of a student to continue
93 enrollment.

94

95

96 III. REINSTATEMENT

97

98 If the student is disqualified, either academically or administratively, s/he may petition for
99 reinstatement. Reinstatement must be based upon evidence that the causes of previous low
100 achievement have been removed. Reinstatement will be approved only if the student is able to
101 provide compelling evidence of her/his ability to complete the degree. If the candidate is disqualified
102 a second time, reinstatement will normally not be considered.

103

104 Master's students should submit a petition requesting reinstatement to the Dean of Graduate Studies.
105 The petition, along with a recommendation from the graduate program coordinator/director, and will
106 be forwarded to the reinstatement subcommittee of the Graduate Studies Committee. The
107 subcommittee will make recommendations to the Dean of Graduate Studies, who has final authority
108 to approve reinstatement. The size of the reinstatement subcommittee may vary, depending on the
109 volume of applications, but shall have one member representing each college at a minimum. The
110 subcommittee must evaluate the probable impact of any medical condition on previous
111 unsatisfactory performance. If the student is approved for reinstatement, the Dean of Graduate
112 Studies will send a letter granting reinstatement that specifies the conditions and time frame for
113 achieving good standing. Students must achieve good standing to advance to candidacy and to be
114 eligible to graduate.

115

116 Reinstatement for credential students is handled by a separate process in the College of Education
117 and is not governed by this document.

118

POLICY ON FAIR USE OF COPYRIGHTED WORKS FOR EDUCATION AND RESEARCH

1 | Definition: This document explains the principles underlying all decisions regarding
2 | copyright to be made on the CSUSM campus.
3 |
4 |

5 | Authority: President of the university.
6 |
7 |

8 | Scope: The fair use policy applies to all CSUSM teaching faculty, and staff, and
9 | ~~library faculty to resolve fair use questions in good faith and well informed~~
10 | ~~manner.~~
11 |

~~California State University San Marcos~~

~~Policy on Fair Use of Copyrighted Works for Education~~

~~and Research~~

~~Statement of Supporting Principles~~

18 |
19 |
20 |
21 | ~~Prepared by the LAC Subcommittee on Copyright Issues~~
22 | ~~Chuck Allen, Bonnie Biggs, Renée R. Curry, and Dawn Schmid~~
23 |

24 | ~~March 7, 1999~~
25 |
26 |

PREAMBLE

27 |
28 |
29 | This document explains the principles underlying all decisions regarding copyright to be made on
30 | this campus. Please note, however, that this document is not intended to be a tutorial about copyright
31 | and fair use. It should accompany the C.E.T.U.S. document, *Fair Use of Copyrighted Works* (1995),
32 | and a comprehensive education program must follow adoption of these principles.
33 |
34 |

35 | **Principle 1: I.** An appropriate exercise of fair use depends on a case-by-case application and
36 | balancing of four factors as set forth in a statute enacted by Congress. A proper determination of fair
37 | use in daily practice and in the courts requires applying these four factors to the specific
38 | circumstances of the use:

- 39 | • The purpose or character of the use;
- 40 | • The nature of the copyrighted work being used;
- 41 | • The amount and substantiality of the work being used; and
- 42 | • The effect of the use on the market for or value of the original.

43 |
44 | These factors must be evaluated to determine whether most of them weigh in favor of or against fair
45 | use.
46 |

POLICY ON FAIR USE OF COPYRIGHTED WORKS FOR EDUCATION AND RESEARCH

1 | **Principle 2: II.** Nonprofit educational purposes are generally favored in the application of the
2 | four factors, and a robust concept of fair use is crucial for advancing education and research. The
3 | educational purpose will usually weigh the first factor strongly in favor of fair use. Keep in mind,
4 | however, that a nonprofit educational purpose does not by itself make the use “fair.” One must
5 | always consider and weigh all four factors together.

6 |
7 | **Principle 3: III.** Responsible decision making means that individuals within the university
8 | must know the fundamentals of fair use and understand how to apply them in typical situations. To
9 | that end, an individual designated by the University (~~LAC’s designation as of the 1999-2000~~
10 | ~~academic calendar~~) and the Copyright Guidance Council will provide information, answer questions,
11 | and conduct training in an effort to prepare ~~teaching faculty and~~ staff, ~~and library faculty~~ to resolve
12 | fair-use questions in a good faith and well-informed manner.

13 |
14 | **Principle 4: IV.** The university is confident that its ~~teaching faculty, and~~ staff, ~~and library~~
15 | ~~faculty~~ are able to make good faith decisions about fair use and that their decisions will best reflect
16 | the particular circumstances relevant to the decisions. Fair use depends on the facts and
17 | circumstances of the given situation. Therefore, the person closest to those facts is likely best suited
18 | to determine the law’s application. Thus, we do not mandate a particular decision, but instead we
19 | call on each member of the university to be responsible for the fair-use determinations with respect
20 | to the projects within their authority. The Copyright Guidance Council will be available to assist
21 | with decisions.

22 |
23 | **Principle 5: V.** Reasonable people—even those with significant legal expertise—can and will
24 | differ in their understanding of fair use. Copyright law rarely offers a definitive meaning of fair use
25 | for any specific application. Thus, the real meaning of fair use depends on a reasonable and
26 | responsible application of the four factors. One person’s judgment and situation may not match the
27 | next, and the differences may be based on variations in facts and circumstances. The Copyright
28 | Guidance Council will help individuals to determine, based on precedence at our university, the
29 | unique qualities of particular cases.

30 |
31 | **Principle 6: VI.** Because of the flexible and interpretive nature of fair use, Congress provided
32 | significant protection for educators. Not only does the law apply particularly to educational
33 | purposes, but it also limits the monetary liability that educators may potentially face, as long as they
34 | hold a reasonable and good faith belief that their activities are fair use in light of the four factors.

35 |
36 | **Principle 7: VII.** Through educational efforts, the university should move over time toward
37 | common understandings of fair use for local needs, but such detailed interpretations ought not be a
38 | part of a formal policy statement. By keeping the policy itself concise, the university preserves the
39 | flexibility inherent in fair use law and preserves the opportunity to respond to a changing law and the
40 | changing demands of education and research.

41 |
42 | **Principle 8: VIII.** Fair use is not determined by “guidelines” that purport to quantify the
43 | boundaries of fair use. In an attempt to clarify the meaning of fair use for common situations,
44 | various private parties have negotiated “guidelines,” but those externally developed guidelines are
45 | often inappropriate for the realistic application of fair use to higher education. Such guidelines are

POLICY ON FAIR USE OF COPYRIGHTED WORKS FOR EDUCATION AND RESEARCH

1 too often an unduly narrow or rigid definition of fair use, and they usually impose additional
2 restrictions and conditions that are not part of the law. No such guideline has been read into the law
3 by Congress or the courts, and the guidelines are not binding. Fair use must be determined
4 according to the circumstances of each situation.
5

6 | **Principle 9-IX.** If a member of the CSUSM community acts in good faith and consistent with
7 his or her university duties, protection may be offered by the CSU Risk Management Authority in
8 the event of an infringement allegation. Good faith increases the likelihood that activities are in fact
9 fair use. Good faith reduces the risks of liability in the event of infringement. Good faith is also
10 | important for securing the benefit of university assistance and support in the event that its ~~teaching~~
11 | faculty, ~~library faculty,~~ and staff may face infringement allegations, in accordance with the Errors
12 and Omissions Liability Insurance, dated 1998-1999. Ultimately, good faith is best manifested
13 through knowledge of, and reasonable application of, the four factors. In order to be certain that all
14 members of the CSUSM community act with the knowledge that best facilitates good faith,
15 | attendance at education sessions will be mandated by the ~~CSUSM Provost and~~ Vice President for
16 Academic Affairs. Signatures of attendance will be kept on file should the need to protect
17 | individuals against charges of infringement arise.
18

RETENTION, TENURE, AND PROMOTION STANDARDS FOR THE SCHOOL OF NURSING

I. DEFINITIONS OF TERMS AND ABBREVIATIONS

- A. In the standards and procedures described by this document, “is” is informative, “shall” is mandatory, “may” is permissive, “should” is conditional, and “will” is intentional.
- B. The following terms, important to understanding faculty policies and procedures for retention, tenure, and promotion are herein defined.
1. Candidate - a faculty unit employee being evaluated for retention, tenure, or promotion.
 2. Evaluation – a written assessment of a faculty member’s performance.
 3. Peer Review Committee (PRC) – the committee of full-time, tenured faculty unit employees whose purpose is to review and recommend faculty unit employees who are being considered for retention, tenure, and promotion.
 4. Probationary Faculty – the term probationary faculty unit employee refers to a full-time faculty unit employee appointed with probationary status and serving a period of probation.
 5. Promotion – the advancement of a probationary or tenured faculty unit employee who holds academic or librarian rank to a higher academic or librarian rank or of a counselor faculty unit employee to higher classification.
 6. Recommendation – the written end product of each level of a performance review. A recommendation shall be based on the WPAF and shall include a written statement of the reasons for the recommendation. A copy of the recommendation and the written reasons for it is provided to the faculty member at each level of review.
 7. Retention – authorization to continue in probationary status.
 8. RTP – retention, tenure, and/or promotion
 9. Tenure – the right to continued employment at the campus as a faculty unit employee except when such employment is voluntarily terminated or is terminated by the CSU pursuant to the CBA or law.

II. PREAMBLE

This document sets forth general standards and criteria for retention, tenure, and promotion of full-time faculty in the School of Nursing. The provisions of this document are intended to be implemented in conformity with University-wide Faculty Personnel Policy for Promotion, Tenure, and Promotion.

III. GUIDING PRINCIPLES

- A. General Guiding Principles

RETENTION, TENURE, AND PROMOTION STANDARDS FOR THE SCHOOL OF NURSING

- 38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
1. All standards and criteria should reflect the University Mission Statement and advance the goals embodied in that statement, including the following:
As specified in the University Mission Statement:
 - CSUSM focuses on the student as an active participant in the learning process.
 - Students work closely with a faculty of active scholars and artists whose commitment to sustained excellence in teaching, research, and community partnership enhances student learning.
 - The university offers rigorous undergraduate and graduate programs distinguished by exemplary teaching, innovative curricula, and the application of new technology.
 - CSUSM provides a range of services that responds to the needs of a student body with diverse backgrounds, expanding student access to an excellent and affordable education.
 - As a public university, CSUSM grounds its mission in the public trust, alignment with regional needs, and sustained enrichment of the intellectual, civic, economic, and cultural life of our region and state.
 2. The three performance areas that shall be evaluated, teaching, research, and service, are integral faculty activities. While recognizing instruction as a central institutional mission, the School and disciplinary standards and criteria should recognize the diversity of each faculty member's contribution to the University. While the School affirms the University-wide requirement of sustained high quality performance in all areas, it encourages flexibility in the relative emphasis placed on each of the three performance areas.
 3. Methods of performance assessment for research, teaching, and service shall be clearly specified and uniformly applied to all faculty. Activities assessed in one area of performance shall not be duplicated in any other area of performance evaluation.
 4. At all levels and stages of the RTP process, faculty have the right to clearly articulated performance expectations. The RTP process should be simultaneously evaluative and developmental and be carried out in a cooperative, collaborative environment.
 5. Retention, tenure, and promotion decisions are made on the basis of the evaluation of individual performance. Ultimate responsibility for meeting all standards and criteria rests with the candidate.
- B. Standards Applied in Different Types of Decisions
1. It is expected that candidates for retention at the rank of assistant professor will show effectiveness in each area of performance and demonstrate progress

RETENTION, TENURE, AND PROMOTION STANDARDS FOR THE SCHOOL OF NURSING

- 76 toward meeting the tenure requirements in the areas of teaching, research, and
77 service.
- 78 2. Promotion to the rank of associate professor requires an established record of
79 effectiveness in teaching, research, and involvement in service activities that
80 enhance the University and the profession.
- 81 3. Promotion to the rank of professor requires evidence of continued
82 commitment to and effectiveness in instruction, evidence of substantial
83 achievement in scholarly/creative activities, and service to the University
84 and/or the profession.
- 85 4. The granting of tenure at any rank recognizes accomplishments and services
86 performed during the probationary years. Further, the granting of tenure is an
87 expression of confidence that the faculty member has both the commitment to
88 and the potential for continued development and accomplishment throughout
89 his/her career. Tenure will not be granted to an individual whose record does
90 not meet the standards required to earn promotion to the rank at which the
91 tenure will be granted.

92

IV. STANDARDS AND CRITERIA

93

A. Teaching

- 94
- 95 1. A central mission of the faculty is to enable students to comprehend and to
96 utilize knowledge through scholarly intellectual activity. Toward that end
97 faculty are expected to continually learn about pedagogy and to carefully
98 consider how to teach as well as what to teach. They are expected to set clear
99 expectations of success and to instruct with the assumption that all students
100 can learn. Faculty should involve students actively in the learning process and
101 employ various instructional techniques. Faculty should adapt their
102 instructional methods to reach and to encourage all segments of the student
103 body.
- 104 2. Probationary and tenured faculty members are expected to continually
105 strengthen their teaching skills and to demonstrate overall effectiveness in
106 scholarly instruction at the undergraduate level as well as the graduate level in
107 departments with graduate programs. Toward this end, faculty are encouraged
108 in every way to cultivate and maintain useful, innovative, and stimulating
109 instructional techniques.
- 110
- 111 3. Instructional activities include, but are not limited to:
- 112 ■ Classroom teaching;
 - 113 ■ Clinical Laboratory teaching;
 - 114 ■ Seminars;
 - 115 ■ Curriculum development;

RETENTION, TENURE, AND PROMOTION STANDARDS FOR THE SCHOOL OF NURSING

- 116
- 117
- 118
- 119
- 120
- 121
- 122
- 123
- 124
- 125
- 126
- 127
- 128
- 129
- 130
- 131
- 132
- 133
- 134
- 135
- Program development;
 - Supervision of fieldwork, independent research, and library research;
 - Training and supervision of teaching and graduate assistants;
 - Individual consultation with students concerning course related matters.
4. While the elements of instruction may vary among disciplines and candidates, the evaluations of instructional performance should consider the scholarly content and currency of courses, classroom performance, the incorporation of writing and critical thinking, efforts undertaken to improve instruction, the quality of advising, availability during office hours, interdisciplinary and multidisciplinary activities, participation in course or curriculum development, and pedagogical innovations.
5. Evidence of instructional performance should include, but is not limited to, the following: peer evaluations; student evaluations; a list of courses taught; samples of instructional materials such as syllabi, examinations, and other assessment tools, handouts; descriptions of new courses developed, and certificates of recognition for instruction.
6. Student evaluation of instructional performance is required for all didactic courses taught in the academic year and at least one clinical course if taught.

B. Research

- 137
- 138
- 139
- 140
- 141
- 142
- 143
- 144
- 145
- 146
- 147
- 148
- 149
- 150
- 151
- 152
- 153
- 154
- 155
- 156
1. It is essential to the University's Mission that each faculty member demonstrate continued commitment, dedication, and growth as a scholar. In all cases, scholarship results in an original contribution to knowledge or understanding in the field through research and includes the dissemination of that knowledge beyond the classroom.
 2. Scholarship and evidence of scholarly activities include, but are not limited to:
 - Papers published or accepted for publication in peer refereed journals
 - Books or original monographs
 - Published book chapters of original material
 - Papers published in high quality practitioner journals
 - Papers published in refereed proceedings
 - Refereed paper presentations at professional meetings including abstracts published in proceedings
 - Invited papers presented at professional meetings
 - Working papers/works in progress
 - Grant or contract research
 - Clinical simulation scenario development
 - Case studies
 - Maintaining clinical experience in an area of nursing specialization

**RETENTION, TENURE, AND PROMOTION STANDARDS
FOR THE SCHOOL OF NURSING**

157 3. Measurement of scholarly achievements should always include evaluation by
158 professional persons in a position to assess the quality of the contribution to
159 the field. Professional evaluation includes, but is not limited to, acceptance of
160 a scholarly work by a jury of peers or editorial board. In all cases, quality of
161 scholarly achievements shall be evaluated.

162 C. Service

163 1. The School views activities that enhance the institution and the profession,
164 both locally and nationally, as integral components of faculty service. While
165 the magnitude of service rendered may vary, in each instance the evaluation of
166 service must be guided by the quality of that service and its relevance to the
167 University’s Mission.

168 2. Service activities may include, but are not limited to, the following:

- 169 ▪ Membership and offices held on committees, governing bodies, and
- 170 task forces at the unit, college, and university level.
- 171 ▪ Membership and offices held on committees, editorial boards,
- 172 professional advisory boards, external review teams, governing bodies,
- 173 and task forces at the local, national, and international level.
- 174 ▪ Organizing regional or national conferences, workshops, or seminars.
- 175 ▪ Service as faculty advisor to student organizations
- 176 ▪ Mentoring of faculty.
- 177 ▪ Administrative activities such as scheduling, program coordination, or
- 178 other special assignments.
- 179 ▪ Lectures, presentations, or programs given gratis to community groups
- 180 or schools.
- 181 ▪ Gratis professional consultantships of service to the community.

182 3. Evaluation of service shall include: peer evaluation of the quality of service
183 rendered, the extent to which the service rendered contributed to the
184 University’s Mission, and the appropriateness of the service to the faculty
185 member’s rank.

186 4. Documentation of service may include, but shall not be limited to, the
187 following: a list & description of university, community, professional service;
188 individual contributions to the committee, evaluation by fellow committee
189 members regarding quality of service provided; documents, reports, or other
190 materials produced; letters of invitation; programs; and newspaper clippings.
191